



MASCALLS ACADEMY

Academic Excellence
Character | Culture

Mascalls Behaviour Policy

September 2023

Information for Stakeholders at Mascalls Academy

AIMS

At Mascalls Academy building and maintaining positive relationships is at the core of what takes place in the classroom, around the Academy site and within the local community. Relationships are what create and support a successful society. It is important to equip all students with the skills to recognise and manage positive relationships in their teenage years and for these skills to support them into adulthood. Our policy aims to underpin this development and management of relationships for our young people through the effective management of their behaviour. Students have the right to learn in a safe, orderly environment and the school staff, governing body and the Leadership group are committed to creating a secure environment in which teachers may teach and students learn.

We believe that if a Behaviour Management policy is to be effective, it should have the effective involvement and support of all groups in the school community, parents, teachers and support staff. **Early intervention** and involvement of parents should be an underlying principle.

REWARDS

At Mascalls Academy we acknowledge the importance of praise and its place in building relationships between our students and teachers. Praise rewards the deserving and can inspire those who from time to time may be struggling and enables students to feel recognised for their hard work and contributions to our community. Seeking ways to reward and celebrate students' achievements must be at the heart of our teaching.

We must ensure that students of all ability levels and in all year groups can benefit from our rewards processes and that there is a consistent application across Subjects, Key Stages, Year

Groups and Colleges. We believe that good behaviour is dependent on high self-esteem and that a consistently applied and generous system of rewards, as well as a system of sanctions, is fundamental to achieving this. We want students to feel proud of their achievements and to thrive in a positive and rewarding environment. Teachers act as role models using positive language and actively seeking opportunities to reward students for doing the right thing in terms of behaviour, work and attendance.

Whole School Recognition

We have two whole school methods of delivering positive feedback to students of Mascalls Academy. Students are formally presented with a range of badges and certificates in recognition of their achievement during college assemblies. All prize winners are then invited to a rewards trip in Semester 6 along with the top 10 reward point holders for each year group

1. Community Celebrations – students are rewarded for their contribution to the school and wider community. KS3 and 4 students receive attendance badges, reward point certificates and advisor certificates.
2. Achievement Celebrations – students awarded for academic achievement. KS3 students receive bronze (Year 7), silver (year 8), and gold (year 9) badges. KS4 students receive ties. Both groups are permitted to jump the lunch queue. Those who have excelled in sport and performing arts are presented with colours.

REWARDS PROGRAMME 2023/24

Semester	Focus
1	Character Attendance/Advisor Awards/Open Event Guides
2	Achievement Performance Colours & Academic Achievement
3	Character Attendance/Advisor Awards/Behaviour Points
4	Achievement Performance Colours & Academic Achievement
6	End of Year College Celebrations

OnMas is a month of competitions and trips that run during Semester 6 and culminates with sports day followed by a music and performance festival that reward students for their effort and achievement throughout the entire year. During the festival we recognise and celebrate the 'College of the year' based on total reward points.

College Recognition

- Attendance - Each Semester the advisory with the highest attendance in each year group will be rewarded with a whole school food and entertainments event.
- Behaviour - Each Semester the advisory with the highest most positive reward points in each year group will be rewarded with a whole school food and entertainments event.

Individual Recognition

1. Reward Points - The primary method of recognising achievement in lessons is by rewarding points
2. Golden Tickets- Teachers issue a maximum of 1 golden ticket per day to a student who goes above and beyond.

A variety of other methods of rewarding achievement exist at the Academy such as:

- Verbal Praise
- Email or letter home
- Positive phone calls home
- Public display of high quality work

Generally, as a standard part of every lesson we will look for ways to find students doing things well. We will praise them for this. We will ensure that the quiet, compliant student is not overlooked.

INTER-COLLEGE COMPETITION

At Mascalls Academy we value the spirit of healthy competition between students. It is our aim that students aspire to be the best they can be in all areas of Academy life, this will include Sporting, Academic and Creative Challenges.

Each term a College will run a competition, with students and staff from the College competing for their College to win points.

Objectives

1. Engender a healthy spirit of competition between colleges.
2. Raise the profile of academic, sporting and creative excellence across the academy.
3. Students value academic success in line with sporting achievements.

