



# Relational policy: Scholarship, Kindness and Community

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## Table of Contents

1.0 Matford Brook Academy Behaviour Policy .....	3
1.1 Overview .....	3
1.2 Rationale.....	4
1.3 Aims .....	4
2.0 Rewards.....	6
2.1 Recognition .....	6
3.0 High expectations .....	8
3.1 TWT principles .....	8
3.2 Matford Brook Academy expectations .....	8
3.3 Situation specific expectations .....	11
3.4 Embedding our expectations .....	12
4.0 Reflection & Lesson Removal .....	13
4.1 Name It, Claim It, Carry On .....	13
4.3 Repeated or more serious incidents.....	15
4.4 Review, reflection and pupil voice .....	15
4.5 Demerit behaviours.....	15
4.6 Home-Academy Partnership Agreement.....	16
4.7 Highlight Week.....	16
4.8 Punctuality and lateness.....	17
5.0 Reconnect, rebuild and restore .....	17
6.0 Sanctions .....	17
7.0 Uniform .....	18
8.0 Bullying and Discrimination .....	18
9.0 Sexual harassment and online sexual abuse.....	19
10.0 Extended Practice (homework) .....	22
11.0 Support .....	22
12.0 Internal parking .....	22
13.0 Host school support.....	23
14.0 Suspension .....	23
15.0 Permanent exclusion (PEX) .....	24
16.0 Consistent expectations .....	24
17.0 Maintaining a positive learning environment .....	24
18.0 Drugs .....	25
19.0 Alcohol .....	25
20.0 Medication .....	25
21.0 Smoking (including all forms of e-cigarettes/vaping devices) .....	25
22.0 Search and confiscation .....	25
23.0 Use of reasonable force .....	27

23.1 Who can use reasonable force? .....	27
23.2 Unacceptable use of force: .....	27
24.0 Pupil conduct outside the Academy premises .....	28
24.1 Overview .....	28
24.2 Sanctions and disciplinary action as a result of poor behaviour off the Academy premises .....	28
25.0 Wilful and accidental damage .....	29
26.0 Behaviour of parents and carers .....	29
27.0 Allegations against staff .....	30
28.0 Malicious/false allegations .....	30
29.0 Complaints .....	30
Appendix 1: House point visuals .....	32
Appendix 2: Academy Expectations (Chapters 1 & 2) .....	34
Appendix 3: Academy Expectations (Chapters 3 & 4) .....	36
Appendix 4: Classroom expectations practice (Chapters 1 & 2) .....	38
Appendix 5: Classroom expectations practice (Chapters 3 & 4) .....	39
Appendix 6: Classroom Commitments Flow Chart .....	40
Appendix 7: Staged Sanctions .....	41
Appendix 8: Uniform policy .....	42
Appendix 9: Home-Academy Partnership Agreement .....	43

### Other relevant policies include:

- Matford Brook Academy SEND Policy
- Matford Brook Academy Anti-Bullying Statement
- Matford Brook Academy Uniform Policy
- Matford Brook Academy Attendance Policy
- Ted Wragg Trust Written Statement of Behaviour Principles
- Ted Wragg Trust Equality Policy
- Ted Wragg Trust Supporting Pupils with Medical Conditions Policy
- Ted Wragg Trust Computer Mobile Device Online Use Policy

**Note:** This behaviour policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points, an example could be through the creation of a relational support plan. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.

This behaviour policy is reviewed annually and is done so in consultation with students, parents/carers and staff. In addition to an annual student, parent/carer and staff survey there are multiple opportunities through school council/parliament/leadership, parental listening sessions and engagement activities to provide feedback.

## 1.0 Matford Brook Academy Behaviour Policy

### 1.1 Overview

Matford Brook Academy encourages good behaviour through high expectations, clear policy and an ethos which ensures students show pride in their conduct and learning by making positive behaviour choices. Our motto is that '**we write our story**'. In our school expectations, we support children to recognise their agency and the impact that their decisions and behaviour have on themselves and those around them.

We believe that good behaviour means that everyone in our school is:

- ★ Careful and kind
- ★ Polite and friendly
- ★ Helpful and considerate
- ★ Quiet and hardworking

We believe that the benefits of good behaviour are that:

#### Children:

- ★ Learn what good behaviour means
- ★ Learn to care for others

- ★ Feel happy and safe
- ★ Learn to be good friends
- ★ Develop self-confidence
- ★ Do as well as possible with their work

**Staff:**

- ★ Teach effectively without disruptions
- ★ Meet the needs of all children
- ★ Work positively with parents/carers

**Parents/carers:**

- ★ Feel confident that their children are being taught in a safe and secure environment

Matford Brook Academy has in place a comprehensive package of rewards to reinforce and praise good behaviour with clear sanctions for those who do not make positive choices and therefore fail to comply with the school's behaviour policy.

This Policy aims to outline the measures by which the school aims to promote good behaviour, self-discipline and respect; prevent bullying; ensure that students complete assigned work; and ensure Matford Brook Academy is a safe place for all.

The commitment of staff, pupils and parents is vital to develop a positive whole school ethos. Matford Brook Academy reserves the right to apply this policy to **all** pupils and **any time** a pupil is recognisable as a Matford Brook Academy pupil, regardless of whether this is before/during/after school hours and to all matters relating to social media and online activity. The application of this policy is not dependent on whether the pupil is wearing school uniform.

## 1.2 Rationale

We wish to ensure that pupils attending our school have clear guidelines for behaviour which are consistent throughout their time at Matford Brook Academy. They need to see the purpose for the systems that are in place and that these systems are fair, equitable and devised for the good of the school community in order to nurture respect for others and their environment.

Matford Brook Academy is an all-through school for children aged 2-16. Our behaviour policy reflects developmentally appropriate expectations with overarching systems to support pupils' progression through the school.

Note that phases are named the following: **Chapter 1** – EYFS & Year 1; **Chapter 2** – Year 1 to Year 4; **Chapter 3** – Year 5 to Year 8; **Chapter 4** – Year 9 to Year 11.

## 1.3 Aims

This behaviour policy is based on our key concept for Every Child Succeeds and is underpinned by an inclusion model created using the work of Bronfenbrenner and on Maslow's hierarchy of needs. Our model is based on **safe** and **connected** children learning **successfully** in a classroom environment. This policy aims to:

- ★ Support pupils to **take pride in their behaviour** so that there is a culture of warmth, achievement, ambition and learning everywhere in the school and no learning time is wasted;
- ★ Encourage pupils to **make positive choices** and **take responsibility** for their own actions;
- ★ Provide **clarity for staff, students and the community** about acceptable behaviour and enable the creation of **strong and positive relationships**
- ★ Be increasingly **confident** and **independent** – to care for themselves, to be responsible for their personal safety, to develop self-esteem, and to take pride in their achievements;
- ★ **Value** others and their similarities and differences, to **empathise** with and **respect** their feelings, to **care** for and **co-operate** with others, and to **enjoy** and **respect** their achievements whatever their gender, ability, colour, religion or culture;
- ★ Develop a feeling of **corporate responsibility** by learning to care for their school environment, and developing an understanding of, and concern for, the world around them.

This ensures that our staff:

- ★ can **deliver engaging and creative lessons, experiment and take risks**, in a safe and secure environment.

It also ensures that our school community – staff, pupils, their families and beyond – have clarity about acceptable behaviour and the consequences of misbehaviour.

Matford Brook Academy works to achieve these aims by:

- ★ planning a broad and balanced curriculum which will develop to the full each child's intellectual, physical, spiritual, moral, social and cultural development;
- ★ structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- ★ providing clearly-defined and consistent boundaries which are carefully explained to the children;
- ★ acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- ★ providing a supportive environment where appropriate behaviour is encouraged, noticed and praised.

Pupil, parent/carer and staff voice is incredibly important to our Academy. We conduct an annual survey with each group to help inform our approaches and support our ongoing development and improvement.

We invite members of our community throughout the academic year to share their reflections and recommendations. This includes:

- Annual surveys
- Pupil Parliament
- Termly Home-Academy events

## 2.0 Rewards

Matford Brook Academy regularly celebrates the success of all pupils in a variety of ways as we recognise that focusing on success and positive outcomes is essential to developing a positive culture and ethos across the school.

Matford Brook Academy wishes to recognise the vast majority of pupils make positive behaviour choices everyday, listed below are the ways we celebrate success with pupils, parents/carers and staff during the academic year.

Whilst the majority of our rewards are all-through, some are Chapter (phase) specific, appropriate to the age and stage of our pupils.

### 2.1 Recognition

#### 2.1.1 House points

Our pupils each belong to one of four school Houses. House points are used by all staff to reward their positive behaviour. This is awarded via Classcharts in Chapters One & Two and Classcharts in Chapters Three & Four.

House points are awarded for positive behaviours which reflect our three Academy values of Scholarship, Kindness and Community. Whilst not exhaustive, the visuals in Appendix 1 share some of the behaviours that staff encourage and that pupils would be awarded house points for.

#### 2.1.2 Values badges

Each year, pupils in Chapters 3 & 4 can make progress towards achieving Bronze, Silver, Gold and Platinum badges in each of our Values: Scholarship, Kindness and Community. Each one is achieved upon reaching a cumulative total of House points. Pupils are encouraged to wear these badges with pride as part of their Academy uniform. Badges and certificates are presented during weekly Assemblies.

In Chapters 1 & 2, when children demonstrate our Values throughout their day, their name is written next to the Value (Scholarship, Kindness, Community). When they receive five 'ticks' next to the values, they receive an 'Our Story' prize from the treasure chest alongside an 'Our Story' certificate.

#### 2.1.3 Super Choices

In Chapters 1 & 2, pupils move onto 'Super Choices' when they show all six of our Academy commitments beautifully. They receive a 'Super Choices' card and a prize for this, awarded daily.

This connects to Super Choices Time, a weekly 30 minute session for the class for demonstrating our Academy commitments.

#### 2.1.4 Star of the Week

In Chapters 1 & 2, the class teacher(s) nominates a child to be the Star of the Week. This is usually awarded for a pupil who has best demonstrated the Value of the week. The certificate is awarded in Assembly and all recipients are entered into a weekly prize draw.

In Chapters 3 & 4, pupils are also awarded the Star of the Week. This is instead nominated by their tutor who will make an assessment based from their merits logs and/or from other staff who share particular examples of how they have demonstrated the Value of the week.

### 2.1.5 The Kinsella Award

Each year group at Matford Brook Academy has a personal development pathway leading towards obtaining the Kinsella Award. This is a voluntary programme where pupils work towards achievements each year (for example, in Year 7, pupils would achieve the 'Community' pathway by volunteering for an event to support the Academy). Pupils earn their Kinsella Award which is awarded by the Headteacher and/or members of the governing body at the Termly Celebration Assembly.

### 2.1.6 Scholarly work

In all phases, pupils complete their 'Scholarly work' which is displayed as examples of their personal best. These are pieces of work from across the curriculum, usually at the conclusion of a Cycle of work, which are celebrated for being a best example of pupils' scholarship.

