



Morton Academy

The best in everyone™

Part of United Learning



Behaviour Policy

September 2021



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MORTON ACADEMY BEHAVIOUR POLICY

Date of last central office review:	17 September 2020	Review Period:	1 year (minimum)
Date of next central office review:	Summer Term 2021	Owner:	M McClelland
Date of next school level review:	September 2022		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Spring Term
Policy tailored by individual schools	September 2021
School policy ratified by Local Governing Bodies	6 th October 2021
Implementation of Group Policy	6 th October 2021



Behaviour Policy

1. Expectations

At Morton Academy, our Behaviour Policy is built around our belief that good relationships are central to the success of our learning community. The relationships between students, staff and parents/carers need to be positive, supportive, and respectful if we are going to work together and achieve our aim of ensuring a high quality education for all our students. We ask staff to emphasise good manners and high standards consistently and to ensure that all members of our community adhere to the Academy's 'Code of Conduct' at all times. Our policy broadly applies to students when they are:

- Attending the Academy;
- Taking part in any Academy organised or related activity;
- Travelling to or from the Academy;
- Wearing the Academy uniform;
- In some way identifiable as a student of Morton Academy.

Even where the five aforementioned conditions do not apply, the policy can extend to any misbehaviour which could have repercussions for the orderly running of the Academy, pose a threat to another student, or member of the public, or could adversely affect the reputation of Morton Academy, including issues such as bullying or cyber-bullying.

In applying this policy, the Academy will consider its duties under the Equality Act 2010 regarding relevant characteristics protected by that act, notably disability. It will also consider the needs of students with SEND. The Academy will also consider its Safeguarding Policy where appropriate and required.

2. Policy Implementation

The Governing Body will establish in consultation with the Principal, staff and parents, the policy for the promotion of exemplary behaviour and review it annually. This will be communicated to students and parents. The policy is non-discriminatory, and the expectations are clear. Governors support Morton Academy in maintaining high standards of behaviour.

The Principal is responsible for the implementation and day-to-day management of the policy and procedures.

Senior Leaders will ensure that all staff adhere to the policy and implement effective systems for keeping records of any reported incidents, reporting to governors and parents when required.

All staff, including teachers, support staff and student teachers are responsible for ensuring that the Behaviour Policy and procedures are followed, and consistently and fairly applied. Mutual support amongst staff in the implementation of the policy ensures a high quality learning environment is created in which students develop self-discipline and personal responsibility. The Governing Body, Principal and staff ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability, or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Parents and carers must take responsibility for the behaviour of their child both inside and outside the Academy. They are encouraged to work in partnership with all staff at the Academy in maintaining high standards of behaviour and will have the opportunity to raise with appropriate staff any issues arising from the operation of the policy.

Students are expected to take responsibility for their own behaviour and are made fully aware of the policy, procedures, and expectations. Students must ensure they move safely around the building and do not participate in any behaviour which may put themselves or others at risk of harm. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported. Students are ambassadors for the Academy and are expected to maintain our standards of behaviour when representing Morton Academy or when in the local community.



3. Behaviour Expectations

Morton Academy is committed to delivering a culture of respect and a positive attitude to learning, with firm beliefs from all involved that poor behaviour should never interfere with learning. We have responsibility to teach our students values and good character. We will do this by rewarding desirable behaviour with praise and tangible rewards and also by imposing consistent and clear sanctions for unacceptable behaviour. Students feel safe with boundaries, and it is our job to provide these. The Academy will be relentless in its expectations of the behaviour of our students.

Our policy is intentionally detailed. This is so that staff respond to 'small' misbehaviours. Authority is more meaningfully exerted at this point than when misbehaviour is more serious. There may be rare times when parents do not agree with the chosen consequence. In such cases, while we will be willing to discuss the matter, we hope that parents will nonetheless support the Academy's decision.

Code of Conduct

All students have access to the Academy's 'Code of Conduct' in their planners and are asked to sign an agreement to show their understanding of the code. The 'Code of Conduct' is as follows:

In Lessons

I will do whatever it takes to make sure that I and my fellow classmates learn by:

- Arriving at the Academy and getting to all my lessons on time;
- Bringing the equipment I need;
- Wearing the correct uniform smartly throughout the day;
- Entering the classroom calmly and starting any activity as requested;
- Avoiding all distractions; putting away anything not required for the lesson;
- Only drinking water from my water bottle and not otherwise eating, chewing, or drinking in class;
- Being an active learner by engaging with the activities set by the teacher;
- Showing respect for my own learning and that of others and being silent when requested;
- Always completing my homework on time and to an excellent standard;
- Making sure that I catch up with my learning if I have been absent or have fallen behind for other reasons;
- Helping a classmate if they are finding the learning difficult;
- Avoiding the use of a mobile phone or other prohibited electronic equipment at any point during the day (see [Appendix B](#)).