4. Improve participation in Academy Sport.
5. Continue to raise staff and student morale and expectations.

Summary

All students and staff will compete throughout the year for the Mascalls Academy Inter-College Cup. The winning College will be presented with the Cup in a formal assembly by The prize for winning the cup is a rewards trip for all students and staff in the College

Challenges will run throughout the year. Each College will run two challenges. For each challenge there will be First place (3 points) Second place (2 points) and Third place (1 point).

Each semester attendance average % for the College and Total number of Progress / Achievement points will also contribute to the league tables in the same way as the challenges.

SANCTIONS

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in these procedures and the consistency of their use will be monitored carefully. The procedures make a clear distinction between the sanctions applied for minor and major offences.

EQUIPMENT

Students are expected to have with them at all times the following items:

- Pencil case containing pens, pencil, rubber, ruler, protractor
- Scientific calculator
- Planner
- Reading book for use in advisory and in between lessons
- A bag which is large enough to carry their Google Chromebook

In addition to these items, all students are expected to bring their Google Chromebook to school each day. The Chromebook should be fully charged.

Students are able to access many of these items at the 'Ready to learn' gate at the start of the day.

UNIFORM

Please click [here](#) for the full uniform list. All students should wear full uniform at all times around the school site. Jumpers do not have to be worn at all times but blazers should be worn. **If there are any changes due to exceptional weather, parents and students will be informed of these by the Academy.**

- Shoes should be black leather for both boys and girls and no trainers are allowed. If a student is required to wear trainers, a medical note will be required.
- One pair of small, plain gold or silver stud earrings - one plain stud in the lobe of each ear (no diamante or hoops) Inappropriate jewellery will be confiscated.
- No make-up for years 7/8/9 and must be removed if requested. Discreet make-up for year 10/11 - No nail varnish in any year
- No acrylic nails
- No fake eyelashes
- No fake tan
- Girls should not roll their skirts

Any of the above issues that are not rectified will result in the student being taken to the Inclusion centre, parents called to help resolve the issue. **The Academy will have some spare uniform which students can borrow and will therefore be able to attend lessons.**

DEALING WITH MINOR OFFENCES

A Negative log should be entered electronically on BromCom by any member of staff to record a significant incident of 'unacceptable' behaviour. It should not be used for 'general information'. These are visible to parents via the BromCom Parent App.

INSIDE THE CLASSROOM

All staff are given clear guidance on how to use our procedure for using assertive discipline techniques to manage low level disruption in the classroom. We believe that all lessons should be 'disruption free', to enable high quality teaching and learning to take place. Our approach when classroom rules are broken is to apply our 3R Model:

- **Remind** - remind students of their unacceptable behaviour in class and why it is unacceptable (1st warning)
- **Reset** - allow students a minute to reset their behaviour (2nd warning)
- **Remove** - student to be removed from the lesson and go to Triage Room to write a statement for their reason for removal from the lesson. **Students will be expected to arrive at Triage within 5 minutes of their removal or will be marked as truant, which will result in an additional sanction.**

Staff will no longer log an after school detention for a removal as this will be dealt with in the Triage Room, but they still contact home regarding the issues in lessons

Consistency and uniformity is the key to successful implementation of the policy.

Reasonable Adjustments

In extreme or particular circumstances our behaviour policy is differentiated to ensure that our more vulnerable students are not discriminated against. Any differentiation to the application of the behaviour policy will be agreed via consultation with all stakeholders. The final decision will be made by the SLT.

OUTSIDE THE CLASSROOM

Teachers take action themselves and enter a Negative Log on BromCom on the day of the incident.

Action could be:

- a verbal warning
- phone call home
- Referral to College or Inclusion Team

DETENTIONS

Detentions can be given to individual students for misbehaviour and/or lack of work completed within a lesson and will be communicated to parents.

Poor behaviour in a detention will not be tolerated. Students will be asked to leave and be escalated to the next level. Parents will be contacted by the member of staff leading that detention.

Lunch Detentions - These will run for 20 minutes during lunch. These are set for students who are late to lessons and students who need to lose social time due to poor behaviour at break and lunch. Failure to attend these will result in a College Detention being set.

