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Behaviour Policy

September 2026

MORTON ACADEMY BEHAVIOUR POLICY

Date of Last Central Office Review:	September 2026	Review Period:	1 Year (Minimum)
Date of Next Central Office Review:	September 2027	Owner:	Principal/Vice Principal
Date of Next Academy Level Review:	September 2027		
Type of Policy:	United Learning Policy	Local Governing Body	Approves Academy Policy Adheres to United Learning Policy

REVIEW TIMETABLE

The Behaviour Policy will be reviewed annually, as set out below:	
Behaviour Policy Reviewed Centrally	Academy's Committee: Annually – Spring Term
Behaviour Policy Tailored by Individual Academy	September 2026
Academy Policy Ratified by Local Governing Bodies	October 2026
Implementation of Group Policy	September 2026

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Behaviour Policy

1. Expectations

Morton Academy's 'Behaviour Policy' is built around the belief that great relationships are central to the success of a learning community. The relationships between members of staff, students and families need to be positive, supportive, and respectful if there is to be effective collaboration and the achievement of ensuring a high standard of education is established for all students. Morton Academy expect members of staff to emphasise manners and high standards consistently and to ensure that all stakeholders adhere to the Academy's 'Code of Conduct' at all times. The 'Behaviour Policy' broadly applies to students when they are:

- Attending the Academy;
- Wearing the Academy uniform;
- Taking part in anything linked to the Academy, including related activities;
- Travelling to or from the Academy;
- In any way identifiable as a student of Morton Academy.

Even where the five aforementioned conditions do not apply, the 'Behaviour Policy' can extend to any misconduct which could pose a threat to any stakeholders of the Academy, have repercussions for the orderly running of the Academy, or could adversely affect the reputation of the Academy.

In applying the 'Behaviour Policy', the Academy will consider its duties under 'The Equality Act' regarding relevant characteristics protected by that act, notably disability. It will also consider the needs of students with SEND. Furthermore, Morton Academy's 'Safeguarding Policy' will be considered where appropriate and required.

2. Policy Implementation

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

The Principal is responsible for the implementation and day-to-day management of the 'Behaviour Policy' and procedures.

Senior Leaders will ensure that all members of staff adhere to the 'Behaviour Policy' and implement effective systems for keeping records of any reported incidents, reporting to The Local Governing Body and families when required.

All members of staff are responsible for ensuring that the 'Behaviour Policy' and procedures are followed, and consistently and fairly applied. Mutual support amongst members of staff in the implementation of the 'Behaviour Policy' ensures a high quality learning environment is created in which students develop self-discipline and personal responsibility. The Local Governing Body, Principal and members of staff ensure there is no differential application of the 'Behaviour 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 as much as possible.

Families must take responsibility for the behaviour of their child both inside and outside the Academy. Families are encouraged to work in partnership with all members of staff in maintaining high standards of behaviour and will have the opportunity to raise with appropriate members of staff any issues arising from the operation of the 'Behaviour Policy'.

Students are expected to take responsibility for their own behaviour and are made fully aware regularly of the 'Behaviour Policy', procedures and expectations. Students must ensure they conduct themselves safely around the Academy 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 high 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 improper behaviour should never interfere with learning. Morton Academy have a responsibility to teach students values and great character, with the mission “to nurture kind and responsible young citizens who care for their community and who are committed to bettering themselves”. Morton Academy will achieve this by rewarding desirable behaviour with praise and tangible rewards where possible, but also by imposing consistent and clear sanctions for unacceptable behaviour. Students feel safe with boundaries, and it is Morton Academy’s job to provide these. The Academy will be relentless in its expectations of student culture.

The ‘Behaviour Policy’ is intentionally detailed. This is so that members of staff respond to ‘small’ misbehaviours, as authority is more meaningfully exerted at this point than when misbehaviour is potentially more serious. There may be rare occasions when families do not agree with the imposed sanction. In such cases, while we will be willing to discuss the matter, we hope that families will nevertheless support the Academy’s decision.

Code of Conduct

The Academy’s ‘Code of Conduct’ is as follows:

Learning Environments

Students will do whatever it takes to make sure that they and their fellow classmates can learn by:

- Arriving at the Academy and entering all learning environments on time;
- Bringing all of the equipment required;
- Wearing full uniform smartly throughout the day;
- Entering the learning environment calmly and engaging purposefully as requested;
- Avoiding all distractions, putting away anything not required for the learning;
- Only drinking water from water bottles and not otherwise eating, chewing or drinking within the learning environment;
- Being an active learner by engaging consistently;
- Showing respect for the learning being provided and meeting the expectations requested;
- Always completing Satchel One requirements on time and to the expected standard;
- Catching up with any learning missed through absence or falling behind for other reasons;
- Avoiding the use of a mobile phone or other prohibited electronic equipment at any point set out in ‘Annex B’.

Morton Academy and the Local Community

Students will do whatever it takes to support in creating a safe environment and local community which respects the rights of others by:

- Listening to members of staff, following instructions first time politely and calmly;
- Transitioning to learning environments calmly, not running or shouting around the Academy, holding doors open for others when the corridors are busy;
- Never damaging Academy property, defacing components, dropping litter or spitting;
- Always avoiding being insulting, undermining or swearing;
- Understanding that being enrolled at Morton Academy leads to being an ambassador;
- When travelling to and from the Academy, respecting those around me, speaking to classmates, members of staff and members of the public quietly and politely;
- Respecting the local environment, by being considerate to the local community, obeying external rules and never dropping litter, defacing, or trespassing on private property e.g. sitting on the front walls of private gardens.
- Showing tolerance and acceptance towards others, regardless of ethnic or national origin, culture, religion, gender, disability or sexuality.