### 2.1.7 Pupil leadership roles

In all phases, pupils are invited to apply for leadership roles which support the Academy. At the beginning of each year, the roles and descriptions of responsibilities are shared. All pupils have the opportunity to apply and partake in an interview process for these positions. Once appointed, these are recognised roles within the Academy's structure which would be held for the academic year unless a pupil behaved in a way which meant that this role was no longer suitable (and this would be at the Academy's discretion).

Roles include:

- ✦ Members of Academy Parliament
- ✦ Tour Guides
- ✦ Family Dining Leaders
- ✦ Assembly Runners
- ✦ Eco Steering Group
- ✦ Reading Helpers
- ✦ Pupil Librarians

Other roles may arise throughout the academic year to reflect the strategic and operational development of the Academy.

### 2.1.8 Community Dining Highlights

At Family Dining, pupils are daily invited to share a Highlight of peers, staff or wider community members who have supported them or reflected our Academy Values. Highlights are practiced and then presented by individuals. Staff model this to pupils.

### 2.1.9 Celebration Assemblies

Regularly throughout the term, the Celebration Assembly recognises the achievements of individual pupils both inside and outside of school. This is for exceptional achievement either across our Values or where children have demonstrated examples of 'writing their story'. We encourage families to let us know about any achievements their children might have outside of school so that we can also recognise these in our Celebration Assemblies.

### 2.1.10 'My Story' Events

At Matford Brook Academy, our parent/carer events include each child sharing their story so far, including their key successes in their learning progress and our Values, as well as what their development points are. Pupils are supported during curriculum time to prepare their presentation and portfolio for this.

In doing so, our pupils develop the ability to recognise and take pride in their achievements in addition to embracing ongoing development points as part of their learning experience.

### 2.1.11 Annual awards

Annual awards are held for each Chapter. Awards are given in the following categories:

- Outstanding Attainment, Effort or Subject Award in a particular subject (nominated by their teacher);
- Tutor Awards;
- TWMAT awards; and
- Pupil of the Year award, recognising pupils who have written exceptional chapters in their story.

### 2.1.12 Recognition

Our communication via newsletters, Twitter and Facebook are used to highlight pupils' achievements.

### 2.1.13 House events

House events are an important part of the culture at Matford Brook Academy. Competitions are held between tutor groups/Houses for a range of activities throughout the year with prizes to obtain.

## 3.0 High expectations

### 3.1 TWT principles

All TWT schools have personalised versions of lesson expectations based on their individual character and circumstances. All are based on the following five principles:

- ★ **PUNCTUAL AND ORGANISED:** be on time with all of your equipment and uniform.
- ★ **KIND and INCLUSIVE:** be kind, in everything you do, to everyone in the school and wider community.
- ★ **PRIDE:** in learning, effort and appearance/community.
- ★ **POSITIVE CHOICES:** following all reasonable requests.
- ★ **ENGAGEMENT:** as an active learner always trying your best.

### 3.2 Matford Brook Academy expectations

At Matford Brook Academy, we write our story. Our school exists to provide an excellent, all-through education that empowers children to believe they can, and should, change the world.

Each of us belongs to our school community. Our actions empower both ourselves and those around us to reach our highest potential. The greatest influence on our lives is ourselves.

Our expectations are centred on our three Academy values: **Scholarship, Kindness and Community**. We refer to these as 'Commitments'.

### 3.2.1 Chapters One and Two (EYFS and Years 1-4)

#### Scholarship

*I am the author of my story.*

To be a scholar is to strive for the highest education possible, valuing learning and the process – including making mistakes – and taking responsibility for doing so. The story we are writing is for every Matford Brook Academy pupil to be lifelong learners, progressing to university or another aspirational equivalent.

- (1) I commit to trying my hardest with all of my learning.
- (2) I commit to listening carefully and following my teachers' instructions.

#### Kindness

*I empower others to write their story.*

The way we interact with and treat those around us has a direct impact on them. The story we are writing is for every Matford Brook Academy pupil to be caring, thoughtful individuals who proactively help and support the people around them, recognising their role in helping everyone to succeed.

- (3) I commit to being kind and polite to others and showing great MBA manners.
- (4) I commit to being calm and gentle.

#### Community

*We write our story together.*

School is a 'team sport': we are working together to create a limitless environment where everyone succeeds. The story we are writing is for every Matford Brook Academy pupil to feel a sense of belonging in their community – school, local, national, international – and positively contribute to it.

- (5) I commit to wearing my uniform smartly.
- (6) I commit to caring for our Academy and our environment.

Refer to **Appendix 2** for the visuals outlining the expectations for Chapters 1 & 2.

### 3.2.2 Chapters Three and Four (Years 5-8 and 9-11)

#### Scholarship

*I am the author of my story.*

To be a scholar is to strive for the highest education possible, valuing learning and the process – including making mistakes – and taking responsibility for doing so. The story we are writing is for every Matford Brook Academy pupil to be lifelong learners, progressing to university or another aspirational equivalent.

- (1) I commit to being punctual, arriving on time (within three minutes of the bell) to my lessons, and being ready to learn with the equipment that I need.
- (2) I commit to promptly completing my work to the best of my ability, showing pride in my learning in school and at home.

#### Kindness

*I empower others to write their story.*

The way we interact with and treat those around us has a direct impact on them. The story we are writing is for every Matford Brook Academy pupil to be caring, thoughtful individuals who proactively help and support the people around them, recognising their role in helping everyone to succeed.

- (3) I commit to treating others with kindness at all times and being polite in my interactions with great manners.
- (4) I commit to listening respectfully when others are talking and working silently when an adult asks me to.

### **Community**

*We write our story together.*

School is a 'team sport': we are working together to create a limitless environment where everyone succeeds. The story we are writing is for every Matford Brook Academy pupil to feel a sense of belonging in their community – school, local, national, international – and positively contribute to it.

- (5) I commit to wearing my uniform with pride and to caring for our Academy and the environment.
- (6) I commit to following all reasonable requests from our staff team.

Refer to **Appendix 3** for the visuals outlining the expectations for Chapters 3 & 4.

## 3.3 Situation specific expectations

### 3.3.1 In the classroom

Careful and consistent classroom organisation, at all ages, encourages positive and appropriate behaviour.

All lesson expectations have been co-produced in consultation with staff and pupils. Lesson expectations are reviewed regularly with students and staff.

Pupil, parent and staff voice is really important to our school and we conduct an annual survey with each group to help inform our approaches and support continual improvement. In addition to this, there are a number of opportunities throughout the year for our communities to share their recommendations and reflections including [Schools to delete and personalise as appropriate] through our pupil parliament, through termly parent forums, annual surveys and staff networks.

The behaviour of all adults in the school, including visitors, will influence the behaviour of our pupils. At Matford Brook Academy, we aim to be fair and consistent, setting expectations which are the same regardless of the adult who is with the class. For example, in Year 1, pupils will have a main class teacher as well as some subject-specific teachers, such as PE or Music. In Year 7, pupils will move between different teachers for their curriculum. There will also be examples when different adults might be working with a group such as a visiting speaker or a cover teacher.

In order to support all children to have a consistent experience in the classroom, these classroom-specific expectations are in place:

- ✦ **All:** ask permission to go to the toilet (in Chapters 3 & 4 i.e. Year 5 and above, the teacher will provide the pupil with a toilet pass to show to any adult who checks why they are not in class. This is logged so that appropriate safeguarding checks are in place. For any child needing a toilet pass for a medical condition, this can be discussed with the SENDCo).
- ✦ **All:** stay in your seats during learning time in your allocated space on the seating plan.
- ✦ **Chapters 1 & 2:** sit in your space during carpet time.

### 3.3.2 Around the Academy

Our children are encouraged to feel an ownership and responsibility for the Academy as a whole whether by participating in whole-school events, seeing their work displayed through the Academy or by tidying up after themselves.

Children are expected to behave in an appropriate and positive manner in shared areas such as in corridors, hall and break-out spaces. As an all-through school, break and lunch times are staggered and so other pupils are always still learning. We also have adults in our school support team working in offices throughout the school.

As a result, we expect children to walk quietly and calmly through the building during lesson transitions or to move to different learning spaces. Pupils may only move to a different area than where they are timetabled with permission of, or under the supervision of, a member of staff.

In Chapters 1 & 2, staff follow a specific routine to support children in moving sensibly through the building.

### 3.3.3 Mobile phones

**We are a 'phone free' school.** Phones and associated technology (eg airpods / smart watches) are not permitted in the Academy during the school day. Phones and associated technology will be handed by pupils to their tutor at the start of the day (prologue) and stored securely by staff throughout the day. Security arrangements are reasonable, but school cannot take responsibility for phones which are brought onto site

and our recommendation is that pupils do not bring in phones at all. All phones will be signed out by tutors during epilogue.

### 3.3.4 Social Media

Although we will support with issues arising on social media relating to our pupils, and reserve the right to apply our behaviour policy in such cases, we strongly encourage all parents to take proactive approach in monitoring social media. We offer the following advice:

- Parents should ask themselves whether a smart phone is appropriate for their child.
- Parents should check age restrictions on social media platforms and adhere to these.
- Parents should explore 'parental controls' with their phone/internet providers.
- Parents should regularly check their child's phone, including communications with others, web browser history, and interactions on apps. Where possible, parents should 'mirror' children's phones so that they can monitor usage 'live'.
- Parents should routinely speak to their children about social media usage, include the amount of time spent on devices.

Where inappropriate, harmful, or hurtful behaviour occurs we suggest:

- Retain evidence and share with the school/police if appropriate.
- Block the contact and do not reply.
- Be especially vigilant of your child's social media use following any such incident.
- Parents should never reply to a child in a threatening or inappropriate manner via social media, nor should any post make reference (direct or indirect) to another child in a way that could be perceived as a threat.

Where there is a continued issue related to social media and parents have not followed the advice above, Matford Brook Academy's capacity to support in these issues will be significantly reduced.

## 3.4 Embedding our expectations

In order for our values-based expectations to be the embedded norm for all children at the Academy, they are part of our daily practice in school.