College Detentions - These run for 45 minutes after school and are due to poor behaviour or falling behind in subjects, which the College Team feels would support students. All students are expected to bring work to complete within the detention. Parents will be informed if a student has a College detention 24 hours before the detention is set.

Leadership Detentions - These run for 90 minutes after school and are for failure to attend 2 College Detentions with a Module or a severe behaviour incident as identified by the College Team. All students are expected to bring work to complete within the detention. Parents will be informed if a student has a College detention 24 hours before the detention is set.

The persistent defiance of our behaviour policy will result in the following escalations:

- Failure to Attend Lunch Detention (x2) - College Detention 45min

- Failure to Attend College Detention (x2) - Leadership Detention
- Failure to attend Leadership Detention - 1 Day Inclusion
- Failure to pass Inclusion Day - Repeat Inclusion with College and 1 additional day in Inclusion
- Repeated Failure to pass Inclusion Day - 1 Day Suspension

PROCEDURE FOR MAJOR OFFENCES

A major incident would be classed as being:

- An unprovoked assault on a student and/or member of staff.
- Criminal damage to personal and/or school property
- Intimidation of a member of staff
- Defiant or continued refusal to obey a reasonable instruction
- Any criminal act including drug abuse, extortion, pornography, bringing a knife or weapon into school etc.

Not all major incidents will lead to exclusion or referral to Inclusion, with every case being assessed on an individual basis, but consistency of sanctions will be maintained. Under no circumstances should students be placed unsupervised outside the classroom, but there may be some special circumstances when students are taken from the classroom to another supervised teaching area e.g., a heated argument, dangerous behaviour, violent conduct etc. If the student cannot be quickly returned to their classroom, the HOD and SLT on call should be immediately contacted.

Student statements should be taken by the person dealing with the incident who then refers it to their line manager.

EXCLUSIONS

The school is committed to a policy of inclusion. The Principal will normally only resort to fixed term or permanent exclusion when all other methods of support and sanction have failed or are deemed inappropriate. The Principal may also decide that an exclusion is warranted in the case of a first offence, or a student who has not been previously monitored for behaviour, if the offence is of a sufficiently serious nature.

A decision to exclude a student will only be taken in response to serious breaches of the school's discipline policy and/or where, if allowing the student to remain in school it would seriously harm the educational welfare of the student themselves or others in the school.

The school participates in the WKLF protocols and the Maidstone Panel for managed moves, by which students may transfer to other schools initially for a twelve week period as an alternative

to permanent exclusion in certain cases.

Suspensions (Fixed term exclusions)

If the behaviour is so serious it may be appropriate to suspend a student from the school for a fixed period. Under the Education and Inspections Act 2006, parents are responsible for ensuring their children are supervised during the first five days of a suspension. If students on suspension are seen by staff or police unsupervised, then parents or guardians will be liable to a penalty fine. For suspensions that last for more than six days, the school is responsible for providing full time education from day six onwards.

Following any suspension, parents or guardians will be **expected to attend a reintegration meeting with a member of staff** at the school to discuss the reason for the suspension and seek reassurances from the student about their future conduct and for the Academy to provide intervention and support where necessary. Students will not be able to return to lessons until this meeting has taken place.

PERMANENT EXCLUSION

Some behaviour types may result in permanent exclusion. These include:

- The use or possession of illegal substances or paraphernalia on the school grounds or while wearing school uniform
- The use or possession of any object deemed to be a weapon by the police (including any blade or knife) on school grounds or while wearing school uniform
- Serious threatened or actual violence towards another student or member of staff
- Sexual harassment or persistent bullying.
- Persistent and systematic disruptive behaviour resulting in the learning of others being significantly affected.

INTERNAL EXCLUSIONS

The school has an Inclusion Centre which is staffed at all times. Students may be placed in there, whilst an incident is being investigated or when they are preventing others from learning or they pose a threat to the well - being of other students.

During their time in the Inclusion Centre, students will continue to access their normal lesson resources via Google Classroom. They will have breaks and lunchtimes at different times from the rest of the school and will be supervised at these times.

A member of the College Leadership Group or an Inclusion Manager will place students in the Inclusion Centre for a fixed period for a range of behaviours. Parents will be informed. If a student does not meet the clear expectations of behaviour while placed in the Inclusion Centre, they will be required to redo the Inclusion Day with a member of the College Team and then repeat the day in Inclusion. Failure to meet these requirements the student will be excluded by the Principal for a fixed period and the day in Inclusion will need to be completed on their return.