'The Morton Academy Gold Standard'

All stakeholders at Morton Academy believe students and members of staff have the right of disruption free learning every lesson, every day. 'The Morton Academy Gold Standard', set out in 'Appendix B', aims to raise expectations and aspirations of students and members of staff to ensure that learning is never disrupted by low level disruption. The approach is based on the principals of being a 'Model Mortoner' but has been adapted to push standards and expectations to the next level.

This has been captured in a specific set of non-negotiable expectations, which are now deeply embedded in the culture of Morton Academy, to ensure that learning time lost due to disruption is minimised:

- I will contribute to learning by ensuring I do not communicate with others when instructions are being given by members of staff.
- I will support the learning of others by not disrupting their engagement.
- I will help the learning of others by remaining seated in the correct place when asked to.
- I will assist the successful learning of others by following all instructions immediately.
- I will take care of our community by communicating with respect.

To support students, members of staff adhere to the following protocols:

- All students have a fresh start with members of staff they may have been unsuccessful with previously;
- Seating plans are carefully considered and other proactive strategies are put in place to limit the potential for disruption;
- All students are reminded of the aims of 'The Morton Academy Gold Standard' strategy for exemplary conduct;
- If a student violates one of the abovementioned non-negotiable expectations they are issued a formal warning and their name should be written on the whiteboard to signify this;
- If the student then continues to violate the non-negotiable expectations 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 24 hours, including social times;
- Reintegration from Independent Learning back into the learning environment is dependent upon the students conduct and application whilst within Independent Learning;
- Families are informed through communication from the member of staff that their child has been withdrawn, detailing the reasoning for this;
- Whenever a student is withdrawn appropriate members of staff will meet with the student at a reasonable stage of the sanction in an attempt to discuss the situation in a restorative manner.

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

Detentions

Detentions may be issued for breaches of the Academy's 'Code of Conduct'. Examples of where this sanction may be determined are listed below, however, this list is not exhaustive:

- Student is late to the learning environment without mitigation;
- Student is involved with any aspects of graffiti;
- Student does not have the minimum necessary equipment;
- Student has not submitted Satchel One requirements by the provided deadline;
- Student does not have appropriate or necessary PE uniform;
- Student is not wearing uniform appropriately;
- Student uses abusive language that is not targeted towards a specific individual;
- Student has a mobile phone which is visible;
- Student is seen with chewing gum;
- Student is truanting or absconds from the learning environment.

Detentions are scheduled for after-school, operating from 15:10pm to 16:10pm. Although under current government legislation the Academy does not require parental permission to carry out a detention, nor is it required to provide notice or a reason for detention, as a courtesy the Academy will endeavour to inform parents and carers either by text, email, 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 social time detentions at their discretion in line with this. Staff will also consider whether there are safeguarding concerns when issuing a detention. Staff must consider:

- The welfare of the student;
- Whether the student has caring responsibilities;
- Whether parents and carers should be informed of the detention, any travel arrangements;
- Inconvenience to the parents and carers is not relevant as long as the student has a means to get home safely.

Reward

Morton Academy have a strong stance on students being acknowledged as much as possible for their involvement in 'doing the right thing because it's the right thing to do'. It is important for students to understand where the line is in relation to their misconduct, but it's equally as important for students to recognise that they will be praised for meeting the expectations of 'The Morton Academy Gold Standard'.

Positive student conduct in awarded in the following ways:

- Students who demonstrate one of the values of being a 'Model Mortoner' potentially receive a 'Morton Merit' within the learning environment;
- Students who exemplify several values of being a 'Model Mortoner' are considered for a 'Weekly Star Nomination';
- Students who surpass the expectations of Satchel One requirement have the possibility of a 'Home Learning Star Nomination';

Independent Learning

Independent Learning is necessary when a student is internally suspended from the learning environment for an appropriate period of time, predominantly for failure to abide by the Academy's 'Code of Conduct'.

In addition to 'The Morton Academy Gold Standard' strategy being considered, being placed in Independent Learning may result from the following behaviours; however, this list is not exhaustive:

- Refusing to follow instructions;
- Communicating persistently whilst instructed that this is prohibited;
- Disrupting the learning environment in any manner;
- Leaving designated seating without permission;
- Using strongly inappropriate language e.g. swearing or discriminatory comments;
- Any form of aggression;
- Demonstrating dangerous behaviour or damage to property;
- Shouting, rudeness, or disrespect towards other students or members of staff;
- Failing to attend mandatory after-school commitment;
- Expressing verbal violence towards another student or member of staff;
- Aspects of discriminatory harassment;
- Possession of dangerous or inappropriate materials;
- Graffiti or vandalism;
- Absconding from the learning environment without permission or anything associated with truancy.

4. Graduated Approach

Morton Academy is committed to a graduated approach to support students to have a successful education. Where behaviour issues persist, the approach is usually as follows:

Stage 1: 'The Morton Academy Gold Standard' strategy is used with students and members of staff consistently to ensure fairness and a clear approach.