In Morton Academy and the Local Community

I will do whatever it takes to help create a safe environment and local community which respects the rights of others by:

- Listening to members of staff and following instructions politely and calmly;
- Walking calmly, not running or shouting in corridors;
- Going straight to my lessons and holding doors open for others when the corridors are busy;
- Never damaging Academy property, defacing the building, dropping litter or spitting;
- Never insulting, undermining, or swearing at anyone;
- Remembering I am always an ambassador for Morton Academy, making my way home in an orderly, responsible way;
- When travelling on public transport, I will respect those around me, speaking to classmates, transport staff and members of the public quietly and politely;
- Respecting the local environment, by being considerate and to our local community, obeying shop rules and never dropping litter, defacing, or trespassing on private property e.g. sitting on the front walls of private gardens.



‘Model Mortoner’

All stakeholders at Morton Academy believe students and staff have the right of disruption free learning every lesson, every day. The ‘Model Mortoner’ strategy for behaviour aims to raise expectations and aspirations of students and staff to ensure that learning is never disrupted by low level disruption. The approach is based on the principals of ‘Binary Behaviour’ but has been adapted to meet the needs of the students and staff of the Academy.

This has been captured in a specific set of non-negotiable rules to ensure that learning time lost due to disruption is minimised:

- I will not talk while instructions are being issued.
- I will not disrupt others through my actions.
- I will not leave my seat without permission.
- I will follow all instructions at the first time of asking.
- I will not answer back or challenge instructions.

During the pandemic the Academy included a further rule:

- I will not behave in such a way that puts others at risk.

Staff adhere to the following protocols:

- All students begin lessons with a fresh start.
- Seating plans and other proactive strategies are put in place to limit potential disruption.
- All students are reminded of the aims of the ‘Model Mortoner’ strategy for behaviour.
- If a student violates one of the rules they are issued a formal warning and their name should be written on the board to signify this.
- If the student then continues to violate the rules then they will be withdrawn from the learning environment.
- When a student is withdrawn they complete appropriate independent work and are withdrawn for a minimum of the remainder of the lesson and the subsequent social time
- Reintegration from withdrawal back into the learning environment is dependent upon the stage of the lesson when the student was withdrawn.
- Parents are informed through a text message that their child has been withdrawn.
- When the student is withdrawn an appropriate member of staff will meet with the student at a reasonable stage of the withdrawal in an attempt to discuss the situation.

Restorative approaches should be used in response to wrongdoing. Restorative approaches put repairing the harm done to people and relationships over and above the need to assign blame or dispense punishments. Restorative approaches help to build understanding between individuals and groups of people, they necessitate truth telling and taking responsibility and they enable people to **learn** from their mistakes.

Detentions

Detentions may be issued for other breaches of the Academy’s ‘Code of Conduct’; examples are listed below, however, this list is not exhaustive:

- Lateness to the Academy;
- Inadequate classwork;
- Inadequate homework;
- Arriving to lesson unprepared;
- Uniform not present (including PE uniform);
- Unacceptable conduct in a corridor;
- Selling contraband;
- Using a mobile phone



Detentions are scheduled for after-school, usually operating from 3:00pm to 3:30pm. Although under current government legislation the Academy does not require parental permission to carry out a detention, nor is it required to give either notice or a reason for detention, as a courtesy we will endeavour to inform parents either by student planner, text, or telephone, but the detention will proceed regardless.

If a student fails to attend detention then the student will be withdrawn due to failure to attend a mandatory detention. Staff may issue break and/or lunchtime detentions at their discretion in line with this policy.

Academy staff will also consider whether there are safeguarding concerns when issuing a detention. Staff must consider:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter as long as the child has a means to get home safely.

Withdrawal

Withdrawal is when a student is internally suspended from lessons for an appropriate period of time, predominantly for failure to abide by the Academy's 'Code of Conduct'.

In addition to the 'Model Mortoner' behaviour strategy, withdrawals may result from the following behaviours; however, this list is not exhaustive:

- Refusing to follow instructions;
- Talking whilst instructions are being issued;
- Disrupting learning;
- Leaving designated seat without permission;
- Using strongly inappropriate language e.g. swearing, discriminatory comments;
- Aggression;
- Dangerous behaviour or damage to property;
- Shouting, rudeness, or disrespect to staff;
- Failure to attend mandatory after-school commitment;
- Verbal violence towards a student or member of staff;
- Discriminatory harassment;
- Possession of dangerous or inappropriate materials;
- Vandalism;
- Truancy.

4. Graduated Approach

Where behaviour issues persist Morton Academy is committed to a graduated approach to support students and their families to have a successful education. The approach is as follows:

Tier 1: 'Model Mortoner' behaviour strategy is used with all staff and students consistently to ensure fairness.