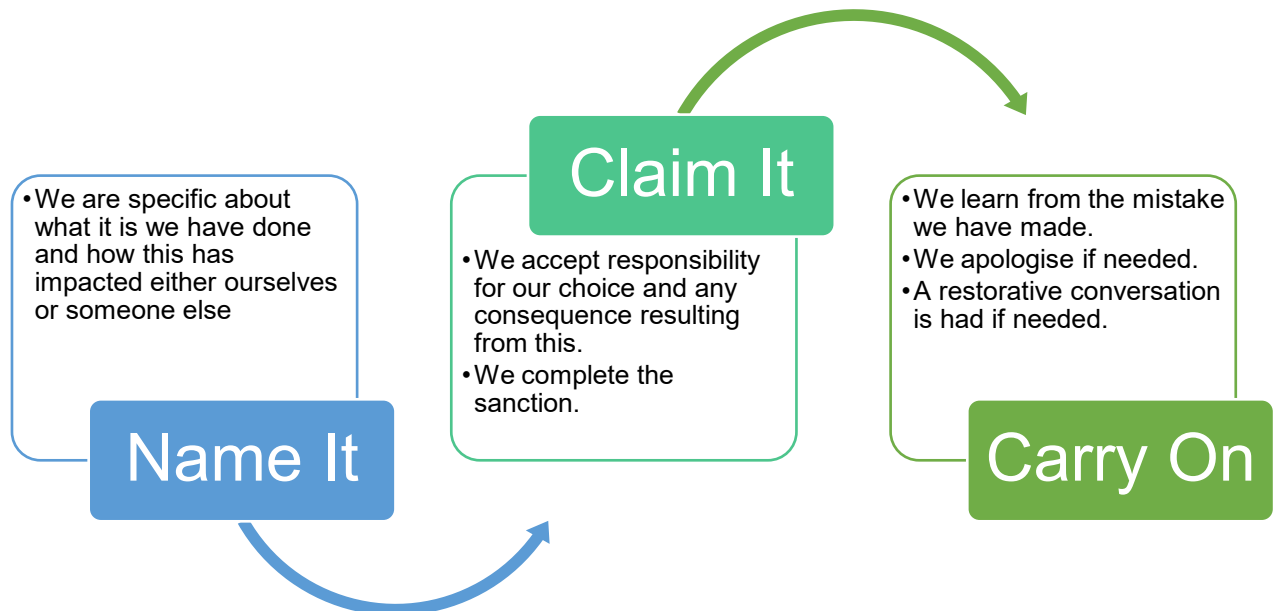
This includes but is not limited to:

- \* Transition and pupil induction events when pupils practice together, building confidence in what the expectations are
- \* A weekly focus in one of the values, linked to sharing and celebrating pupils' examples throughout the week
- \* Daily family dining appreciations where pupils and staff recognise others who have demonstrated these values
- \* House points and other rewards (as outlined in 3.0)

## 4.0 Reflection & Lesson Removal

### 4.1 Name It, Claim It, Carry On

Whilst the majority of our pupils will meet our expectations regularly, there will be instances when this does not happen. When this occurs, we use the following language to identify what has happened, what impact this has had on the individual and/or those around them, and how this will be addressed:



This is used in all Chapters of the Academy. The sanctions for incidents are outlined in the next section (5.0).

#### 4.1.2 Practice: Chapters 1 & 2

If a child has not demonstrated our Academy commitments and/or has broken them, their initials will be written next to the 'Quick Win' card. This is a chance to quickly correct and change their behavior choices, then carry on.

The teacher will positively reinforce and support them to correct their behaviour choices – for example, by acknowledging examples of positive behaviour choices (to model the expectation), having a brief 1:1 redirection conversation with the child, or by moving the child somewhere else within the classroom.

Once on a 'Quick Win' card, if children correct their behaviour choices during the same day, their initials will be removed and the Super Choices Time will not be taken away.

If a child's behaviour choices are not corrected and continue to decline, their initials will be written next to the 'Last Chance' card. As with the previous step, the teacher will positively reinforce and support them to correct their behaviour choices.

Finally, if a child's behaviour choices are not corrected and continue to decline again, their name is added to the 'Poor Choices' card. This means that they will lose some of their breaktime. As with the previous step, the teacher will positively reinforce and support them to correct their behaviour choices.

If a child's behaviour choices are not corrected and continue to decline, they are on 'Unacceptable Behaviour'. A member of pastoral or SLT will collect them to complete an Unacceptable Behaviour Chart and Reflection sheet with them. They will lose fifteen minutes of that week's Super Choices Time as well as working separately for the remainder of the session with a member of pastoral or SLT.

During this reflection time, SLT will work through the 'Name It, Claim It, Reset' process with the child.

Parents/carers will receive a letter following their child receiving an Unacceptable Behaviour card. The Admin team will call the parents/carers and ask them to collect the letter from the Academy at the end of the day. The letter will request parents/carers to meet with their child's class teacher at 8.15am the following morning to review what had happened. This will move to a member of the pastoral team and then to SLT if the child receives further Unacceptable Behaviour cards.

Other behaviours can result in an Unacceptable Behaviour card being issued and further consequences. See 5.0 below.

The progression of this practice can be seen on the visual in Appendix 4.

### **4.1.3 Practice: Chapters 3 & 4**

If a child has not demonstrated our Academy commitments and/or has broken them, their teacher will give them a 'Quick Win'. This is an opportunity to quickly amend their behavior and carry on with no further consequence.

The teacher will positively reinforce and support them to correct their behaviour choices – for example, by acknowledging examples of positive behaviour choices (to model the expectation), having a brief 1:1 redirection conversation with the child, or by moving the child somewhere else within the classroom.

If a child's behaviour choices are not corrected and continue to decline, they will be issued with a 'Last Chance' card. This will act as a reminder for the child to return to positive choices and give strategies to support this. As with the previous step, the teacher will positively reinforce and support them to correct their behaviour choices. They will have a demerit.

If a child's behaviour choices are not corrected and continue to decline, they are on 'Unacceptable Behaviour'. They will be directed to the Bookmark hub. In this space, they will be able to use a timer to self-regulate. After this, they will work through the 'Name It, Claim It, Carry On' process with staff support if needed. They will then complete two lessons, doing their work, in the Bookmark Hub. They will also receive a 10 minute detention. A second demonstration of Unacceptable behavior during the same day will result in the child reflecting in Bookmark for an extended time. This will increase the detention to 20 minutes.

Parents/carers will be contacted following their child receiving an Unacceptable Behaviour. If further Unacceptable Behaviours continue, parents/carers will be invited to meet with the tutor to review how to progress this. This will move to a member of the pastoral team and then to SLT if the child receives further Unacceptable Behaviour.

Other behaviours can result in an Unacceptable Behaviour being issued and further sanctions. See 5.0 below.

The progression of this practice can be seen on the visual in Appendix 5 and flow chart in Appendix 6.

If children receive multiple lesson removals, this will result in a meeting with a member of pastoral or SLT. Parents/carers will be notified of this via telephone or email. During the meeting, the child is supported to create an action plan for the following week with clear targets and support for positive progress. This is an opportunity for staff to work with them to ensure that their next week ahead will be successful and help to address any challenges.

### **4.1.4 Monitoring**

House points, demerits and Unacceptable Behaviours are monitored regularly, including a half-termly analysis by the pastoral and senior leadership team. The purpose of monitoring is to identify any trends in both celebration and sanctions, reviewing practice.

Our intention is for pupils to be supported to make the right choices and have the independence and resilience to be able to self-correct. For example, if pupils arrive at school without the right equipment or the correct uniform, they can borrow this from the Pupil Support hub and therefore would not receive demerits for this. Monitoring allows additional support mechanisms to be established, as required.

Monitoring also ensures that any pupils who are regularly in receipt of demerits or Unacceptable Behaviours are identified. Support plans can then be put in place between the pupil, the Academy and their family to improve this and identify any particular barriers to success.

### 4.3 Repeated or more serious incidents

We are committed to inclusion for all and to preventing exclusion. However, where a pupil is involved in repeated or more serious incidents, the pupil will be sent to the Bookmark hub for a learning cycle of up to five lessons including an extended after school detention, to be successfully completed.

Circumstances that could result in a pupil removed from the lesson include, but are not limited to, the following breaches of the behaviour policy:

- ★ incorrect uniform where the pupil has not corrected this when given the opportunity;
- ★ jewellery where the pupil has not corrected this when given the opportunity; and
- ★ unkindness.

More serious incidents:

- ★ truanting;
- ★ refusal to follow instructions;
- ★ refusal to go to Bookmark;
- ★ refusal to attend detention;
- ★ bullying;
- ★ swearing;
- ★ aggression;
- ★ rudeness; and
- ★ dangerous behaviour.

### 4.4 Review, reflection and pupil voice

If pupils feel they have been unfairly or incorrectly treated they have the right to review. Staff will always try to capture pupil voice related any incident and use this to inform decision making.

All pupils will complete a reflection sheet upon entry to the room and may use this to indicate if they feel they have been sent on an unfair basis. The review will be considered by a member of staff and the pupil informed of the outcome. Any staff member who removes a pupil will visit the pupil and complete a restorative conversation and to discuss with the pupil the intervention and reflection they have received that will help them make different behaviour choices.

### 4.5 Demerit behaviours

Demerit behaviours are anti-social behaviours displayed in and around the Academy that trigger a demerit. We expect all pupils to always behave and treat each other with respect. That means walking around the school calmly and quietly, respecting each other's space and looking out for each other. In Chapters 3 & 4, there are no warnings for these behaviours and two demerits within a single day will trigger a detention the following day. In Chapters 1 & 2, supervising staff will give pupils a warning and positive redirection first before a Demerit is issued unless it is of significant concern and the pupil needs to be away from the situation. Two demerits within a single day will again trigger a Reflection the following day.

The detentions enable us to address any behaviour that does not meet our high expectations. We want all children to feel safe whilst at school, including during break and lunchtimes, and for our Academy environment to be cared for.

The following are possible (but not limited to) reasons for a demerit:

* Running indoors	* Eating and drinking in banned areas
* Shouting indoors	* Not clearing away your tray in the canteen or dining hall
* Being out of bounds	* Hitting or kicking school property
* Dropping litter/throwing food	* Reaching a last chance in lesson
* Inappropriate language or attitude	

## 4.6 Home-Academy Partnership Agreement

The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. The Academy welcomes the interest and close involvement of parents/carers and we hope that parents/carers will support the Academy's Positive Behaviour Management Policy.

Parents/carers, and children, are encouraged to sign the Home/Academy Agreement (see Appendix 9) when joining the Academy which is their agreement to support such policies. Application of this policy is not dependent upon the agreement being signed.

Matford Brook Academy has a structured programme, which ensures that parents/carers have regular opportunities to liaise with class teachers and exchange information about both their progress and their behaviour. Informal contact with parents and carers, before and after school, is encouraged but parents/carers are invited to discuss more specific concerns with class teachers or tutors by appointment, if at all possible.

If a child's behaviour gives particular cause for concern, parents/carers will be involved as soon as possible. Parents/carers are invited to work with the Academy in order to support the child to develop appropriate behaviour. Parents/carers will also be invited to a meeting with the class teacher or tutor following their child receiving multiple 'Unacceptable Behaviours'.

## 4.7 Highlight Week

At periodic times throughout the school year there will be a 'Highlight Week'. These weeks will vary depending on the needs of the school and current emerging issues. An example week might focus on uniform or pupil equipment or corridor interactions. Where necessary, these will be tailored to age/phase specific foci.

The focus will be communicated in advance to parents/carers and pupils. The week will focus positively on pupils' engagement and additional rewards will be available for pupils who consistently meet our

expectations. Pupils will receive additional support to ensure they are not only aware but also prepared for the focus. All staff will support pupils and all staff will be responsible for the issuing of House points/demerits/consequences at this time. Wherever possible tutors will support and prepare pupils in advance and daily (during the week) to enable pupils to meet expectations.

Any pupil who does not meet expectations during this week will instantly incur a 10 minute same day detention instead of the usual sanction laid out in this policy. Pupils who consistently fail to meet expectations over this week may also be placed in the Bookmark hub to support them to make the right choices.