Stage 2: Tutors will monitor conduct using a report for students with a withdrawal. This report aspect may then escalate to Heads of Year or Senior Leaders if necessary.

Stage 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 through effective strategies for members of staff to use. These will be reviewed regularly.

Stage 4: For students whose behaviour is not managed well by the aforementioned there will be an individualised approach. This could involve support from the SENCo, an Early Help, Education Psychologists or Education Welfare Officers. Engagement from the family in these approaches is vital to their success.

Additionally, for students who are withdrawn from the learning environment on more than one occasion, the following escalations may be considered at the Academy's discretion:

Stage 1:

- Positive Praise Report
- Punctuality Report
- Tutor Report
- Trusted Adult Support

Stage 2:

- Head of Year Report
- Referral to The Bridge
- Referral to the Alternative Morton
- Referral to Central Academy
- Transition of Setting

Stage 3:

- Action Plan
- Off-Site Direction
- Referral to Mental Health Support Team
- Senior Leader Report

Stage 4:

- Final Written Warning
- Managed Move
- Reintegration Timetable

5. Prohibited Items and Searches

The Law Relating to Searches

Morton Academy 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 in 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”. The screening and searching advice details what should be done with items that have been confiscated during a search, including the circumstances under which Cumbria Police should be involved, and when the use of force can be applied.

Searching, Screening and Confiscation

The Principal and members of 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.

Examples of prohibited items are listed below, however, this list is not exhaustive:

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

Additionally, any article that members of staff reasonably suspects has been or is likely to be used:

- To commit an offence;
- To cause personal injury to, or damage to the property of, any individual (including the student).

Members of staff can seize any prohibited item found as a result of a search. Members of staff can also seize any item that they consider harmful or detrimental to Morton Academy’s discipline. Anything confiscated that is illegal will be passed on to Cumbria Police.

Members of staff 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 members of staff reasonably believes that these is a risk that serious harm will be caused if the search is not conducted immediately and where it is not reasonably practicable to summon other members 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 ‘Equal Opportunities Policy’. There may be rare instances where a student with specific SEN diagnosis requires a different approach. For example, the Academy may refrain from searching, unless in an emergency, if a student 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 student.

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 strictly prohibited in Morton Academy and students may be searched for them without their consent and without the consent of their families:

- 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 should not be used to search for other items that are prohibited under Morton Academy's 'Behaviour Policy'. However physical resistance by a student to a search for those latter items can itself be subject to proportionate sanctions.

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

Where an item prohibited by Morton Academy's 'Behaviour Policy' is seized as the result of a search and it is an electronic device such as a mobile phone, members of staff who seized the item may inspect the data on it, if they think that there is reason to do so. For this purpose, members of staff have reason if they reasonably suspects that the data or file on the device in question has been or could be used to cause harm, to disrupt the learning of others or break Morton Academy's expectations on this matter.

Morton Academy also reserves the right to inspect data on any electronic device which is confiscated by members 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 DFE.

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 other members of staff, except where there is a risk that serious harm will be caused if the search is not conducted immediately and where it is not reasonably practicable to summon other members of staff.

Extent of Search

Members of staff 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 'Complaints Policy'.

Confiscation of Articles

Members of staff have the power to confiscate property from students under their general right to discipline contained in 'The Education and Inspections Act'.

Disposal or Retention of Articles Confiscated from Students

The Academy will follow the DFE 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 stance on drugs for the health and safety of students, members of 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 the 'Behaviour 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 DFE on this matter. 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 and the Academy will liaise with local services and educational charities for any other support and guidance required.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the 'Behaviour Policy'. 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 members of staff who will dispose of them in accordance with guidance issued by the DFE. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner.

Family Involvement

Usually the Academy will inform families when a student 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 student which may mean a decision not to inform their family. Such a decision will be taken very seriously and usually with the benefit of legal advice.

7. Bullying (Excerpts from Morton Academy's 'Anti-Bullying Policy')

Morton Academy's 'Anti-Bullying Policy' sets out the expectations of conduct at Morton Academy and the approach to ensure that all students are supported with any aspects of bullying and are able to consistently thrive in a positive learning environment in keeping with the identified core aims and values.

For the purpose of the 'Anti-Bullying Policy', bullying is defined as:

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

The aims of the '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 the Academy;
- To enable everyone to feel safe while at the 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 and unpleasant conduct;
- To support and protect victims of bullying and ensure they are listened to;
- To help and support students accused of bullying behaviours by changing their attitudes;
- To liaise with families and other appropriate members of the Academy community;
- To ensure all stakeholders of Morton Academy feel responsible for addressing bullying.

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

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

Emotional	Being unfriendly, excluding or tormenting
Physical	Pushing, kicking, hitting, punching or any use of violence
Sexual	Unwanted physical contact, sexually abusive or homophobic comments
Homophobic	Actions focussing on the issue of sexuality
Racist	Racial taunts, graffiti or gestures
Ableist	*D*iscrimination in favour of non-disabled individuals
Verbal	Sarcasm, spreading rumours or teasing
Online	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 other students, name calling, arguments or when the occasional 'joke' is played on someone. Students do sometimes fall out or make comments because they are upset, and this is predominantly what is often perceived as being bullying.

Therefore, 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 as well as resilience traits to be able to handle these matters accordingly.