Tier 2: Tutors will monitor behaviour using a report for students with multiple withdrawals. This may then graduate to Heads of Year or Senior Leaders if necessary.

Tier 3: Students who have been identified as having learning or behavioural difficulties which may affect the ability to manage after being monitored will have reasonable adjustments applied to them. This specific interventions for identified groups such as those with speech, language and communication needs, literacy difficulties (both strongly co-morbid with behaviour issues), transition for those with known behavioural difficulties or those deemed vulnerable. The reasonable adjustments will be outline in a 'Student Profile' which will list effective strategies for staff to use. These will be reviewed regularly with parents.

Tier 4: For students whose behaviour is not managed well by a 'Student Profile' there will an individualised approach, such as the implementation of an 'Action Plan'. This could involve support from the SENCO, Early Help, Education Psychologists, Education Welfare Officers and Risk Assessments. Parental engagement in these approaches is vital to their success.



5. Prohibited Items and Searches

The Law Relating to Searches

Academies have the statutory power to undertake a search of a student or their possessions (without their consent) if there are reasonable grounds to believe that the student may be carrying a dangerous or banned substance or object e.g. a weapon or illegal drug, or any other item which might pose a serious risk to the safety of that student and/or others. The specific items which can be searched for without consent are specified on page 11 of the DfE's [Behaviour and Discipline in Academy's Guidance](#) with more detailed information provided in [Screening, Searching and Confiscation – advice for Headteachers, staff and governing bodies](#). This includes “any item banned which has been identified in the rules as an item which may be searched for” (“Specific Banned Items”). The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which the police should be involved, and when the use of force can be applied.

Searching, Screening & Confiscation

The Principal and staff authorised by the Principal have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that a student may have a prohibited item.

Prohibited items are:

- Knives, blades, or weapons
- Alcohol
- Illegal drugs (all prescription and other legal drugs should be administered with parental consent)
- Stolen items (including theft by finding)
- Fizzy drinks (high sugar, carbonated, energy, sports, non-regulatory compliant drinks)
- Chewing gum
- Smoking paraphernalia (including e-cigarettes)
- Fireworks
- Pornographic images (these may be on a digital device)
- Mobile devices

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 student)

Academy staff can seize any prohibited item found as a result of a search. They can also seize any item that they consider harmful or detrimental to Morton Academy's discipline. The Academy will pass on any items that are illegal to the police.

The person carrying out the search should be the same sex as the student being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a student of the opposite sex and/or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Any searches of a student's own person or of their possessions must be carried out with due consideration for the student's personal dignity, health and safety, Morton Academy's Safeguarding Policy, United Learning staff-student relations guidance, and Morton Academy's own Equal Opportunities policy. There may be rare instances where a child with a specific SEND diagnosis requires a different approach. For example, the Academy may refrain from searching, unless in an emergency, if a child is tactile defensive or has a sensory sensitivity which means that a search may significantly escalate a situation. This would mean dealing with the situation in a different way, bespoke to the needs of the child.



Any such searches must always be viewed as a last resort, when other methods of investigation and communication have failed and only if absolutely necessary, such as in extreme situations where leaving a student with such a suspected item could pose risks to others (or to that student). It is hoped that in the great majority of instances, there will be no need for a search to be carried out.

Searches without Consent

The following items are banned in Morton Academy and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Mobile devices
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) to commit an offence,
 - ii) to cause personal injury to, or damage to the property of, any person (including the student).

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, mobile devices, or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that Morton Academy has decided to ban under its Behaviour Policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must reasonably suspect that the student has the prohibited item in their possession. Only staff members authorised by the Principal may carry out searches without consent.

Where an item prohibited by this Behaviour Policy is seized as the result of a search and it is an electronic device such as a mobile phone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break Morton Academy's rules.

Morton Academy also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The Academy is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the Academy's rules. When deciding what to do with a prohibited item, the Academy will act in line with statutory guidance issued by the Department for Education.

Searches with Consent

The Academy may search students with their consent for any item. A student's possessions can only be searched in the presence of the student and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Extent of Search

The person conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the student has or appears to have control – this includes bags, lockers and desks.



It is a condition of having a locker in the Academy that the student gives their consent to it being searched.

Any formal complaints about searches should be made in accordance with the Academy's usual complaints policy.

Confiscation of Articles

Academy staff have the power to confiscate property from students under their general right to discipline contained in S91 of the Education and Inspections Act 2006.

Disposal or Retention of Articles Confiscated from Students

The Academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies' (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

6. Drugs

The Academy has a zero tolerance policy on drugs for the health and safety of students, staff and visitors. Prescription drugs that students use must be registered with the Academy and have a risk assessment/medical plan in place to support the safe use of medication. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances, and legal highs.