## 4.8 Punctuality and lateness

Pupils in Chapters 3 & 4 who arrive in school after their allotted start time without sufficient cause will be issued with a demerit and/or late detention with parents/carers notified by text message. Failure to attend this detention will result in a visit to the Bookmark hub.

Pupils in Chapters 3 & 4 who arrive late to their lesson without sufficient cause and a permission slip from a member of staff will be issued with a demerit.

## 5.0 Reconnect, rebuild and restore

Restorative Practice is a process which restores relationships where there have been problems. It is an opportunity for both sides to explain what happened and to try and come up with a mutually acceptable solution. When there has been an issue the people involved will meet with a mediator who will ask them three main questions:

- ★ What happened?
- ★ Who else has been affected by this?
- ★ What can be done to stop this happening again?

The questions have been designed so that both sides have an opportunity to hear the situation from each other. It enables them to think about how this may have affected the other person but also the other pupils and their learning. By doing this and coming up with solutions it encourages both parties to take responsibility for their actions and make them aware of the impact they are having on others. It is also very helpful to hear the other side of the story and really appreciate why others may be upset.

Restorative Practice has been shown to work extremely well if there has been a repeated problem between a pupil and member of staff because it gives them opportunity to air their differences, appreciate how the other feels, and move on in a positive light, always with the aim to solve the problem, move on and prevent the same situation arising again.

Restorative Practice also works very well when pupils fall out with each other, allowing them to see the impact of their actions, apologise if necessary and put it behind them.

Conferences are ideally held in a neutral place and occasionally with a mediator who is not involved in the problem. The mediator's job is to keep all involved calm and civil and to help people move forward to restore the relationship.

## 6.0 Sanctions

### 6.1 Overview

As stated previously sanctions are only to be used when more positive methods of promoting outstanding learning through good behaviour are not working with a particular individual or group of pupils. When a member of staff feels the need to resort to sanctions these are always to be applied impersonally (i.e. it is the

negative behaviour that is resulting in the sanction not the pupil's personality), calmly, fairly, consistently and professionally.

The **only** sanctions/systems to be used **within** a lesson are as outlined in section 4 and the Bookmark hub. See Appendix 7 for Staged Sanctions diagram.

The aim should be to keep all pupils accessing their learning within the lesson for the full duration of the lesson. We are committed to not allowing the negative behaviour of the minority to continually disrupt the outstanding learning of the majority. For this reason, we use a system where pupils who fail to respond to a verbal reminder by correcting their behaviour can be removed from the lesson in order to allow the learning of the rest of the group to continue. We also employ the on-call system so that a pupil can be collected (if deemed a serious incident) and removed from the classroom. The process is outlined above in 4.0.

When issuing a verbal reminder to a pupil it is important that this is done calmly and professionally throughout. The aim is to show pupils that they have 'chosen' their behaviour. There is a (mandatory) opportunity for restoration explicitly written into the system, whereby any pupil removed will be met by the member of staff responsible.

## 6.2 Multiple referrals

Pupils who experience multiple referrals to lesson removal will have a graduated or wave response to support. We aim to ensure pupils can make positive choices and recognise that this is more challenging for some pupils.

Pupils who experience multiple lesson referrals will receive additional support through a variety of graduated approaches to help them be successful in their lessons and the Academy may make some reasonable adjustments to this behaviour policy to support the ongoing needs of pupils.

## 6.3 Deliberate use of the fire alarm

Deliberately setting the fire alarm off is an extremely dangerous act. The whole school experiences significant disruption and could prevent a fire engine attending a genuine emergency. In addition to the disruption to teaching, learning and the good order of the school, it also has a disproportionate impact on the most vulnerable pupils. Many pupils will struggle to regulate their feelings after such a significant disruption to their routine. The school reserves the right to permanently exclude any pupil is deemed to have triggered the alarm deliberately or with malicious intent.

## 7.0 Uniform

Uniform expectations are detailed on the Academy's website. Any exceptions made to uniform should be agreed in advance with the Academy, supported by medical evidence and (where relevant) involve non-branded items eg. pupils who wear trainers for medical reasons should wear non-branded and logo free items.

Uniform is checked regularly by tutors and senior staff. Pupils who are not in correct uniform (unless carrying signed permission slip) and refuse or are unable to correct it will be supported to make a positive choice through the 'Name It, Claim It' process.

## 8.0 Bullying and Discrimination

At Matford Brook Academy, our aim is to prevent bullying through education, by prompt and sustained response to reports of bullying, and by developing the confidence of pupils. We aim to have a culture of courage, compassion and citizenship and respect where difference is valued. Our motto, 'we write our story', and Values of Scholarship, Kindness and Community reflect this. The Academy aims to foster an atmosphere of friendship, mutual trust, respect and consideration for each person within the community.

Refer to our Anti-Bullying Policy and Anti-Bullying Strategy on our [website](#).

Our intent is to establish an ethos where pupils set a good example to others and to encourage all members of our school community to recognise bullying, acknowledge its unacceptability and report it. We have a system of support for pupils who have been bullied and a system of clear, fair and consistent responses to incidences of bullying ensuring that everyone is in a supportive, caring and safe environment. Bullying is unacceptable and will not be tolerated in our community.

Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance, disability or SEN need. It might be motivated by actual differences between children, or perceived differences.

Bullying can also occur where there is a power imbalance between pupils. A power imbalance is when one pupil (or a group of pupils) is able to dominate decision-making or otherwise asserts power in ways that disadvantages other pupil(s).

Bullying in any form will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include but not limited to:

- ★ Emotional harm;
- ★ Physical harm;
- ★ Deliberately hurtful comments;
- ★ Social bullying;
- ★ Social media;
- ★ Filming pupils/staff without consent;
- ★ Posting inappropriate content/filmed incidents online/sharing;
- ★ Threatening behaviour;
- ★ Power imbalance;
- ★ Name calling;
- ★ Sexting;
- ★ Cyber bullying; and
- ★ Sexual exploitation.

Bullying can impact on a pupils' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. We continue to promote a culture of high expectations and work with our community to ensure that our pupils have a sense of pride and feel happy and safe to be a part of our community.

All bullying incidents will be treated and addressed individually, and we will apply the full range of sanctions depending on the severity, frequency and seriousness of the incidents(s).

In exceptional circumstances and where other attempts to resolve an issue have not been successful the school may use a behaviour contract between pupils to establish a clear and equitable arrangement for communication and behaviour. The contract will identify clear sanctions for failing to meet the stated requirements that could include, but not limited to: Reflection detention, Bookmark, suspension exclusion and, for repeated breaches, permanent exclusion.

## 9.0 Sexual harassment and online sexual abuse

Matford Brook Academy takes all reports of Sexual harassment, sexual violence and online sexual abuse extremely seriously and aims to create an open culture where pupils are comfortable and confident to report all incidents to any member of staff. We are clear that sexual harassment and violence are not acceptable, will never be tolerated and is not an inevitable part of growing up. We will always challenge behaviour or language that seeks to normalise sexual harassment or violence in schools.

Matford Brook Academy aims to prepare pupils for issues related to sexual harassment and online abuse through the curriculum and assemblies. Our age and stage appropriate curriculum covers such issues as:

- \* Healthy and respectful relationships, including consent;
- \* Gender roles, stereotyping, equality, diversity;
- \* Body confidence and self-esteem;
- \* Prejudiced behaviour;
- \* That sexual harassment and violence is always wrong; and
- \* Addressing any culture of sexual harassment.

We recognise the complexity of this issue and will always aim to safeguard all pupils involved taking in to account the nature of incidents and their wider context.

For the purpose of this policy, when referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur both in person and online. Sexual harassment is likely to violate a pupils' dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment could include but is not limited to:

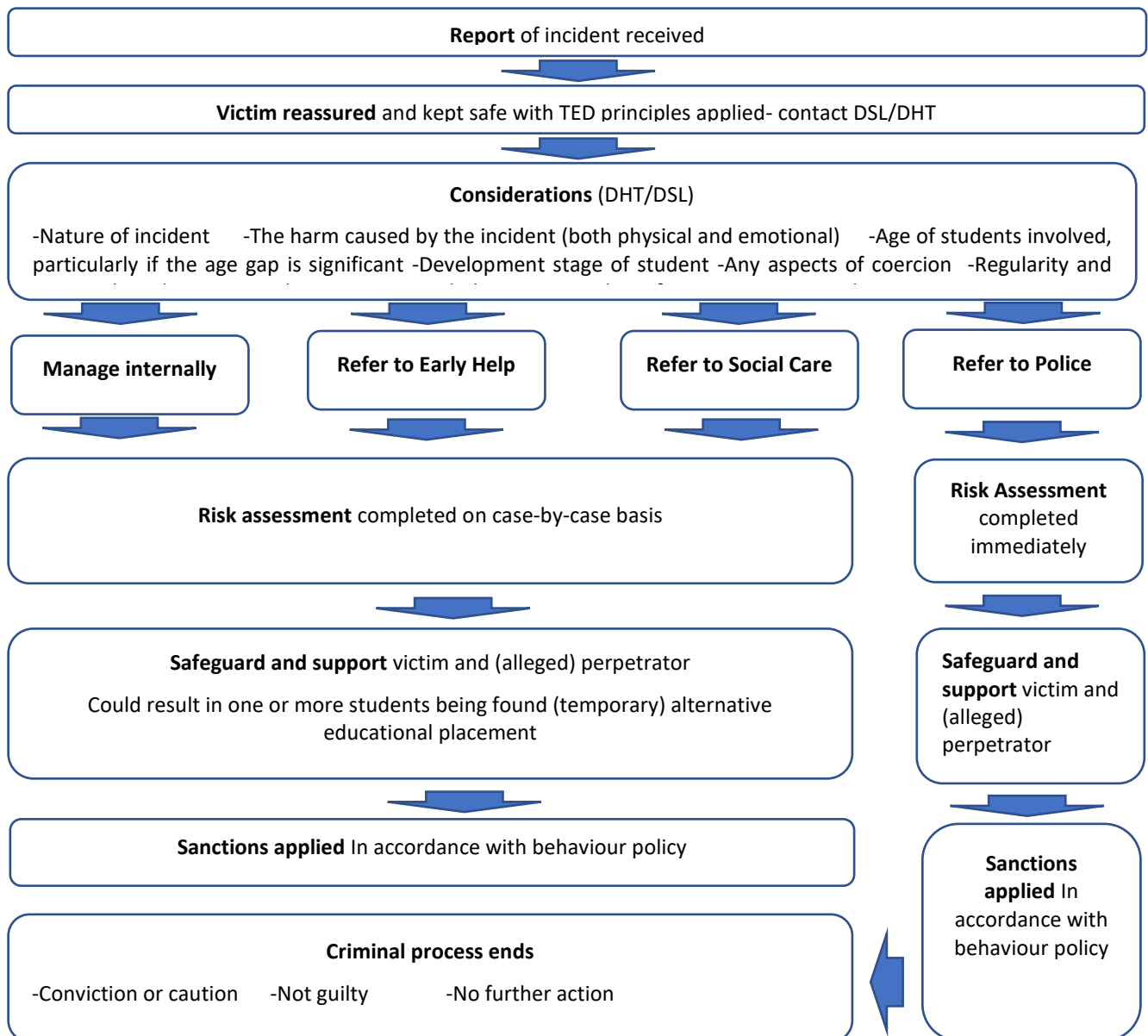
- ★ Sexual comments, lewd comments, sexual stories, remarks about clothing, appearance and name calling;
- ★ Sexual 'jokes' or taunting;
- ★ Physical behaviour, such as: deliberate contact, interfering with clothing, displaying sexual images;
- ★ Online sexual harassment, which might include: non-consensual sharing of images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats; and
- ★ The deliberate creation and/or distribution of deep fake or AI images involving any member of the school community.