Morton Academy understands that 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 engagement 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 members of staff to allow for prompt and effective responses to occur. Members of 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' to draw up procedures to prevent bullying among students and to bring these procedures to the attention of members of staff, students and families.

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, The Local Governing Body and members of 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 interventions, assemblies and by example, that it is totally opposed to bullying. Members of 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 members of staff. We will ensure that all students and families are aware of the 'Anti-Bullying Policy'.

Members of staff will praise and encourage students when they show kindness and consideration to others, and this is something which is evident within Morton Academy's mission "to nurture kind and responsible young citizens who care for their community and who are committed to bettering themselves."

All incidents of bullying will be taken seriously and dealt with as quickly as possible. Members of 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:

Any bullying incidents are investigated using an 'Incident Investigation Proforma'. Bullying incidents are then recorded electronically. 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 Vice Principle, 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, members of 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, as soon as practicably possible after the incident;
- Take action to resolve the issue in line with Morton Academy's 'Behaviour Policy';
- Liaise with the Vice Principle and the Designated Safeguarding Lead to ensure there is targeted support to address underlying issues;
- Consult Cumbria Police if necessary and appropriate.

Outcomes:

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

Dealing with Persistent Bullying:

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

- Detention;
- Internal suspension;
- Suspension.

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 in which the Principal judges a more serious sanction necessary, a student may incur a suspension from the Academy. There is further guidance on this aspect within Morton Academy's 'Suspension Policy'.

Central Academy

Where a student is withdrawn more than once within a half-term, or they are involved in a matter which is deemed to be more significant than would merit the outcome of Independent Learning, the student will be referred to Central Academy in which their education will be offered as an alternative for a maximum of three days. The purpose of this measure is to remove the student from the Academy for a set period of time, but ensure continuity of their education by hosting this in another educational setting.

The Local Governing Body Panels

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

Final Written Warning

In cases where a student conduct has warranted suspensions, the Academy may notify families in writing that further incidents of unacceptable behaviour will warrant a permanent exclusion. The Academy considers permanent exclusion to be a final resort and will try to engage families and offer 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.

Alternative Morton

Where there is evidence of a persistent pattern of unacceptable conduct from a student, they may be referred to Alternative Morton for a set period of time, usually 4-6 weeks. This will be in an effort to provide targeted support and intervention based around the barriers the student has in regards to accessing their education successfully. It may be enforced by the Academy that within this timeframe the student will not access social times. The Academy reserves the right to extend this provision as deemed necessary.

Malicious Accusations Against Members of 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 premises when the student is:

- Attending the Academy;
- Wearing the Academy uniform;
- Taking part in anything linked to the Academy, including related activities;
- Travelling to or from the Academy;
- In any way identifiable as a student of Morton Academy.

9. Rewards

In September 2021, Morton Academy was divided into three houses, with this structure having never been used before. Students were involved in the process by supporting the necessary planning for a successful, purposeful launch. After much deliberation and consultation, it was decided the three houses were to be 'Luguvalium', 'Hadrian' and 'Valentia', which are centred around Carlisle's historical links.

Each house is associated with a colour and contains a combination of students from Year 7 through to Year 11. Members of staff are also in one of the three houses. 'The 12 Days of Mortonmas' is one of the most rewarding 'Inter-House Events', which involved all students annually throughout December.

In recent times, we have broadened the Senior Leadership Team to further enhance 'Education with Character' and 'Inclusion', with a dedicated focus being on seeking to improve the experiences that Morton Academy students will have in regards to feeling a sense of belonging.

To ensure consistency in how students are acknowledged for their efforts and contributions at Morton Academy, the following recognition system has been successfully embedded:

- 'Morton Merit' (1 Point)
- 'Home Learning Star Nomination' (5 Points)
- 'Model Mortoner Nomination' (5 Points)
- 'Weekly Star Nomination' (10 Points)
- 'Principal's Weekly Star Nomination' (10 Points)
- 'House Champion Nomination' (25 Points)

The Academy operates a simple recognition strategy based on United Learning's 'Core Values'. Members of staff acknowledge when students are exemplifying the characteristics that need to be developed in students:

Ambition
Confidence
Creativity
Respect
Enthusiasm
Determination

Positive strategies are used whenever possible to promote desired behaviour. Morton Academy uses recognition to promote positive character education using the recently established 'The Morton Academy Gold Standard', with the aim being to recognise when students show desirable skills in learning or social settings.

Praise and recognition for achievements in all areas of life is central to the ethos of Morton Academy. Positive strategies enable students to develop efficient learning habits, build self-esteem, promote consideration for others and thereby create a harmonious environment in which learning flourishes.

10. Use of Social Media

Morton Academy's 'Behaviour Policy' will be enforced when appropriate if the use of social media has a negative impact on the Academy, students, or members of staff in any way.

Examples of prohibited social media usage are listed below, however, this list is not exhaustive:

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

We expect members of staff, students, families to use social media respectfully and to be careful with imagery and language that they share online. Breaches of the 'Behaviour Policy' will result in proportionate sanctions being applied. In terms of the Academy's responsibility to government guidance on 'The Prevent Duty' students must be kept safe from terrorist and extremist material. The Academy filters and monitors use of technology as appropriate. If necessary the Academy will refer matters to Cumbria Police.

