# Behaviour Policy

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| **Author** | **CEO** |
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Mercia Learning Trust is a company limited by guarantee, registered in England (8119703). Registered office: 79 Glen Road, Sheffield, S7 1RB. We are an exempt charity.

## DOCUMENT CONTROL

*Unless there are legislative or regulatory changes in the interim, this policy will be reviewed every year. Should no substantive changes be required at that point, the policy will move to the next review cycle.*

| Version | Date | Reviewer | Changes |
|---|---|---|---|
| **1.0** | 09/2026 | N Miley | • New trust-wide policy created to reflect national changes |

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## 1. Policy statement

1.1. Mercia Learning Trust is committed to creating safe, calm, purposeful and ambitious learning environments in which pupils can learn.

1.2. Good behaviour is essential to high-quality teaching, positive relationships, strong attendance and successful learning.

1.3. This policy sets out our trust-wide expectations, principles and statutory framework for behaviour across our trust. It applies to all pupils and all staff in every Mercia Learning Trust school. Individual schools may include additional local detail in appendices, provided that this remains consistent with the trust-wide principles and statutory requirements in this policy.

1.4. Our trust believes that behaviour is taught, modelled, practised and reinforced. We expect high standards of conduct in classrooms, around school, online, on trips and in the wider community. We also recognise that some pupils will need additional support, reasonable adjustments or targeted intervention to meet these expectations.

1.5. This policy aims to:

1.5.1. promote excellent behaviour, through our trust values of kindness, integrity and diligence.

1.5.2. support a calm and orderly environment where teachers can teach and pupils can learn.

1.5.3. set clear, high and consistent expectations across all school in our trust.

1.5.4. recognise and reward positive behaviour, effort and contribution.

1.5.5. ensure that poor behaviour is dealt with fairly, consistently and proportionately.

1.5.6. promote inclusion and ensure reasonable adjustments are made where needed.

1.5.7. protect the welfare, dignity and safety of pupils and staff.

1.5.8. ensure that behaviour is managed in line with legal requirements and statutory guidance.

1.6. This policy is underpinned by the following legislation and guidance:

1.6.1. DfE Behaviour in Schools 2024.

1.6.2. DfE Suspensions and permanent exclusions 2026.

1.6.3. DfE Searching, Screening and Confiscation 2022.

1.6.4. DfE Restrictive interventions, including use of reasonable force, in schools 2026.

1.6.5. The Education Act 1996 and 2002.

1.6.6. Keeping Children Safe in Education 2026 and Working Together to Safeguard Children 2023.

1.6.7. The Equality Act 2010.

1.7. Additionally, this policy should be read alongside other trust and school policies, specifically:

1.7.1. Uniform.

1.7.2. Child Protection and Safeguarding.

1.7.3. Care and Control.

1.7.4. Anti-bullying.

1.7.5. Conducting Searches.

1.7.6. Attendance.

1.7.7. Acceptable use of IT.

## 2. Scope and purpose

2.1. This policy applies:

2.1.1. on school premises.

2.1.2. in classrooms, corridors, social areas and all other school spaces.

2.1.3. during journeys to and from school, where behaviour is associated with the school community.

2.1.4. on educational visits, fixtures, enrichment activities and school events.

2.1.5. in online spaces where conduct affects pupils, staff or the reputation, safety or orderly running of the school.

## 3. Principles

3.1. Across Mercia Learning Trust:

3.1.1. every pupil has the right to learn without disruption.

3.1.2. every staff member has the right to work without intimidation, abuse or disrespect.

3.1.3. behaviour expectations must be clear, taught and consistently applied.

3.1.4. adults must model the standards they expect from pupils.

3.1.5. praise and recognition should be specific, frequent and meaningful.

3.1.6. consequences should be predictable, proportionate and consistently applied.

3.1.7. sanctions should help pupils understand and correct poor choices.

3.1.8. where behaviour may reflect unmet need, schools will consider support alongside sanction.

3.1.9. safeguarding and welfare always remain paramount.

3.2. Staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. This authority applies to all paid staff and, where authorised by the headteacher, to other adults supporting pupils.

## 4. Roles and responsibilities

### 4.1. Our Trust Board

4.1.1. Our Trust Board is responsible for approving Mercia Learning Trust's behaviour policy.

4.1.2. Our Trust Board ensures our trust has an effective behaviour policy and it is implemented consistently and lawfully across our trust.

### 4.2. Local Governing Bodies

4.2.1. Local governing bodies will support oversight of behaviour standards within their school, including the review of local implementation and any school-specific appendix.

### 4.3. Our Chief Executive Officer and trust leaders

4.3.1. Trust leaders are responsible for developing our trust-wide behaviour policy.

4.3.2. Trust leaders ensure that the trust-wide policy is clear, current and effectively implemented, and that school leaders are supported to maintain high standards.