Sexual violence could include but is not limited to:

(When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003)

- ★ Rape;
- ★ Assault by Penetration;
- ★ Sexual Assault; and
- ★ Causing someone to engage in sexual activity without consent.

Matford Brook Academy will follow the following process when incidents are reported.



Matford Brook Academy recognises that all reported cases will have a range of factors that will be considered, these include but are not limited to:

- ★ Nature of incident;
- ★ The harm caused by the incident (both physical and emotional);
- ★ Age of pupils involved, particularly if the age gap is significant;
- ★ Development stage of pupil;
- ★ Any aspects of coercion;
- ★ Regularity and repeated incidents;
- ★ Any relevant context to behaviours;
- ★ Wishes of victim; and
- ★ Ongoing risk.

Matford Brook Academy will always aim to deal with incidents in a timely and sensitive manner. All reported incidents will be recorded and (where relevant) passed on to other agencies for support or further action.

Matford Brook Academy will apply the full range of sanctions available to any pupil responsible for sexual harassment or online sexual abuse. The application of any sanction is not dependent on any further actions from any other relevant agencies and will be applied in-line with the balance of probabilities principle.

Sanctions may include but are not limited to:

- ★ Restorative meeting;
- ★ Behaviour contract;
- ★ Bookmark;
- ★ Host school lesson removal;
- ★ Suspension;
- ★ Managed move;
- ★ Permanent exclusion; and
- ★ Referral to social services or police.

Confidentiality and anonymity are very sensitive issues when dealing with allegations and cases of sexual harassment and online abuse. In all cases Matford Brook Academy will work in-line with safeguarding principles and in conjunction with any other relevant agencies to protect pupils. Ultimately, Matford Brook Academy will balance the victim's wishes with our duty to protect the victim and other pupils within the school setting. Any decisions made will be discussed with all concerned and handled sensitively.

## 10.0 Extended Practice (homework)

In all Chapters, pupils have set Extended Practice (homework) to complete at home. Parents/carers can find this overview via the Academy website and in information sent out at the beginning of each academic year.

In Chapter 3, pupils receive Extended Practice each day which follows the set homework timetable. Knowledge Organiser booklets are used for Extended Practice in most subjects whilst Sparx is used for English, Maths & Science. Pupils are expected to use a range of advised strategies in their Extended Practice book.

Book-based Extended Practice is checked the following day by the tutor; a merit is given for completed work, a detention issued for incomplete homework. Parents/carers will be notified by text message. Failure to attend this detention will result in a Bookmark session the following day.

Pupils have access to daily Extended Practice drop-in sessions where they can ask for support if needed.

## 11.0 Support

We aim to support all our pupils to ensure that every child succeeds during their time at Matford Brook Academy. Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils. We will always consider whether continual disruptive behaviour is the result of an unmet special educational or other need/s and should we consider this to be the case, whether multi-agency assessment would be appropriate.

Every child is different, and all support is tailored to meet the needs of each individual, in recognition of that, what works for one child may not for another. Any pupil designated at risk of exclusions will have a relational support plan (RSP) and a behavior support plan (BSP) which is a tiered response to supporting all pupils make positive behaviour choices.

## 12.0 Internal parking

We are committed to inclusion and to preventing exclusion. However, where a pupil (for example) repeatedly fails to wear the correct uniform, or attend detentions, receives several detentions, or is involved in an incident too serious for a detention, the pupil will be parked with SLT for a learning cycle of 6 lessons, to be successfully completed. This means they are supervised, given work to do, and given the chance to reflect on their behaviour. When this happens pupils also receive shorter breaks and lunches than the rest of the school and at slightly different times. If the pupil is in Chapters 1 & 2, they would be removed from the lesson to work in another classroom or with a member of the pastoral or senior leadership team.

## 13.0 Host school support

In certain incidents of very poor behaviour but where the school wishes to avoid suspension, or this sanction is deemed inappropriate, the school may temporarily arrange alternative provision at another school. This allows the pupil to continue to learn. If a pupil refuses to attend then suspension will be issued.

Circumstances that could result in a pupil spending time at a Host School include, but are not limited to, the following breaches of the behaviour policy:

- ★ failure of Bookmark hub;
- ★ refusal to follow instructions;
- ★ bullying;
- ★ swearing;
- ★ aggression;
- ★ rudeness;
- ★ dangerous behaviour;
- ★ inappropriate use of computers, the internet, images or social media; and
- ★ fighting.

This would be made as an age-appropriate decision.

## 14.0 Suspension

All suspensions are completed using the following statutory guidance:

<https://www.gov.uk/government/publications/school-exclusion>

We will endeavour to avoid suspension wherever possible. A decision to suspend is taken only in response to a breach of the school's behaviour policy, including persistent disruptive behaviour, or where such breaches are neither serious enough to merit permanent exclusion nor minor enough for detention, lesson removal, or lesson removal at host School to be appropriate. All suspensions are authorised by the Headteacher or designated representative or in their absence the next most senior member of staff.

Under exceptional circumstances a pupil may receive a suspension but if further investigation reveals more serious circumstances then a permanent exclusion may be issued.

All suspended pupils will be given some work to complete and may be expected to write a restorative letter apologising for their actions leading to the exclusion. As part of their reintegration pupils may be expected to spend some in lesson removal.

A re-integration meeting will take place at the earliest available time on the first day the pupil is to return to school. The reintegration meeting will aim to clarify next steps and discuss if any additional support is required. Failure to attend will result in the pupil remaining in lesson removal until the reintegration meeting can be held.

## 15.0 Permanent exclusion (PEX)

A decision to exclude a pupil permanently should be taken only:

- a. in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- b. where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

The act of setting off the fire alarm without good cause may lead to PEX, due to the huge disruption caused and potential harm to vulnerable pupils.

A serious breach of the Academy's policy may result in a PEX. The list below indicates the circumstances where a PEX may occur (at the discretion of the Headteacher) and includes, but is not limited to, the following:

- ★ assault or attempted assault on staff;
- ★ violent assault- including any form of filming, sharing and distribution;
- ★ sexual assault, harassment or exploitation;
- ★ drug-related activity/paraphernalia;
- ★ criminal or terrorist activity;
- ★ carrying a weapon or dangerous object;
- ★ extremely dangerous/risky behaviour; and
- ★ setting off the school fire alarm.

The school follows the latest DfE guidance regarding exclusion and suspension to ensure that pupils are treated fairly and not discriminated against. The application of this policy will be dependent upon the most recent [statutory guidance](#).

For detailed information on Permanent Exclusion please see TWT Exclusion policy.

## 16.0 Consistent expectations

Consistency is hard to achieve in any organization; we recognise that it is key when creating an outstanding learning environment. Pupils are much less likely to push the boundaries if they know that what is expected of them will remain constant throughout the day; from one classroom to the next; one teacher to the next; one subject to the next; one year to the next.

This consistency will be applied to all issues relating to uniform. Pupils will be expected to follow the uniform policies at all times. If a pupil is unable to meet uniform expectations an alternative will be offered (if possible); refusal to accept the alternative will be viewed as defiance and the pupil may be placed in the Bookmark hub until the issue is rectified.

## 17.0 Maintaining a positive learning environment

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to 'catch pupils being good' as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task pupil can often be redirected through praise of a neighbouring pupil who is working and behaving

appropriately. When staff do feel the need to resort to formal warnings and staged sanctions they are committed to doing so in a calm, non-confrontational and professional manner at all times.

## 18.0 Drugs

The Academy will not tolerate drug use of any sort on school property or during off-site school activities. The Academy will sanction any pupil found to be supplying, possessing or taking drugs. This includes the possession, supply or misuse of solvents or other substances that can be harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. Where controlled drugs are found, these will be delivered to the police as soon as possible but may be disposed of if the staff member thinks there is a good reason to do so.

## 19.0 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

## 20.0 Medication

Carrying, supplying or taking prescription medicines illegitimately could result in a permanent exclusion. We are aware that it may be necessary for some pupils to take medication during the school day. Parents/carers should complete an 'Administration of medicines in school' form and bring it together with the medication to pupil reception. This form authorises our first-aid trained staff, to dispense medication on their behalf. All medication brought into school by parents/carers is stored in a locked cabinet.

## 21.0 Smoking (including all forms of e-cigarettes/vaping devices)

Smoking (including vaping), in all its forms, is detrimental to health, anti-social and not conducive to a safe school environment. We will apply this policy to any pupil who is seen smoking/vaping or we suspect of smoking/vaping. Any sanctions applied will consider the nature, location and frequency of the incident.

Smoking/vaping is not permitted anywhere on the Academy site.

## 22.0 Search and confiscation

The school follows government advice when confiscating items from students which is outlined in the document 'Searching, screening and confiscation. Advice for Headteachers, school staff and governing bodies.' July 2022.

[Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The school can confiscate any electronic items being used inappropriately on the premises such as mobile phones, etc. The school reserves the right to view, confiscate and delete any files deemed to be inappropriate that are brought on to the school site on electronic equipment e.g. photos on a mobile phone. In certain circumstances, we reserve the right to retain electronic data as evidence.

Pupils wearing any accessories or jewellery which do not follow the Academy uniform policy can expect to have these items confiscated. Any confiscated item will be logged and available for collection at the end of the school day. In all cases parents/carers will be informed and given the opportunity to rectify the issue. If there

is an issue with obtaining the correct items from the Academy uniform policy or a pupil needs an exception on the basis of a medical condition, parents/carers must notify the Academy promptly, before the beginning of the Academy day when this will first occur.

Where pupils repeatedly break rules, they may be asked to hand in items at the beginning of each day to reduce unnecessary time wasting for staff. Pupils may also be asked not to bring items to school at all (eg. mobile phone) and bag searches are used to support this. For repeated offences of this nature parents/carers will be asked to collect confiscated items. Where items have been previously returned to parents/carers and have been brought again to the Academy, they will be confiscated again and retained until the end of term. Where items are not collected the Academy will dispose of them at the end of every term.

Pupils with smoking/vaping materials, including electronic devices and fluid, will have these confiscated and destroyed whether they are found to be smoking/vaping or not. They will also be issued with a sanction for bringing such materials on to the Academy premises. Pupils will also receive sanctions for smoking/vaping near the school and if they are recognisable as a Matford Brook Academy pupil on their way to and from school.

In certain instances, items will not be returned to pupils and will be disposed of by the school according to the guidance in the DfE document as above.