In relation to mobile phones specifically, if a student's mobile phone is visible at any point, for any reason, it will be confiscated and the family will be required to collect this on their behalf. Mobile phones will not be returned directly to students when they are confiscated, even if this is requested by the family. The purpose of this measure is to stress that the Academy is a mobile phone free setting.

11. Use of Reasonable Force

Members of staff have the power to 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, such as restrictive physical intervention, has been used more than once with a particular student 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 student, the Academy will consider a 'Positive Handling Plan' and share this with the family accordingly.

12. Suspensions

1. Explanatory Note

Morton Academy's 'Behaviour Policy' recognises that to ensure 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 their absence, a Vice Principal

2. Legislation and Guidance

In applying the 'Behaviour Policy', Morton Academy will adhere to current legislation, including 'The Equality Act'. The Academy is obliged to have regard to DFE guidance surrounding suspensions. These duties need to be complied with when deciding whether to suspend a student. The Academy must also ensure that policies and practices do not discriminate against students by unfairly increasing their risk of suspension.

Provisions within 'The Equality Act' allow the 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.

3. Types of Suspension

For incidents the Principal judges a more serious sanction necessary, a student may incur a suspension. The details of behaviours below is designed as an indicator of the types and severity of behaviour that will incur suspension.

Fixed Term Suspension

A fixed term suspension is a suspension for a fixed number of days. The suspended student must remain at home up to the first five days, during which time Morton Academy will take reasonable steps to set and review appropriate resources for the student. For a fixed term suspension of more than five days, full time education provision commences from the sixth day and must be organised by the Academy. A student may be not be suspended for more than 45 days in an academic year. A student is entitled to return to the Academy once the period of suspension has ended. However, this may be graduated or in a regulated manner dependent upon the reasoning for the suspension.

The offences listed below may lead to a suspension for a fixed term. In exceptional circumstances it may lead to permanent exclusion:

- Physical violence towards another student;
- Derogatory and/or discriminatory verbal violence towards another student or member of staff;
- Persistent disruptive behaviour;
- Racial, sexual, ableist or homophobic harassment;
- Bullying;
- Theft;
- Smoking on site, including vapes;
- Graffiti, vandalism or 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;
- Throwing or dropping items over the balcony;
- Lying to members of staff in the course of an investigation;
- Failure to accept sanctions.

Reintegration

Following any suspension a reintegration meeting will be held by the Academy with the family, with the student needing to attend as well. Depending on the nature of the incident and the behavioural chronology of the student, the Academy will ensure when necessary that the supportive strategies are implemented and offered to ensure a successful reintegration to the Academy. Where appropriate, external agencies or representatives from the Local Authority will be invited to attend.

Following over 15 days of suspension in one term then a Local Governing Body Hearing will be held with representatives from the Local Authority. The Local Governing Body will hear the suspensions and decide as to whether to uphold the reasons and length of suspensions. At this stage the family will be invited to attend the hearing and will be informed that the student is now likely at risk of permanent exclusion.

Permanent Exclusion

A permanent exclusion is where the Principal's intention is that the student should not be allowed to return to the Academy. 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 have been used without success. It is an acknowledgement that all available strategies have been exhausted and a permanent exclusion is being used as a last resort. This would include persistent and defiant misbehaviour including 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 one off offence.

These might include:

- Serious actual or threatened violence against another student or 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 sound intent, including smoking or vaping;
- Repeated or serious misuse of the Academy technology by hacking or other activities that compromise the integrity of the network.

The Academy will consider Cumbia 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 order and discipline during the Academy day.

The general decision making for proportionate sanctions are set out in 'Appendix B', including how these may be applied.

Reasonable Adjustments

The Academy paperwork regarding suspension decisions refers to 'Reasonable Adjustments'. This is to ensure that appropriate members of staff such as the Head of Year are consulted and other guidance has been followed appropriately. Where there is evidence that a student with SEN has had something relevant linked to 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:

- Members of staff will provide a statement referring to the issue;
- The student involved will be asked to make a statement, in which this can be a verbal statement transcribed by members of staff;
- Any witnesses will also make statements which will be signed and dated;
- If there is any physical evidence (e.g. CCTV images or objects), these will be recorded and added to the chronology.

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 or harassment);
- Any support and intervention already provided;
- Further consideration surrounding Morton Academy's 'Behaviour Policy', 'SEND Policy' and 'The Equality Law' obligations.

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 - meaning 'is it more probable than not that the accused acted as alleged' – and in response to a serious or persistent breaches of the '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 families in terms of priority that a serious incident has taken place. If a suspension decision is made families will be notified by a telephone call and subsequently a letter, signed by the Principal, which 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 Local Governing Body Student Discipline Committee panel made of three serving members of the Local Governing Body will meet to consider representations by the Academy, families and the Local Authority. The Local Governing Body Student Discipline Committee 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. More information is available in 'Annex A'.

8. Additional Requirements for Permanent Exclusion

Where the Local 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 families to request a SEND expert;
- The right for families 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).