The Academy always considers any guidance issue by the Department for Education. The Academy will monitor and deal with any issues involving drugs promptly and will be proactive in preventing any future drug incidents. Students will receive drugs awareness education through their Personal Development programme and the Academy will liaise with local services and educational charities for any other support and guidance required. Any drug incidents will be reported to the governors.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the Academy's Behaviour Policy. The sanction is likely to include suspension from the Academy. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances, lead to suspension, which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve Cumbria Police. The Academy will discuss this and take advice as necessary.

Confiscation of Drugs

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The Academy may carry out searches for drugs in accordance with this policy.

Parental Involvement

Usually the Academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the Academy must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.



7. Bullying (Excerpts from the Academy Anti-Bullying Policy)

The aims of our 'Anti-Bullying Policy' are:

- To create an ethos in which attending Morton Academy is a positive experience for all members of our community
- To make it clear that all forms of bullying are unacceptable at Morton Academy
- To enable everyone to feel safe while at Morton Academy and encourage students to report incidents of bullying
- To deal with each incident of bullying effectively, taking into consideration the needs of all parties and of our community
- To reduce the incidents of bullying
- To support and protect victims of bullying and ensure they are listened to
- To help and support students accused of bullying behaviour by changing their attitudes
- To liaise with parents and other appropriate members of the school community

The objectives of our 'Anti-Bullying Policy' are:

- To maintain and develop effective listening systems for students within Morton Academy
- To involve all Morton Academy staff in dealing with incidents of bullying effectively and promptly
- To empower all Morton Academy staff with the skills and information necessary to deal with incidents of bullying
- To involve the wider school community in dealing effectively with, and if necessary referring, bullying incidents
- To communicate with parents and the wider school community effectively on the matter of bullying
- To ensure that all incidents of bullying are recorded, and appropriate use is made of the information

'Behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group, either physically or emotionally'.

<i>Emotional</i>	Being unfriendly, excluding or tormenting
<i>Physical</i>	Pushing, kicking, hitting, punching or any use of violence
<i>Sexual</i>	Unwanted physical contact, sexually abusive or homophobic comments
<i>Homophobic</i>	Actions focussing on the issue of sexuality
<i>Racist</i>	Racial taunts, graffiti or gestures
<i>Verbal</i>	Sarcasm, spreading rumours or teasing
<i>Cyber</i>	Social media abuse, mobile phone misuse, threats by text messaging or abusive calls through associated technology

It is important to understand that bullying is not occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Students do sometimes fall out or make comments because they are upset. When occasional problems of this kind arise it is not always classed as bullying. It is an important part of a student's development to learn how to deal with friendship breakdowns, occasional name calling or immature pranks. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences, or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting. These behaviours, however, do not necessarily mean that bullying is taking place. Likewise, bullying may occur without these behaviours appearing. Students must be encouraged to report bullying to Morton Academy staff. Morton Academy staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the 'Anti-Bullying Policy'.



Statutory Duty of Academies

The Principal has a legal duty under the Academy Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents, and students.

No matter what form bullying takes, it damages both the victim and the aggressor to differing extents. Morton Academy will make use of the best information and practices available to address this problem.

Bullying affects the ability of a student to fully participate in and enjoy educational life and it is both an equal opportunity issue as well as a disciplinary offence, which the Principal, Governors and Morton Academy staff will do all in their power to resolve.

Morton Academy has a responsibility to respond promptly and effectively to issues of bullying.

Preventing Bullying:

Morton Academy will take every opportunity to demonstrate to students through the curriculum, pastoral programmes, assemblies and by example, that it is totally opposed to bullying.

Morton Academy staff will intervene to prevent bullying incidents from taking place and will not overlook bullying or suspected bullying. We will encourage students to report any incidents of bullying to a member of Morton Academy staff. We will ensure that all students, parents, and carers are aware of the 'Anti-Bullying Policy'.

Morton Academy staff will praise and encourage students when they show kindness and consideration to others.

All incidents of bullying will be taken seriously and dealt with as quickly as possible. Morton Academy staff will do all they can to support the victim of bullying and make it clear to the bully that this behaviour is not acceptable.

Recording of Incidents:

Bullying incidents are recorded electronically on CPOMS. Bullying incidents are reported to the Local Authority if appropriate and to the Local Governing Body on a termly basis. Analysis of bullying incidents by the Assistant Principal (Behaviour), the Designated Safeguarding Lead and the Heads of Year will inform future planning for intervention, raising awareness and pro-active activities.