Pupils must not bring any of the items listed below on to the Academy premises. The Academy will automatically confiscate any of the items below and has the power to search pupils with or without consent. There may also be severe penalties for pupils with these items, including permanent exclusion. The following are some examples, but not limited to:

- \* knives or weapons;
- \* alcohol;
- \* illegal drugs;
- \* stolen items;
- \* tobacco, filters and cigarette papers;
- \* fireworks;
- \* pornographic images;
- \* any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil). This would include: matches, lighters, 'legal highs', and laser pens;
- \* E-cigarettes/fluid;
- \* fizzy drinks;
- \* energy drinks;
- \* hot water bottles;
- \* pictures of staff or pupils taken without appropriate consent; and
- \* medication which has not been accounted for under the medication policy.

Academy staff apply the following protocols when searching for or confiscating items. Searches will only be conducted by authorised staff members.

#### **Search protocol - key points:**

- a. Searches should only be carried out by a member of staff of the same gender as the pupil being searched. There MUST always be a witness – wherever possible a member of the same gender as the pupil.

- b. Always seek to gain consent of pupils to search their bags and ask them to empty their pockets. If they refuse, then please escort them to a safe place and inform SLT.
- c. Please ask pupils to empty their own pockets fully and allow you to look through their bag and any coat/jacket pockets.
- d. A metal detection device (non-contact) may be used if deemed appropriate.
- e. Anything found which you believe is inappropriate, regardless of whether it was what was being searched for, should be confiscated.
- f. Parents should be informed of anything found which is inappropriate.
- g. All searches should be logged.

## 23.0 Use of reasonable force

The school is strongly against the use of reasonable force and other restrictive interventions against students and the advice to all staff is to seek support and advice in any situation before using reasonable force or other restrictive interventions. However, there may be instances where this is not possible due to the nature of the incident. The school and its staff will always endeavour to resolve situations without reasonable force and other restrictive interventions and to manage any situation calmly. The school follows the guidance below from the DFE: 'Use of reasonable force and other restrictive interventions in schools Guidance for schools in England'. February 2025.

Some points to note in this guidance:

### 23.1 Who can use reasonable force?

- ★ All members of school staff have a legal power to use reasonable force in certain circumstances, these include:
  - ★ to prevent or stop a pupil from causing injury to themselves or others,
  - ★ committing a criminal offence,
  - ★ damaging property,
  - ★ or doing something that prejudices discipline at the school, whether during a teaching session or otherwise.

Examples of the above could include but are not limited to:

- ★ removing disruptive children from the classroom where they have refused to follow a reasonable request to do so;
- ★ preventing a pupil behaving in a way that disrupts a school event or a school trip or visit;
- ★ preventing a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- ★ preventing a pupil from attacking a member of staff or another pupil, or to stop a fight; and
- ★ restraining a pupil at risk of harming themselves through physical outbursts.

### 23.2 Unacceptable use of force:

School staff must never use force on a pupil for the purpose of punishment. Pupils should not be deliberately restrained in a way that affects their airway, breathing or circulation, for example by covering the mouth and/or nose or applying pressure to the neck region or abdomen.

Where needed, the pupil should receive a medical assessment and treatment for any injuries as soon as possible. For any form of restraint, including seated and standing, there is a risk of physical and psychological harm, and it should be avoided where possible.

## 24.0 Pupil conduct outside the Academy premises

### 24.1 Overview

We aim to prepare pupils for a life beyond education. Matford Brook Academy therefore reserves the right to apply all aspects of this policy to pupils recognisable as a Matford Brook Academy pupil (not just by their uniform) even if they are outside of the school grounds, or outside the usual hours of attendance, or using social media/online activity. What the law allows is laid out in the latest DFE Guidance [Behaviour in Schools](#)

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The Academy may apply sanctions to a pupil for any misbehaviour when the child is:

- ★ taking part in any school-organised or school-related activity;
- ★ travelling to or from school;
- ★ wearing school uniform; and
- ★ in some other way identifiable as a pupil at the school.

At any time, whether the conditions above apply, that:

- ★ could have repercussions for the orderly running of the school;
- ★ poses a threat to another pupil or member of the public; or
- ★ could adversely affect the reputation of the school.

The Academy is committed to ensuring our pupils act as positive ambassadors for us. We expect the following:

- ★ good order on transport to and from school, educational visits or other placements such as work experience or college courses;
- ★ good behaviour on the way to and from school;
- ★ positive behaviour which does not threaten the health and safety of our pupils, staff or members of the public;
- ★ reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school; and
- ★ protection for individual staff and pupils from harmful conduct by pupils when not on the school site including online/social media.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### 24.2 Sanctions and disciplinary action as a result of poor behaviour off the Academy premises

Sanctions may be given for poor behaviour off the Academy premises including online behaviour and use of social media which undermines any of the above expectations and regardless of whether it is an activity supervised directly by school staff. Sanctions may be in the form of detention, extended lesson removal, suspension or in very serious cases permanent exclusion. In issuing sanctions, the following will be considered:

- ★ the severity of the misbehaviour;
- ★ the extent to which the reputation of the school has been affected;
- ★ whether pupils were directly identifiable as being members of the Academy;
- ★ the extent to which the behaviour in question would have repercussions for the orderly running of the Academy and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff);
- ★ whether the misbehaviour was on the way to or from school, outside the school gates or in close proximity to the school; and
- ★ whether the misbehaviour was whilst the pupils was on work experience, taking part in a course as part of a school program, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances of opportunities being offered to other pupils in the future.

## 25.0 Wilful and accidental damage

Our approach is as follows:

- ★ If damage is accidental, providing this is the first incident involving a particular pupil, there will be no charge levied on the pupil.
- ★ If the damage is the result of reckless behaviour, e.g. running inside the building, throwing an object at a peer, etc. the Academy will levy a charge 50% of the total repair/replacement cost. The maximum charge will not exceed £150. The precise amount levied will depend upon the presence of any mitigating circumstances.
- ★ Pupils causing accidental damage as a result of reckless behaviour will always be subject to sanctions that include remedial action (where appropriate) and/or detention and/or Bookmark. Details of the incident will be placed on internal files.
- ★ If the damage is the result of a willful act the Academy will consider whether there were any mitigating circumstances. Pupils causing willful damage (graffiti, vandalism, etc.) will face a charge of 100% of the total cost of repair or replacement. The maximum charge will not exceed £500. The precise amount levied will depend upon the presence of any mitigating circumstances.

Pupils causing wilful damage likely be subject to either internal or external exclusion. In every incident of wilful damage (where damage is estimated to cost over £25 to repair) the school will inform the Police. The Academy and the Police will work together to bring about a satisfactory resolution within the guidelines above. In extreme or repeated circumstances damage may be logged as a crime. The Police may also act as facilitator in acts of restorative justice that might include remedial work or conferencing with parents/carers and other parties. Invoices will be raised by the Finance office and pursued to an appropriate solution. If payment is not forthcoming, a restorative measure of appropriate gravity should be imposed.

## 26.0 Behaviour of parents and carers

We are passionately committed to building strong and positive relationships between the Academy and parents and carers. We are grateful for regular feedback from parents/carers via questionnaires at information evenings and on a day-to-day basis. Staff emails are made available to allow efficient communication between

parents/carers and school. Staff liaise closely with parents/carers to support effective transition into the school.

All members of our Academy community will do everything they can to support all pupils, parents and carers, communicating professionally at all times.

The Academy has a duty to ensure staff work in a positive environment free from any form of harassment or intimidation. To this end the Academy will take firm action against any parents/carers who behave inappropriately towards the school or any members of staff this includes the use of banning orders or specifying specific mechanisms of communication.

The Academy deems any form of aggression or threat either physical or verbal, rudeness and malicious accusations as inappropriate, and this includes all forms of communication including emails and social media.

As a response to inappropriate behaviour by a parent/carer the Headteacher may place a temporary ban on a parent/carer entering the school site or specify specific forms of communication to be used, putting in writing the reasons for the ban or details of mechanisms for communication and giving the parent an opportunity to respond. A Governing Body Sub-committee will be convened (consisting of 3 Governors) to review the Head's decision, and parents/carers will be able to present their views in writing but will not be invited to the hearing. The Governors' Hearing will decide if a ban or limitations on communications should remain in place and decide on the appropriate timescale for these, giving a specific date at which they will be reviewed.

## 27.0 Allegations against staff

The Academy has a clear Complaints Policy, which is published on its website, and encourages parents/carers to use this as necessary.

The Academy should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation, but the Headteacher should draw on advice given in 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance.

Parents and carers should also be aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should seek legal advice. If we are made aware of any inappropriate comments we will report these to the relevant authorities for immediate action to be taken. Publishing allegations should be taken to include publication online or on social media such as Facebook.

All allegations against staff will be investigated in line with the Academy's relevant policy and all complaints have the potential for consequences for the staff concerned.

## 28.0 Malicious/false allegations

Where it is concluded that a pupil has made a malicious allegation against a member of staff the school sanctions will be applied in a way that the Academy considers to be proportionate to the severity of the allegation made and its potential impact on the member of staff concerned. Mitigating and aggravating factors will be examined closely, for example: the nature of the allegation or length of time for which the allegation was sustained. In some cases it will be appropriate to use restorative practice as a tool for supporting pupils to understand the consequences of their behaviour. The sanctions for malicious allegations could include Bookmark, extended lesson removal, suspension and permanent exclusion.

## 29.0 Complaints

The school has a complaints procedure. We encourage parents/carers to take any complaints or concerns to a staff member or the Headteacher and the school will do everything within its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **School Complaints Policy**. For information on complaints relating to exclusions, see the **School Exclusions Policy**. **Both of these policies are available to download from our website.**

## Appendix 1: House point visuals

### KINDNESS HOUSE POINTS

At Matford Brook Academy, we write our story.

When I show **KINDNESS**:

**I empower others to write their story**

Here are some examples of how I can show **KINDNESS** and earn House Points:

#### Looking out for other people

- ★ Hold open the door in the corridor
- ★ Ask a member of staff if you can help them with what they are carrying



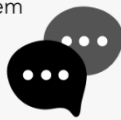
#### Putting others before yourself

- ★ Offering food/drink to someone else first at Family Dining
- ★ Volunteering to help



#### Welcoming visitors

- ★ Greeting visitors and talking to them about our Academy
- ★ Asking visitors if they are enjoying their visit & showing interest in them



#### Supporting everyone

- ★ Helping a peer with their learning
- ★ Inviting a peer to join you at breaktime



Matford Brook Academy 

### COMMUNITY HOUSE POINTS

At Matford Brook Academy, we write our story.

When I show **COMMUNITY**:

**We write our story together**

Here are some examples of how I can show **COMMUNITY** and earn House Points:

#### Looking after our environment

- ★ Tidying up learning areas (e.g. LRC) without being asked
- ★ Putting rubbish in the bin



#### Thinking of others

- ★ Asking a member of staff if there is anything you can do to help
- ★ Asking peers or staff how their day is going



#### Leadership

- ★ Volunteering to support an Academy event
- ★ Participating in Academy extra- or super- curricular activities



#### Family Dining

- ★ Sharing a Highlight during Family Dining
- ★ Participating in Assembly Discussions



Matford Brook Academy 

# SCHOLARSHIP HOUSE POINTS

At Matford Brook Academy, we write our story.