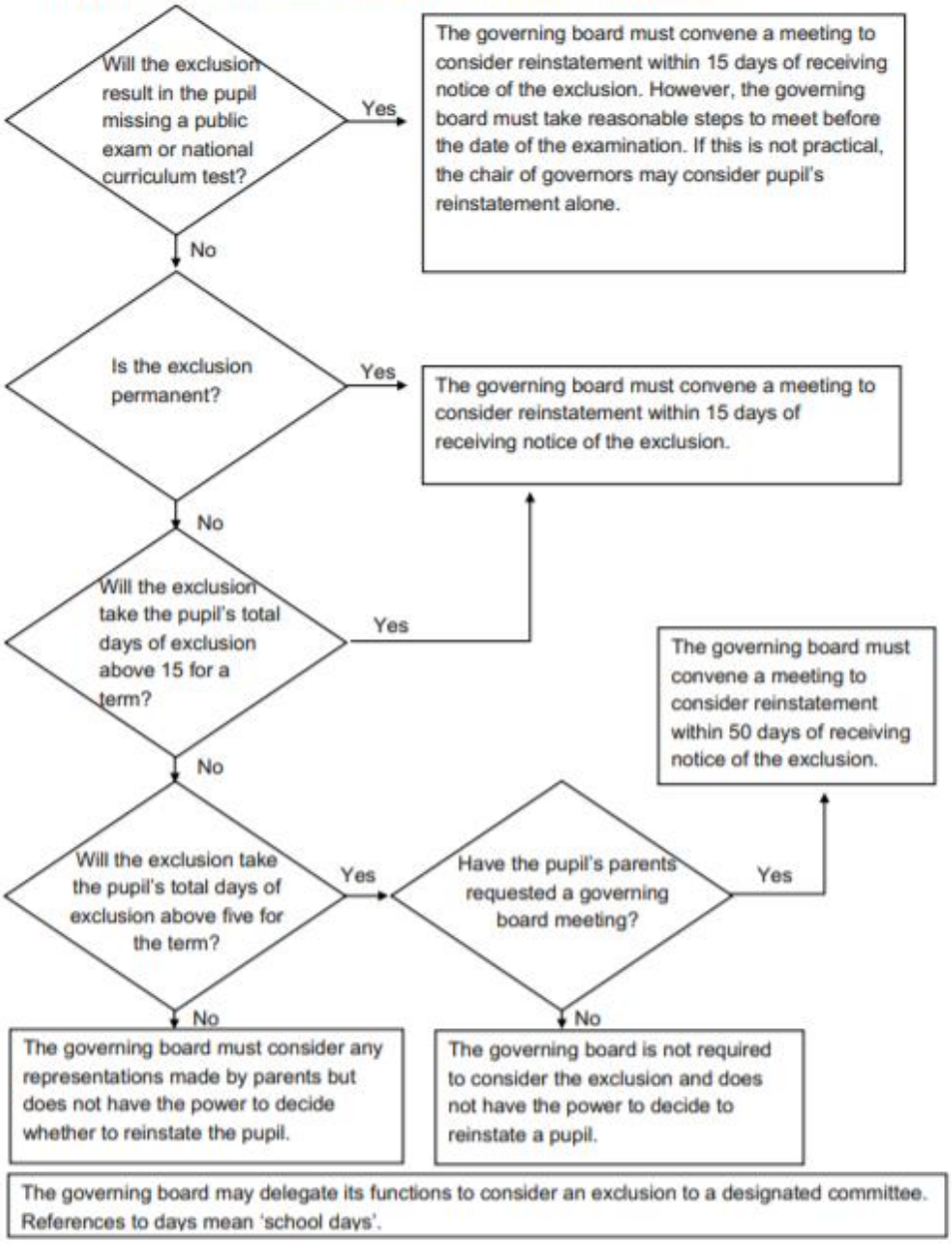
9. Independent Review Panel Procedure

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

End

Annex A

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



Annex B

Detention	Independent Learning	Suspension	Permanent Exclusion
• 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	Students will receive a warning for the following behaviours while learning is taking place: • 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 Repeated disruption to learning under the Academy's 'Code of Conduct' will result in Independent Learning. Incidents outside of lessons: • 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	• 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	• 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 Independent Learning mean?	What does a suspension mean?	What does a permanent exclusion mean?
After Academy detentions run by 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.	Independent Learning 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.	A set number of days at home or in another Academy with work to complete. Reintegration meeting to follow.	Permanently excluded from attending the Academy. A hearing before the Academy's Local Governing Body committee.

Appendix A

Individual Reasonable Adjustment to the Behaviour Policy

This guidance is based on the Equality Act (2010), Children and Families Act (2014) and the DfE Behaviour in Schools Advice (2022).

Rationale:

Morton Academy is fully inclusive and recognises that additional needs, in some cases are classified as a disability. We want all students to have the best possible chance to reach their potential. To ensure discrimination does not take place, specific policies and practice may need to be adjusted. Every student with an additional need/s is unique, therefore a personalised approach is required to understand whether adjustments are necessary and the impact of support. To determine if adjustments are required for the Behaviour Policy, the Graduated Approach from the DfE Code of Practice is implemented, this follows the 'Asses, Plan, Do, Review' cycle.

Example of the Graduated Approach to Adjustments

Stage 1 – Meeting with parents/carers, the student, Head of Year and the SENDCo to assess the need for adjustments, the nature of any adjustments and strategies to support the behaviour of the student, both in and outside of lessons. Triggers and barriers to learning will be discussed, which may result in further Intervention being put in place. The Vice Principal: Student Culture may be in attendance.