In dealing with bullying, Morton Academy staff will:

- Not make premature assumptions
- Listen to all accounts of the incidents
- Adopt a problem-solving approach that encourages students to find solutions rather than simply justify themselves
- Make regular follow-up checks to ensure that bullying has not resumed
- Record the incident promptly on CPOMS, as soon as practicably possible after the incident
- Take action to resolve the issue in line with the 'Behaviour Policy'
- Liaise with the Assistant Principal (Behaviour) and the Designated Safeguarding Lead to ensure there is targeted support to address underlying issues
- Consult the police if necessary and appropriate

Outcomes:

- The aggressor(s) may be asked to genuinely apologise
- Other proportionate consequences may take place
- In serious cases, suspension will be considered



Dealing with Persistent Bullying:

Persistent bullying will be dealt with under the 'Behaviour Policy'. The aggressor(s) may be issued with:

- Detentions
- Withdrawals
- Suspensions

In the most serious cases, permanent exclusion may be considered if the bullying:

- Involves serious actual or threatened violence against another student
- Amounts to persistent and defiant misbehaviour

8. Sanctions

Suspensions

For incidents the Principal judges a more serious consequence necessary, a student may incur a suspension from the Academy. There is further guidance on suspensions later in this policy.

Governors' Panels

In some circumstances, it may be determined by the Principal that Governors need to be involved with a particular incident or a particular student. In these circumstances, Governors will listen to submission by the Principal (or appropriate member of staff) as well as the student and/or parents. Governors will then express a view on the matter.

Final Written Warning

In cases where student behaviour has warranted suspensions, the Academy may notify parents in writing that further incidents of poor behaviour will warrant a permanent exclusion. The Academy considers permanent exclusion to be a final resort and will try to engage parents/carers, and often support, in such cases where permanent exclusion is imminent by issuing a 'Final Written Warning'. It should be noted that events leading to permanent exclusion cannot always be foreseen and the lack of a 'Final Written Warning' will not prevent permanent exclusion in such cases.

Malicious Accusations Against Staff

If a student makes a malicious accusation against a member of staff this will be dealt with as a serious breach of the Behaviour Policy and could lead to a suspension or a permanent exclusion dependent on the severity of the accusation. The Academy would seek to encourage restorative procedures if appropriate in the event of such an accusation.

The Power to Discipline Beyond the Academy Gate

The Behaviour Policy can extend to activities outside the Academy day and off the academy premises when the student is:

- Taking part in any Academy organised or related activity;
- Travelling to or from the Academy;
- Wearing the Academy uniform;
- In some way identifiable as a student of Morton Academy.



9. Rewards

The Academy operates a simple rewards strategy based on the 'Core Values' of United Learning. Staff use Arbor to acknowledge when students are exemplifying the characteristics we wish to develop in students. These are:

**Ambition
Confidence
Creativity
Respect
Enthusiasm
Determination**

Positive strategies should be used whenever possible to promote desired behaviour. Morton Academy uses rewards to promote positive character education using the recently established 'Morton Academy House System'. We aim to recognise when our students show desirable skills in learning or social settings.

Students are awarded 'House Points' which then transform into 'iChoose Vouchers' which can be redeemed by students for privileges and rewards, often issued by the Principal in special termly assemblies. Praise and recognition for achievements in all areas of Academy life is central to our practice. Positive strategies enable students to develop good learning habits; build self-esteem; promote consideration for others and thereby create a harmonious environment in which learning flourishes.

10. Use of Social Media

The Academy will enforce the Behaviour Policy if appropriate if the use of social media has a negative impact on the Academy, students, or staff in any way.

Examples of prohibited social media use includes:

- Damage to the Academy or its reputation, even indirectly
- Use that may defame Academy staff or any third party
- Use that may harass, bully, or unlawfully discriminate against staff, other students or third parties
- False or misleading statements
- Use that impersonates staff, other students or third parties
- Expressing opinions on the Academy's behalf
- Using Academy logos or trademarks.

This list is not exhaustive.

If the use of social media needs to be reported then the Assistant Principal (Behaviour) should be informed. If necessary the Academy will refer matters to Cumbria Police.

We expect staff, students, and parents to use social media respectfully and to be careful with imagery and language that they share online. Breaches of this policy will result in disciplinary sanctions being applied. In terms of the Academy's responsibility to government guidance on the Prevent Duty children must be kept safe from terrorist and extremist material. The Academy filters and monitors use of technology as appropriate.

11. Use of Reasonable Force

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent students from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Where the use of force, for example restrictive physical intervention, has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the Academy will write a 'Positive Handling Plan' and share this with the parents.



12. Suspensions

1. Explanatory Note

Morton Academy, under the Behaviour Policy, recognises that to ensure good order and behaviour for learning it may be necessary to suspend students for a fixed term or permanently. Suspension is the ultimate sanction. The decision to suspend is the Principal's alone or in his/her absence can be delegated to the Vice Principal.