When I show SCHOLARSHIP:



## I am the author of my story

Here are some examples of how I can show SCHOLARSHIP and earn House Points:

### Participating in the MBA offer

- ★ Attending an extra- or super-curricular activity
- ★ Performing leadership roles



### Love of reading

- ★ Finishing a new reading book
- ★ Writing a book review to share with other pupils



### Perseverance in learning

- ★ Trying your hardest in your lessons, especially when it is a challenge
- ★ Producing a brilliant piece of learning



### Extended Practice

- ★ Completing your Extended Practice 100%, on time
- ★ Completing additional knowledge quizzes



# OUR ACADEMY CULTURE



At Matford Brook Academy, **we write our story**. We build our culture together through the positive choices we make, every day.

We make the following Commitments to achieve this:

## SCHOLARSHIP: *I am the author of my story*

- ★ I commit to trying my hardest with all my learning
- ★ I commit to listening carefully and following my teachers' instructions.

## KINDNESS: *I empower others to write their story*

- ★ I commit to being kind and polite to others and showing great MBA manners.
- ★ I commit to being calm and gentle.

## COMMUNITY: *We write our story together*

- ★ (I commit to wearing my uniform smartly.
- ★ I commit to caring for our Academy and our environment.

# OUR ACADEMY CULTURE

Scholarship	Pupils will...	Which enables...	Which prevents...
I commit to trying my hardest with all of my learning.	<ul style="list-style-type: none"> <li>...be focused</li> <li>...have beautiful presentation</li> <li>...try their best</li> <li>...ask for help when they need it</li> </ul>	<ul style="list-style-type: none"> <li>...children to have a growth mindset</li> <li>...learning progress to take place</li> <li>...teachers to teach</li> </ul>	<ul style="list-style-type: none"> <li>...learning progress being slowed</li> <li>...gaps in learning</li> </ul>
I commit to listening carefully and following my teachers' instructions.	<ul style="list-style-type: none"> <li>...show Whole Body Listening</li> <li>...be responsive</li> <li>...show positive body language</li> </ul>	<ul style="list-style-type: none"> <li>...children to understand where they are supposed to be and what they are supposed to be doing</li> </ul>	<ul style="list-style-type: none"> <li>...disrupting everyone's learning</li> <li>...being in an unsafe situation</li> </ul>
Kindness	Pupils will...	Which enables...	Which prevents...
I commit to being kind and polite to others and showing great MBA manners.	<ul style="list-style-type: none"> <li>...be helpful and show empathy</li> <li>...use MBA manners</li> <li>...be pleasant to each other</li> </ul>	<ul style="list-style-type: none"> <li>...children to be responsible and be great role models</li> <li>...children to feel safe and happy coming to school</li> </ul>	<ul style="list-style-type: none"> <li>...spoiling others' enjoyment in coming to school</li> <li>...upsetting others</li> <li>...inappropriate language</li> </ul>
I commit to being calm and gentle and keeping hands, feet and objects to myself.	<ul style="list-style-type: none"> <li>...take responsibility for their own actions and how they impact others</li> <li>...show Kind Hands</li> </ul>	<ul style="list-style-type: none"> <li>...children to be focused and make the right choices throughout the Academy day</li> </ul>	<ul style="list-style-type: none"> <li>...unkind behaviours including physically hurting others</li> </ul>
Community	Pupils will...	Which enables...	Which prevents...
I commit to wearing my correct uniform smartly.	<ul style="list-style-type: none"> <li>...wear all of their Academy uniform well</li> </ul>	<ul style="list-style-type: none"> <li>...all children to feel part of the Matford Brook school community</li> </ul>	<ul style="list-style-type: none"> <li>...feelings of inequality or unfairness</li> </ul>
I commit to caring for our Academy and our environment.	<ul style="list-style-type: none"> <li>...take responsibility for their own actions</li> <li>...tidy up after themselves</li> </ul>	<ul style="list-style-type: none"> <li>...a pleasant, safe environment for everyone to learn</li> <li>...our school facilities to be looked after</li> </ul>	<ul style="list-style-type: none"> <li>...a learning environment which is untidy, cluttered and difficult to learn in</li> </ul>

# OUR ACADEMY CULTURE



At Matford Brook Academy, *we write our story*. We build our culture together through the positive choices we make, every day.

We make the following Commitments to achieve this:

## SCHOLARSHIP: *I am the author of my story*

- ★ I commit to being punctual, arriving on time (within three minutes of the bell) to my lessons, and being ready to learn with all the equipment that I need.
- ★ I commit to promptly completing my work to the best of my ability, showing pride in my learning in school and at home.

## KINDNESS: *I empower others to write their story*

- ★ I commit to treating others with kindness at all times and being polite in my interactions with great manners.
- ★ I commit to listening respectfully when others are talking and working silently when an adult asks me to.

## COMMUNITY: *We write our story together*

- ★ I commit to wearing my correct uniform with pride and caring for our Academy and the environment.
- ★ I commit to following all reasonable requests from our staff team.

# OUR ACADEMY CULTURE

<p><b>Scholarship</b></p> <p>I commit to being punctual, arriving on time (within three minutes of the bell) to my lessons, and being ready to learn with all the equipment that I need.</p>	<p><b>Pupils will...</b></p> <p>...arrive at their lesson within three minutes ...take responsibility for the equipment they need</p>	<p><b>Which enables...</b></p> <p>...every minute of learning to count ...children to engage fully in their learning ...excellent learning progress</p>	<p><b>Which prevents...</b></p> <p>...gaps in learning to emerge ...learning progress being slowed ...disrupting others' learning</p>
<p>I commit to promptly completing my work to the best of my ability, showing pride in my learning in school and at home.</p>	<p><b>Pupils will...</b></p> <p>...attempt all of the learning they are instructed to do ...have beautiful presentation ...ask for help when they need it</p>	<p><b>Which enables...</b></p> <p>...excellent learning progress ...teachers to deliver their excellent lessons ...teachers to support pupils when they need it</p>	<p><b>Which prevents...</b></p> <p>...gaps in learning to emerge ...learning progress being slowed ...disrupting others' learning</p>
<p><b>Kindness</b></p> <p>I commit to treating others with kindness at all times and being polite in my interactions with great manners.</p>	<p><b>Pupils will...</b></p> <p>...be proactive and helpful ...show empathy ...use MBA manners ...take responsibility for their actions and how they impact others</p>	<p><b>Which enables...</b></p> <p>...children to be responsible and be great role models ...children to feel safe and happy coming to school</p>	<p><b>Which prevents...</b></p> <p>...spoiling others' enjoyment in coming to school ...upsetting others ...unkind behaviours (inappropriate language, physically hurting others etc)</p>
<p>I commit to listening respectfully when others are talking and working silently when an adult asks me to.</p>	<p><b>Pupils will...</b></p> <p>...be responsive ...show positive body language ...allow everyone to contribute</p>	<p><b>Which enables...</b></p> <p>...every minute of learning to count ...children to feel valued ...teachers to deliver their excellent lessons</p>	<p><b>Which prevents...</b></p> <p>...gaps in learning to emerge ...learning progress being slowed ...disrupting others' learning</p>
<p><b>Community</b></p> <p>I commit to wearing my correct uniform with pride and caring for our Academy and the environment.</p>	<p><b>Pupils will...</b></p> <p>...wear all of their Academy uniform as expected ...walk sensibly and quietly through the building ...tidy up after themselves</p>	<p><b>Which enables...</b></p> <p>...all children to feel part of the Matford Brook school community ...a pleasant, safe environment for everyone to learn ...our school facilities to be looked after</p>	<p><b>Which prevents...</b></p> <p>...feelings of inequality or unfairness ...a learning environment which is untidy, cluttered and difficult to learn in</p>
<p>I commit to following all reasonable requests from our staff team.</p>	<p><b>Pupils will...</b></p> <p>...be responsive ...act as instructed by staff members ...take responsibility for their actions</p>	<p><b>Which enables...</b></p> <p>...children to understand where they are supposed to be doing ...staff to ensure school is safe and calm</p>	<p><b>Which prevents...</b></p> <p>...disrupting others' learning ...being in an unsafe situation</p>

## Appendix 4: Classroom expectations practice (Chapters 1 & 2)

### OUR ACADEMY CULTURE

At Matford Brook Academy, *we write our story*. We build our culture together through the positive choices we make every day.



Where will you be today?

### OUR STORY PRIZE

I have made BRILLIANT choices all day and shown ALL of our Values!



### SUPER CHOICES

I am making BRILLIANT choices and will get a House point for showing our Values!

- Scholarship
- Kindness
- Community

### Quick Win

I have made the wrong choice and broken an Academy rule. My teacher is telling me how I can have a 'Quick Win' and correct this.



### LAST CHANCE

I have made the wrong choice again and broken an Academy rule. I could lose break time tomorrow.



### POOR CHOICES

I keep making the WRONG choice today and have broken more than two Academy rules. I could lose lunch time tomorrow.



### UNACCEPTABLE

My behaviour is unacceptable. I will lose 15 mins Super Choices time and my teacher will meet with my parent/carer.



Matford Brook Academy 

## Appendix 5: Classroom expectations practice (Chapters 3 & 4)

### OUR ACADEMY CULTURE

At Matford Brook Academy, we write our story. We build our culture together through the positive choices we make every day.



Where will you be today?

### STAR OF THE WEEK RECOMMENDATION

I have made BRILLIANT choices throughout this lesson and shown ALL of our Values! I will be recommended for Star of the Week.



### SUPER CHOICES

I am making BRILLIANT choices and will get a House point for showing our Values!

Scholarship

Kindness

Community

### QUICK WIN

I have made the wrong choice and broken an Academy commitment. My teacher is giving me a 'Quick Win' - I can correct this and carry on!



### LAST CHANCE

I have made the wrong choice again and broken an Academy commitment. I will have a demerit.