Stage 2 – If adjustments and specific learning strategies are agreed, the SENDCo and Head of Year will create a specific Learning Plan for the student. This document communicates to all their teachers and support staff the key strategies that need to be implemented for the student to have every chance of success in the classroom, as well as any adjustments to the Behaviour Policy (examples are given in the table below). This plan will also be uploaded onto the student's electronic file, so all members of staff can identify the strategies and adjustments to the Behaviour Policy. If deemed necessary, the SENDCo and Head of Year may meet with all teachers to further outline the strategies and adjustments.

Stage 3 – If deemed necessary, further external specialist advice may be sought to assess a student's need/s and further appropriate strategies and adjustments may be recommended. Examples of specialist advice could be for example an Educational Psychologist. This may occur if the student is not already involved with these professionals.

Stage 4 – A regular review period will be set to evaluate the impact of support and the adjustments to the Behaviour Policy. This will range from 6-12 weeks, dependent on the student. All stakeholders are invited to this meeting. If amendments are agreed, this will be updated in the student's Learning Plan and shared with key staff.

Examples of Specific Supportive Learning Strategies	**Examples of Adjustments to the Behaviour Policy**
Increased use of praise	Pre-warning given
Time out strategies	Shorter length for detentions (30 minutes rather than 60 minutes)
Attendance to Home Learning Support Sessions	Access to keyworker support in Independent Learning, when required
Seating plan adjustment	Time out strategies in Independent Learning
Short and repeated instructions	Shorter time spent in Independent Learning
Private notification of warnings, including post it notes on desks	Independent Learning time does not roll over to the following day
Use of a fidget toy	Access to a Chromebook in Independent Learning
Chunked tasks	Restorative discussion with the teacher to take place as soon as possible, rather than the end of the day

Please note the above are examples; strategies and adjustments will be arranged on a personalised basis dependent on need.

If a student is in receipt of an Educational, Health Care Plan (EHCP), the learning strategies and adjustments will be written into the plan at the next Annual Review meeting.

Appendix B

Morton Academy
The best in everyone™
Part of United Learning

THE MORTON ACADEMY GOLD STANDARD

Learning Environment Rewards

Acknowledgement	Outcomes
*Student demonstrates one of the values of being a 'Model Mortoner' leading to the potential for a '**Morton Merit**' to be awarded*	- Record as 'Morton Merit' on Arbor - Promote 'Morton Merits' visibly somewhere within the learning environment - Aim to allocate a minimum of five 'Morton Merits' for each learning experience to promote recognition of positive contributions
*Student exemplifies several values of being a 'Model Mortoner' leading to consideration for a '**Weekly Star Nomination**'*	- Remember that members of staff can only award one 'Weekly Star Nomination' each week, so this is an important decision - Record as 'Weekly Star Nomination' on Arbor, noting the specifics - Provide a 'Weekly Star Nomination' voucher directly to the student, obtainable from the SLT Conference Room
*Student surpasses the minimum expectations of Satchel One requirements leading to the possibility of a '**Home Learning Star Nomination**'*	- Remember that members of staff can only award one 'Home Learning Star Nomination' each week, so this is an important decision - Record as 'Home Learning Star Nomination' on Arbor, noting the specifics
*Student consistently goes above and beyond in relation to demonstrating their character leading to the criteria for an '**Honour Badge Nomination**' being met*	- Remember that 'Honour Badge Nominations' need to be considered for specific actions which epitomise a student caring for their community - Record as 'Honour Badge Nomination' on Arbor, noting the specifics
*Student individually achieves the most 'Morton Merits' across a predetermined day leading to the awarding of a '**Model Mortoner Nomination**'*	- Students to be notified of any predetermined days whenever they are reached to allow for broad engagement and equal opportunity to succeed - Tannoy announcement actioned by the Principal or Vice Principal to promote and celebrate the successful individual - Vice Principal to record as 'Model Mortoner Nomination' on Arbor, noting the specifics
*Student independently achieves the most 'Morton Merits' across the week leading to the awarding of the '**Principal's Weekly Star Nomination**'*	- Tannoy announcement actioned by the Principal to promote and celebrate the successful individual - Principal to record as 'Principal's Weekly Star Nomination' on Arbor, noting the specifics
*Student amasses a specific milestone of 'Morton Merits' within any timeframe leading the relevant and applicable '**House Point Award**'*	- Heads of Year to review 'House Points' systematically to ensure students are acknowledged at the conclusion of each half-term wherever set milestones are achieved - Heads of Year to provide 'House Point Awards' in a celebratory manner
*Students as a community collaborate to amass undisclosed milestones of 'Morton Merits' leading to a spontaneous '**Magic Hat Game**'*	- Principal to monitor 'Morton Merits' to track and monitor the likelihood of undisclosed milestones being met - Principal to ensure 'Magic Hat Game' occurs as soon as possible when undisclosed milestones are achieved

Weekly Star Nomination Rewards

Half-Term	Rewards
HT1	1. £100 Love2Shop Vouchers 2. Carlisle United Home Shirt 25-26 (Signed) 3. Amazon Fire HD 10 Tablet
HT2	1. £100 Love2Shop Vouchers 2. Beats Studio Buds + 3. £100 Vue Cinema Gift Card
HT3	1. £100 Love2Shop Vouchers 2. £100 PlayStation Store Gift Card 3. £100 JD Gift Card
HT4	1. £100 Love2Shop Vouchers 2. £100 Xbox Gift Card 3. £100 Just Eat Gift Card
HT5	1. £100 Love2Shop Vouchers 2. Samsung Galaxy Smart Watch 3. £100 Nandos Gift Card
HT6	1. £100 Love2Shop Vouchers 2. Nintendo Switch Lite 3. £100 Amazon Gift Card