2. Legislation and Guidance

In applying this policy Morton Academy will adhere to current legislation, including the Equality Act 2010. The Academy is obliged to have regard to the Department for Education guidance on suspensions. Section 1 makes specific reference to the Equalities Act. These duties need to be complied with when deciding whether to suspend a student. Academy's must also ensure that their policies and practices do not discriminate against students by unfairly increasing their risk of suspension.

Provisions within the Equality Act allow an Academy to take positive action to deal with particular disadvantages, needs, or low participation affecting one group, where this can be shown to be a proportionate way of dealing with such issues.

The Principal and governing body must comply with their statutory duties in relation to SEND when administering the suspension process. This includes having regard to the SEND 'Code of Practice'.

3. Types of Suspension

For incidents the Principal judges a more serious consequence necessary, a student may incur a suspension. The list of behaviours below is designed as an indicator of the types and severity of behaviour that will incur suspension. The list is not exhaustive.

Suspension

Suspension means that the student is kept at home for one or more days. Suspended students will receive a work pack to complete. This work must be completed and returned to the Academy for review. The offences listed below may lead to a suspension for a fixed term. In exceptional circumstances that may lead to permanent exclusion:

- Physical violence towards another student;
- Derogatory and/or discriminatory verbal violence towards another student or a member of staff;
- Persistent disruptive behaviour;
- Racial/sexual/homophobic harassment;
- Bullying including cyber bullying;
- Theft;
- Smoking on site, including e-cigarettes;
- Graffiti or property damage;
- Bringing the Academy into disrepute;
- Possession and distribution of obscene images or pornography;
- Possession of dangerous objects or offensive materials;
- Possession of consumption of alcohol on site;
- Throwing or dropping items over the balcony;
- Lying to staff in the course of an investigation;
- Failure to accept sanctions.



Post-Suspension

Following any suspension a reintegration meeting will be held by the Academy which the parent/carer and the student must attend. Depending on the nature of the incident and the behavioural history of the student the Academy will ensure when necessary that the supportive strategies are implemented and offered to ensure a successful re-admission to the Academy. Where appropriate, outside agencies or representatives from the Local Authority will be invited to attend.

Following 15 or more days of suspension in one term then a Governors Hearing will be held with representatives from the Local Authority. The panel will hear the suspensions and decide as to whether to uphold the reasons and length of suspensions. At this stage the parent/carer will be invited to attend a hearing and will be informed that their child is now at risk of permanent exclusion.

Permanent Exclusion

The decision to permanently exclude a student is a last resort. There are two main types of situation in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including suspensions for fixed terms, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).
2. The second is where there are exceptional circumstances, and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another student or a member of staff;
 - Sexual abuse or assault;
 - Supplying or possession of an illegal drug;
 - Carrying a weapon;
 - Arson
 - Deliberate activation of the fire alarm without good intent, including smoking inside the building
 - Repeated or serious misuse of the Academy computers by hacking or other activities that compromise the integrity of the computer network.

The Academy will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the Academy. The Academy reserves the right to act in the case of any incidents happening outside of normal Academy hours, which in the judgement of the Principal may have a detrimental effect on good order and discipline during the Academy day.

Please refer to 'Annex B' which sets out the different levels of sanctions and how they may be applied.

Reasonable Adjustments

The Academy paperwork regarding suspension decisions refers to a section called 'Reasonable Adjustments' this is to ensure that appropriate staff such as the SENCO or pastoral staff are consulted to ensure that 'Student Profiles', EHCP, and other guidance has been followed appropriately. Where there is evidence that a student's SEND status has an impact on their behaviour and ability to manage the expectations of the Behaviour Policy the SENCO will ensure a clear plan for positive behaviour with consultation from external advice where appropriate.



4. **The Investigation**

When an investigation which may result in a suspension takes place it will be conducted in accordance with DfE guidance. The Academy's principles which will be applied are as follows:

- The member of staff will make a statement referring the issue.
- The student involved will be asked to make a statement, this can be a verbal statement transcribed by a member of staff. This should be signed and dated.
- Any witnesses will also make statements which will be signed and dated.
- If there is any physical evidence (e.g. CCTV images, objects), these will be recorded and added to the decision document.

Each case will be judged on the facts and the context considering:

- The degree of severity of the offence;
- The likelihood of re-occurrence;
- The student's previous behavioural record;
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, SEND, harassment);
- Support provided;
- Take into account the Academy Behaviour Policy, SEND Policy and Equality Law obligations. Annex B provides a table of behaviour incidents likely to result in different sanctions.

5. **Principal's Decision**

The decision to suspend will be made after a review of the evidence available and will be on the balance of probabilities - i.e. is it more probable than not that the accused acted as alleged – and in response to a serious or persistent breaches of the Academy's Behaviour Policy and where allowing the student to remain in Academy would seriously harm the education or welfare of the student or others in the Academy.