VIOLENCE

Physical violence of any sort has no place at Mascalls. All cases of violence will be subject to a consequence and the more serious ones will lead to either a suspension or permanent exclusion and, for the severest cases, referral to the police.

DRUG RELATED INCIDENTS

The school is committed to tackling misuse among young people and any incidences of possession, use, supply or agreement to supply illegal drugs on the school's premises will be regarded with the utmost seriousness.

The Principal has the responsibility of deciding how to respond to particular incidents taking account of factors such as the age of the student concerned, whether the incident involved one student or a group of students and whether there is evidence of particular peer group pressure.

Possession of drugs on the school premises may well lead to permanent exclusion and in cases where it is clear that a student is selling illegal drugs and the health and safety of other students is directly at risk permanent exclusion will always be an option the Principal will consider. For a second offence permanent exclusion will be almost inevitable. Where a student has been excluded for a drug related offence there is clearly a particular continued need to provide drug education and support. The Principal may well wish to refer the student to a drug support programme such as one run by Kent County Council's Youth and Community Service and in some cases may make a reintegration into the school conditional on attendance on such a programme.

DfEE Circular 4/95 states that "the Secretary of State would expect the police to be informed when drugs are found on a student or on the school premises" and it also states that "where a teacher is told, or is aware of possible criminal activity outside the school premises, the Secretary of State would also expect the police to be informed in the interests of safeguarding the health and safety of young people in the area". The school will inform the police in both these incidents and co-operate fully in any enquiries they may wish to carry out.

Smoking, Vaping or the consumption of alcohol are not permitted on the school premises. Parents will always be informed of such incidents and, if necessary, the police. The range of sanctions will

depend on the circumstances but serious incidents could lead to exclusion.

BULLYING

Mascalls Academy has a zero tolerance approach to bullying. Any report of bullying is investigated by our College AHOP and Inclusion Team. Sanctions and support are put in place for both victim and bully. A full anti-bullying programme is delivered to throughout advisory and assembly. Please see separate anti bullying policy for full details.

RACISM

The school believes that all students, regardless of their ethnicity, colour or creed should be treated equally. The largest minority grouping in the school are children from traveller families and any abuse on grounds of family background of these students will be deemed to be racist. The school has adopted the definition of racism found in law following the Stephen Lawrence inquiry. This deems that if an incident is perceived to be racist by the victim then it must be treated as such.

Racist remarks and behaviour at Mascalls ranging from the unintentionally hurtful comment to the outright malicious act, will always be challenged and, where necessary, sanctions will be applied.

All racist incidents are reported to and audited annually by the LEA. They also are included in a regular pastoral report to governors.

SEXISM

The School's Equal Opportunities policy underpins the school's position on discrimination on the grounds of gender and sexual harassment. Neither will be tolerated by anyone in the Mascalls Academy community and will be investigated in the same way as other breaches of the school's code of conduct.

BEHAVIOUR WHEN TRAVELLING TO AND FROM SCHOOL

Poor behaviour on the way to and from school and any behaviour that brings the school into disrepute will be taken very seriously. Full uniform should be worn on the way to and from school. Poor behaviour on school buses or public transport may result in removal of the right to travel.

SEARCHING STUDENTS

The following rights are defined in the Education Act 2011. Academy staff search students

with their consent for any item.

The Principal and staff authorised by the Principal have the power to search students or their possessions, without consent, where they suspect the student has a “prohibited item”. Searches will be completed by two members of staff with a full written record made.

Students who refuse to be searched will be isolated until parents can come to the Academy to carry out the search on our behalf.

USE OF REASONABLE FORCE

The Academy recognises that there may be occasions when a member of staff has to take action that involves a degree of physical contact with a student.

The Academy uses the definition of reasonable force as being “no more than is necessary in the circumstances”. The Academy recognises the DfE guidance that reasonable force is used most often to restrain or to control a student.

All members of staff at the Academy have the power to use reasonable force.

The Academy may use reasonable force to:

- Prevent pupils committing an offence.
- Prevent students injuring themselves or others.
- Damaging property.