Character Rewards

Half-Term	Rewards
HT1	1. Hollywood Bowl (Y11) 2. Fusion Jurassic Golf (Y7)
HT2	1. Hollywood Bowl (Y10) 2. Rheged Cinema (Y8)
HT3	1. Hollywood Bowl (Y9) 2. Rheged Cinema (Y7)
HT4	1. Hollywood Bowl (Y8) 2. Total Ninja Manchester (Y10)
HT5	1. Hollywood Bowl (Y7) 2. Beamish (Y8)
HT6	1. Pleasure Beach Resort (Y7-Y10) 2. Rheged Cinema (Y9)

Learning Environment Sanctioning

Issue	Outcomes
*Student is **late** to the learning environment without mitigation*	- Record as 'L' register wise on Arbor, noting the minutes the student is late by - One hour after-school detention set by 'Attendance Team' to occur the following day
*Student is involved with any aspects of **graffiti***	- Record as an incident of 'Graffiti' on Arbor, noting the specifics - Social time in Independent Learning set by 'Pastoral Team' to occur the following day
*Student does not have the minimum necessary **equipment***	- Record as an incident of 'Lack of Equipment' on Arbor, noting the specifics - Communication to the family actioned by 'Tutor' on the same day
*Student has not submitted **Satchel One** requirements by the provided deadline*	- Record as 'Not Submitted' on Satchel One, ensuring this is actioned every Friday by 17:00 at the latest - One hour after-school detention set by 'Pastoral Team' to occur between Tuesday and Friday the following week
*Student is not wearing **uniform** appropriately*	- Verbally insist that the student immediately adjust their uniform - If there is a recurrence, record as 'Uniform Infringement' on Arbor, noting the specifics
*Student uses **abusive language** that is not targeted towards a specific individual*	- Record as an incident of 'Abusive Language' on Arbor, noting the specifics - Communication to the family actioned by 'Tutor' on the same day
*Student has a **mobile phone** which is visible*	- Confiscate the mobile phone from the student immediately - Record as an incident of 'Technology Misuse' on Arbor, noting the specifics - If the student refuses to have their mobile phone confiscated, email 'M-Independent.Learning' to seek support with the matter, noting the specifics - Ensure the mobile phone is handed into the SLT Conference Room promptly
*Student is seen with **chewing gum***	- Verbally insist that the student immediately remove the chewing gum - Record as an incident of 'Chewing Gum' on Arbor, noting the specifics
*Student is **truanting** or **absconds** from the learning environment*	- Email 'M-Independent.Learning', noting the specifics - Record as 'Truancy' on Arbor, noting the specifics - Communication to the family actioned by 'Pastoral Team'

Tutor Routines

Entry
- **Prepare** and distribute learning resources to allow for immediate student engagement
- **Monitor** students initially during transition, ensuring 'pace and purpose' is evident
- **Greet** students warmly thereafter, standing close to the learning environment in a 'one foot in, one foot out' manner
- **Uniform** needs to be thoroughly inspected to ensure it is worn appropriately by students before entering the learning environment

Settler
- Students need to be reminded that they are required to have their **equipment** visible on the desk in front of them
- Students need to be reminded to be fully engaged with the expectations outlined purposefully and in **quiet** conditions
- The **register** needs to be conducted within the first five minutes, with students responding in line with expectations, with this being revisited wherever necessary to acknowledge any students who are late to the learning environment

Countdown
- **Stand** where all students can make unrestricted eye contact
- Provide the instruction '**track me**', if required
- Countdown with a loud and clear '**three, two, one**', using non-verbal signals if preferred

Instructions
- Keep instructions **clear and simple**, no more than two instructions at once
- **SLANT** needs to be promoted wherever necessary to ensure positive body language and engagement
- Expectations of **noise levels** needs to be outlined for each individual phase of learning
- Use **positive language** as much as possible to promote praise and progression

Sanctioning
- If a student fails to meet expectations and has not responded to gentle reminders:
  + Inform the student that if they continue to demonstrate unacceptable conduct, the support of the Head of Year and Pastoral Leader will be requested, and the family will be communicated with on the matter, outlining the reasoning for why this may be necessary in a constructive manner
  + Record this visibly somewhere within the learning environment as a reminder and acknowledgement
- If a student continues to fail to meet expectations and is impacting the engagement of others:
  + Request immediate support from the Head of Year and Pastoral Leader, in which the student will then be challenged on the matter in a different manner, with proportionate sanctioning actioned if necessary
- Communicate with the family at the earliest opportunity on the same day to discuss concerns around the student's conduct, seeking to establish support from the family on the matter.

Exit
- Ask all students to ensure the learning environment is **immaculate**
- **Praise** and acknowledge individual students for being awarded with 'Morton Merits', 'Weekly Star Nominations', 'Home Learning Star Nominations' and 'Honour Badge Nominations'
- Clearly remind any students who have upcoming after-school **sanctioning**, including specifically stating where this will occur, as well as what the outcome will be if the student does not engage with this in the manner which is required
- Inform students to remain behind their desks in **silence** with their chairs tucked in
- Dismiss students calmly in silence, **a row at a time**
- Ensure student **uniform** is appropriate and in line with expectations