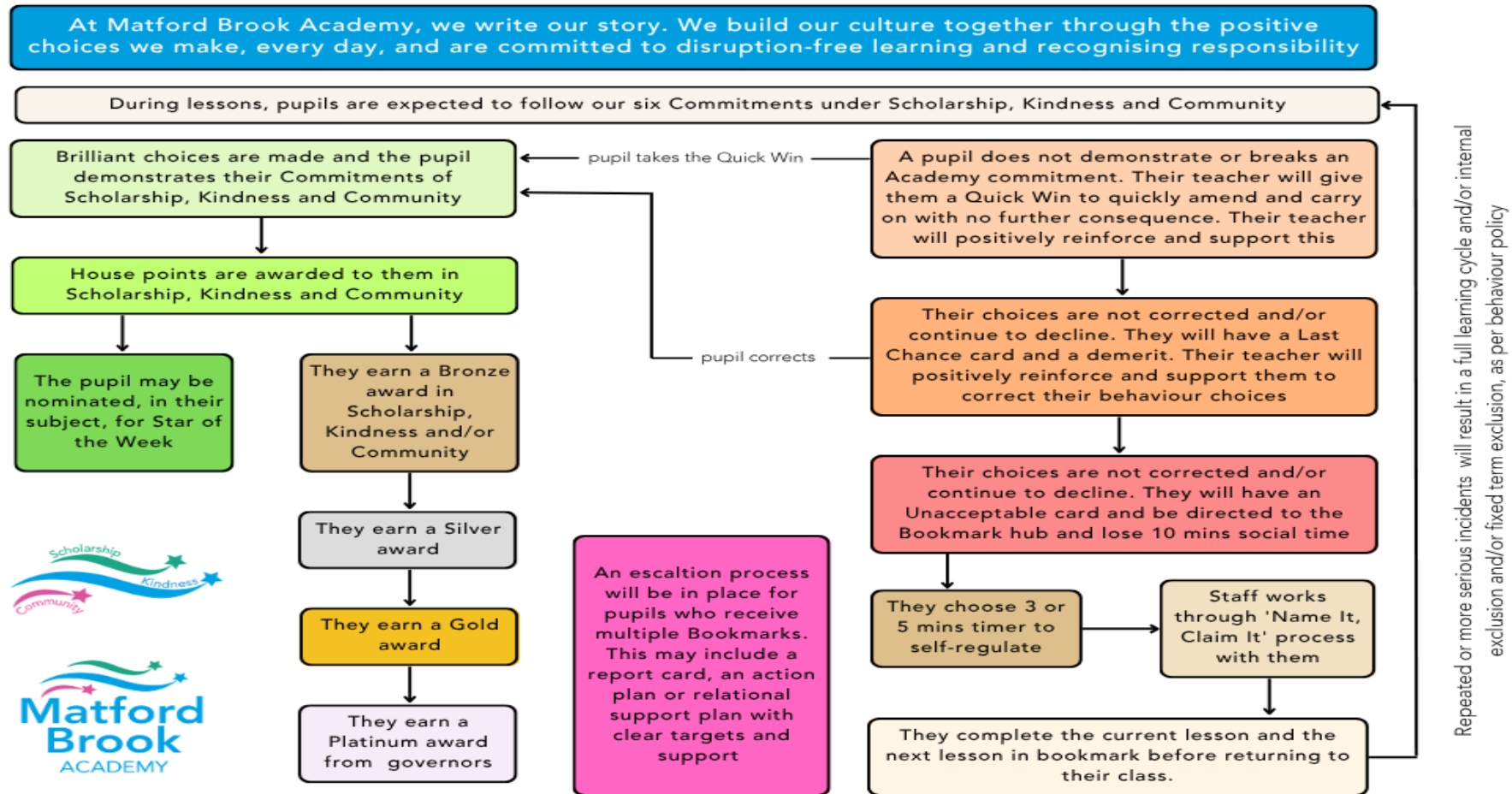


### UNACCEPTABLE

I have continued to make the wrong choice and broken Academy commitments. I now have a Bookmark referral.



# Appendix 6: Classroom Commitments Flow Chart



## Appendix 7: Staged Sanctions

# Bookmark

Chapters 3 & 4



At Matford Brook Academy, we write our story. We are deliberate about WHAT we do and WHY & HOW we do it. We want every child in our Academy to have a consistent experience so that they can thrive.

### WHAT?

Name it, Claim it, Carry on.

- We are specific about what is we have done and how this has impacted either ourselves or someone else.
- We accept responsibility for our choice and any consequence resulting from this. We complete the sanction
- We learn from the mistake we have made. We apologise if needed. A restorative conversation is had.

### HOW?

A pupil arrives at bookmark. Greet them with a warmly and ask them to take a seat, in silence, at one of the regulation desks. Give the pupil their reflection sheet and set a 3 - 5 minute timer. Pupils should complete the 'Name it' and pupil voice sections.

Once 3 -5 minutes is completed, **inform pupil how long** they will be in *Bookmark* (2 sessions) or, if it is their second referral, *Extended Bookmark* (4 sessions) and the social time they have lost.

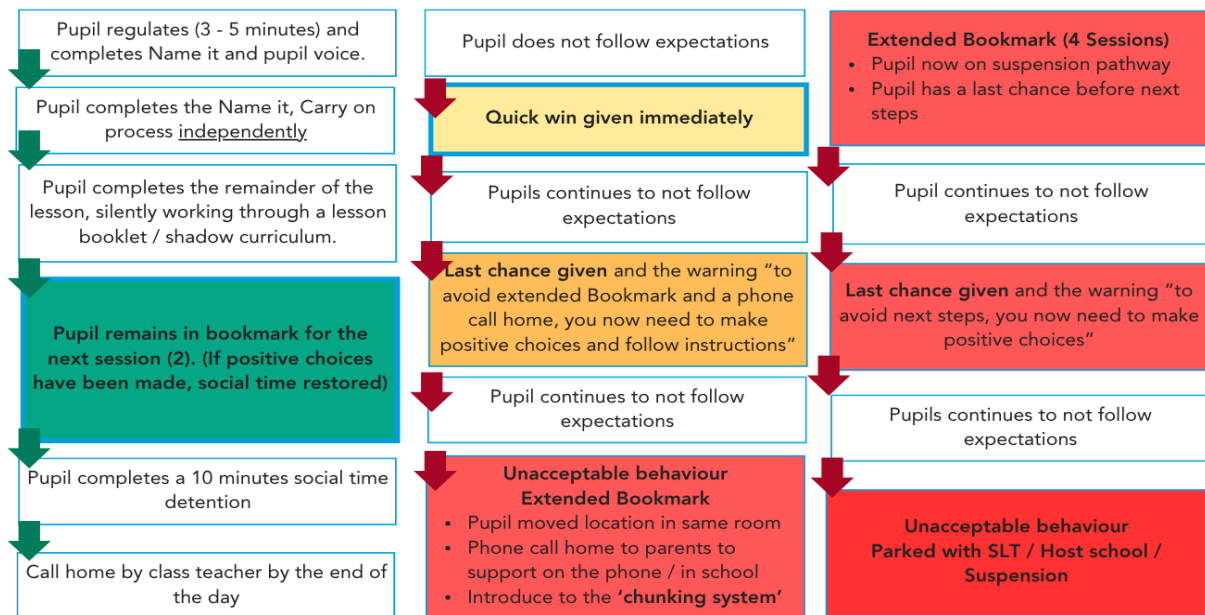
Remind pupil of their 'wave' provision:

**WAVE 1:** As below

**WAVE 2:** After initial regulation, pupil has an extra 5 minutes regulation in SEND

**WAVE 3:** Pupil follows WAVE 2 provision. Following their initial regulation, the pupil may regulate in SEND throughout the lesson (as agreed by their behaviour lead).

If the pupil receives an extended Bookmark, the Wave is repeated.



### What is it NOT?

- A room where pupils are punished for making mistakes.
- Time out with no support from staff.

### LINKS

Relational policy: Scholarship, Kindness, Community

## Appendix 8: Uniform policy

Refer to Matford Brook Academy Uniform Policy.

## Appendix 9: Home-Academy Partnership Agreement



At Matford Brook Academy, **we write our story**. We encourage good behaviour through high expectations, clear policy and an ethos which ensures pupils show pride in their conduct and learning by making positive behaviour choices.

Through the Values of Scholarship, Kindness and Community, we support our pupils to recognise their agency and the impact that their decisions and behaviour have on themselves and those around them. We believe that every child's success at our Academy is supported by the commitment and partnership of staff, pupils and parents/carers. This is a vital partnership to create and develop a positive, whole-school ethos where children thrive, achieve highly and feel safe and happy in coming to school. We have the highest of aspirations for every child and want to share yours for them, too.

### As a pupil at Matford Brook Academy, I will...

- ★ ...show the value of SCHOLARSHIP by:
  - \* ...committing to being punctual, arriving on time (within three minutes of the bell) to my lessons, and being ready to learn with all the equipment that I need.
  - \* ...committing to promptly completing my work to the best of my ability, showing pride in my learning in school and at home.
- ★ ...show the value of KINDNESS by:
  - \* ...committing to treating others with kindness at all times and being polite in my interactions with great manners.
  - \* ...committing to listening respectfully when others are talking and working silently when an adult asks me to.
- ★ ...show the value of COMMUNITY by:
  - \* ...committing to wearing my correct uniform with pride and caring for our Academy and the environment.
  - \* ...committing to following all reasonable requests from our staff team.
- ★ ...be on time at the start of the day.
- ★ ...complete my Extended Practice (homelearning) every night from my timetable.
- ★ ...talk to someone if I have a problem.
- ★ ...keep my mobile phone switched off and away in my bag when I come into school in the morning until I have left at the end of the day.
- ★ ...proudly participate in our Academy's extra- and super- curricular programme.

### As a parent/carer(s) of a child at Matford Brook Academy, I/we will...

- ★ ...support my child to meet the pupil expectations in this agreement.
- ★ ...encourage my child to share how they are showing their Values every day, at home and at school.
- ★ ...ensure that my child attends Matford Brook Academy every day and on time, except in the case of genuine illness or another legitimate reason.
- ★ ...contact the Academy on a daily basis to notify of my child's absence.
- ★ ...ensure that my child attends Matford Brook Academy everyday in the correct Academy uniform that adheres to the Academy's uniform policy and expectations relating to shoes, jewellery, piercings, make up, nails and hair colour.
- ★ ...ensure that my child has the correct equipment needed for their learning.

- ★ ...support wider Academy policies (available on the Academy website).
- ★ ...contact the Academy about concerns or problems affecting learning and behaviour.
- ★ ...approach any challenges my/our child faces collaboratively, working with the Academy to find a resolution and create improvements.
- ★ ...do my/our best to encourage my child to develop great learning habits.
- ★ ...support my/our child with their attendance to wider curriculum offers.
- ★ ...support my/our child with Extended Practice (homelearning) and monitor this with them.
- ★ ...be considerate in all communications with Matford Brook Academy.

As your child's school, we will...

- ★ ...model the Values of Scholarship, Kindness and Community.
- ★ ...care about your child's happiness, wellbeing and emotional health, ensuring their safety at all times.
- ★ ...share the high aspirations you have for your child.
- ★ ...provide high quality teaching in a stimulating learning environment.
- ★ ...provide a knowledge rich and varied curriculum which is cohesive, cumulative and sequenced.
- ★ Set high expectations both in terms of academic rigour and behaviour to ensure that your child's potential is fully realised.
- ★ ...keep you regularly informed of your child's progress.
- ★ ...meet the individual needs of your child.
- ★ ...be open and welcoming.
- ★ ...approaches any challenges your child faces collaboratively, working with you as parents/carers to find a resolution and create improvements.
- ★ ...provide a wider curriculum offer beyond the classroom that develops pupils' cultural capital and social, emotional and physical wellbeing.
- ★ ...record and reward your child's commitment and success.
- ★ ...set, mark and feedback in line with the Academy's Learning Cycles on relevant Academy and Extended Practice (homelearning) tasks.
- ★ ...set high standards for an orderly and calm Academy environment.
- ★ ...treat all pupils at the Academy fairly.

<b>Signed Agreement</b>	
Headteacher _____	Signature _____
Parent/Carer _____	Signature _____