6. **Notification**

The Academy will notify parents in terms of priority on the Information Management System that a serious incident has taken place. This will be done by a senior member of staff. If a suspension decision is made parents will be notified by phone call and a letter, signed by the Principal, will be sent without delay.

7. **Role of the Local Governing Body**

The Local Governing Body is responsible for ensuring that any suspension decision made by the Principal is lawful, reasonable, procedurally fair, and proportionate. A Governors' Student Discipline Committee panel made of three serving members of the LGB will meet to consider representations by the Academy, parents, and the Local Authority. The panel can either uphold the suspension or direct reinstatement (and if the latter is not practical still consider if the decision was justified.) The decision of the panel will be given in writing and without delay giving the reasons for the decision. See Annex A for further information.

8. **Additional Requirements for Permanent Exclusion**

Where the Governing Body has upheld the decision of the Principal to permanently exclude, it will communicate:

- The statutory timeframe for applying to an independent review panel
- To whom an application must be sent, together with the grounds and evidence
- The right for parents to request a SEND expert
- The right for parents to bring an Equality Act claim for discrimination to the First Tier Tribunal (for disability discrimination) or to the County Court (for other forms of discrimination).



9. Independent Review Panel Procedure

If a parent wishes to appeal a decision made by the governing body then they can proceed to an Independent Review Panel. The set up and process of the IRP is set out in DfE guidance. The guidance makes clear the role of the IRP, timescales for the process, the constitution, and powers of the IRP. An IRP cannot compel the Academy to reinstate a student.

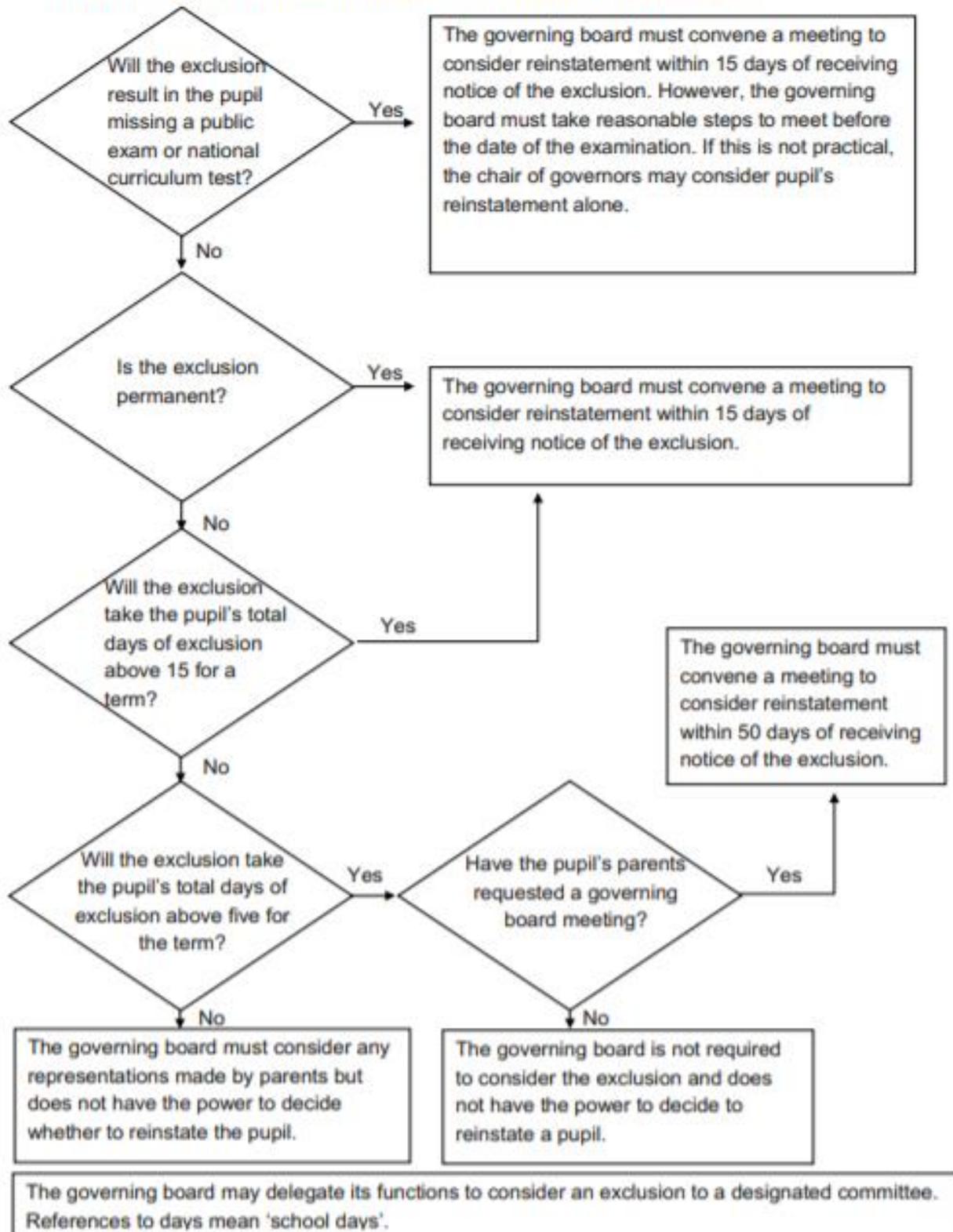
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Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision



Annex B

Detention	Withdrawal	Suspension	Permanent Exclusion
<ul style="list-style-type: none"> • Arriving late to the Academy or to a lesson • Talking or running in the corridor • Arriving to class unprepared (including failing to submit a required signature) • Uniform not worn correctly • Disrespecting students or staff (including inappropriate language) • Disrespect to property • Use of mobile phones • Uniform not present (including PE uniform) • Cheating or disruptive behaviour in an exam • Passing notes in class • Selling of food or drinks 	<p>Students will receive a warning for the following behaviours while learning is taking place:</p> <ul style="list-style-type: none"> • Talking while instructions are being issued • Disrupting others through inappropriate actions • Leaving the allocated seat without permission • Failing to follow all instructions at the first time of asking • Answering back or questioning instructions <p>Repeated disruption to learning under the Academy's 'Code of Conduct' will result in withdrawal.</p> <p>Incidents outside of lessons:</p> <ul style="list-style-type: none"> • Using strongly inappropriate language (e.g. swearing or discriminatory comments) • Aggression • Dangerous behaviour/damage to property • Shouting/rudeness/disrespect to staff • Failure to attend mandatory after Academy commitment • Verbal violence towards a student or staff • Discriminatory harassment • Possession of dangerous or inappropriate materials • Vandalism • Truancy 	<ul style="list-style-type: none"> • Physical violence towards a student • Serious verbal abuse towards staff • Bullying, including cyber-bullying • Theft • Graffiti or property damage • Possession of dangerous objects/pornography • Walking away from staff or refusal to move • Smoking on site, including e-cigarettes • Bringing the Academy into disrepute • Lying in the course of an investigation • Failure to accept sanctions • Dropping items over the balcony • Possession or consumption of alcohol on site • Possession and distribution of obscene images or pornography 	<ul style="list-style-type: none"> • Serious actual or threatened violence against another student or a member of staff • Sexual abuse or assault • Possession or supply of an illegal drug • Carrying a weapon • Arson • Persistent refusal to follow Academy rules

What does a detention mean?	What does withdrawal mean?	What does a suspension mean?	What does a permanent exclusion mean?
<p>After Academy detentions run by Academy staff will last 30 minutes. Detentions can be avoided at any stage by exercising positive behaviour. Students are expected to use detentions productively either reflecting on their behaviour or catching up on work missed. Staff may issue break and/or lunchtime detentions at their discretion.</p>	<p>Withdrawal is when a student is internally suspended from lessons for an appropriate period of time. They are supervised completing work from curriculum subjects. They do not access social times.</p>	<p>A set number of days at home or in another Academy with work to complete. Reintegration meeting to follow.</p>	<p>Permanently excluded from attending the Academy. A hearing before the Academy's Governing Body committee.</p>



Annex C

During any possible periods of partial opening the Academy will adapt the Behaviour Policy in the following ways.

The Behaviour Policy continues as normal except for:

1. There will be no provision for detentions or withdrawal as interim sanctions as detailed in the current Behaviour Policy due to social distancing measures and guidance to school regarding staff and student contact.
2. In cases where students break social distancing/safety rules **on purpose** to disrupt good order in the Academy they will be sent to the attendance area.
3. The Team Leader on duty that day (a member of SLT) will investigate the incident and will inform the Principal.
4. The student will make a statement regarding the breaking of social distancing/safety rules.
5. The Principal will make a decision based on the balance of probability regarding the students' actions.
6. If it is decided that the student who wilfully broken social distancing rules in order to disrupt good order and place others at risk of harm then the student will be suspended for a fixed term period.
7. If it is decided that the student accidentally/unintentionally broke social distancing rules then they will return to their bubble.
8. At the point of re-integration the student and family will be issued with a final written warning as to their conduct in the Academy. A further breach of social distancing will result in further suspensions and potentially permanent exclusion.
9. The Academy may decide that to avoid suspension, permanent exclusion or further suspensions that the student may be better served by continuing with online learning. Parental agreement will be part of this decision.

Social Distancing Safety Rules:

- Students follow all instructions from staff.
- Students are allocated a seat number, toilet and sink number and must only use these.
- Students must not share resources or items with any other person on site.
- Students must not break 2m social distancing at any time apart from an evacuation emergency.