### 4.4. Headteachers

4.4.1. Headteachers are responsible for the day-to-day implementation of this policy in their school, including:

4.4.1.1. setting local expectations within the trust framework.

4.4.1.2. ensuring staff are trained and supported.

4.4.1.3. overseeing sanctions, exclusions and reintegration.

4.4.1.4. developing any school-specific appendices.

### 4.5. Staff

4.5.1. All staff are responsible for:

4.5.1.1. promoting positive behaviour.

4.5.1.2. teaching and reinforcing routines.

4.5.1.3. applying the policy consistently.

4.5.1.4. recording behaviour concerns accurately.

4.5.1.5. using rewards and sanctions fairly.

4.5.1.6. safeguarding pupils and seeking help when needed.

**4.6. Pupils**

4.6.1. Pupils are expected to:

4.6.1.1. attend regularly and punctually.

4.6.1.2. be ready to learn.

4.6.1.3. follow instructions first time.

4.6.1.4. behave respectfully towards others.

4.6.1.5. complete work to the best of their ability.

4.6.1.6. follow school rules and routines.

4.6.1.7. represent their school and our trust positively.

**4.7. Parents and carers**

4.7.1. Parents and carers are expected to:

4.7.1.1. support the school's behaviour expectations.

4.7.1.2. ensure their child attends punctually, in the correct uniform and with the correct equipment.

4.7.1.3. work in partnership with staff where concerns arise.

4.7.1.4. support sanctions and interventions.

## 5. Behaviour expectations

5.1. Mercia Learning Trust expects pupils to demonstrate:

5.1.1. respect towards staff, peers and the school environment.

5.1.2. readiness to learn and a positive attitude to work.

5.1.3. punctuality to school, lessons and other activities.

5.1.4. correct uniform, equipment and presentation of work.

5.1.5. safe, sensible movement around school.

5.1.6. appropriate language and conduct.

5.1.7. compliance with instructions and routines.

5.1.8. kindness, courtesy and self-control.

5.1.9. responsible use of technology.

5.2. Each school may set out its own local code of conduct or behaviour expectations in an appendix, provided these are consistent with our trust-wide principles.

## 6. Positive relationships and rewards

6.1. Positive behaviour will be recognised and celebrated. Schools should use praise intentionally and consistently to reinforce the behaviours they want to see.

6.2. Rewards may include:

6.2.1. verbal praise.

6.2.2. positive notes or messages home.

6.2.3. house points or merit points.

6.2.4. commendations or postcards.

6.2.5. celebration events.

6.2.6. certificates or badges.

6.2.7. leadership or responsibility opportunities.

6.2.8. public recognition in assemblies or lessons.

6.3. Each school may define its own rewards systems and criteria in an appendix.

## 7. Behaviour support and early intervention

7.1. Mercia Learning Trust recognises that some pupils need additional support to meet behaviour expectations. Schools should use early intervention to prevent repeated disruption and to address underlying barriers to success.

7.2. Support may include:

- 7.2.1. pastoral support.
- 7.2.2. meetings with parents and carers.
- 7.2.3. behaviour plans/contracts.
- 7.2.4. mentoring.
- 7.2.5. increased monitoring.
- 7.2.6. targeted interventions.
- 7.2.7. support from the special educational needs and disabilities coordinator.
- 7.2.8. referral to external agencies where appropriate.
- 7.2.9. reintegration planning after absence or suspension.
- 7.2.10. a time-limited placement at an external provision, also known as an 'off-site direction'.

7.3. Where behaviour is linked to special educational needs, disability, emotional need or other vulnerabilities, schools must consider reasonable adjustments and support, while still maintaining high expectations.

## 8. Classroom behaviour

8.1. Teachers have the right to teach and pupils have the right to learn.

8.2. All schools will establish clear classroom routines, which may include:

- 8.2.1. arrival and entry routines.
- 8.2.2. attention signals.
- 8.2.3. equipment checks.
- 8.2.4. expectations for listening and participation.
- 8.2.5. expectations for independent and group work.
- 8.2.6. exit routines.

8.3. Where a pupil disrupts learning, staff should use each school's agreed staged response. This may include:

- 8.3.1. non-verbal correction.
- 8.3.2. reminders.
- 8.3.3. warnings - such as the use of coloured cards to indicate severity.
- 8.3.4. asking for support from senior staff.
- 8.3.5. removal from lesson or other agreed consequence.

8.4. The exact classroom script, warning sequence and escalation process will differ between schools and is available on request.

## 9. Sanctions

9.1. Sanctions are used to correct behaviour, protect the learning environment and help pupils understand the impact of their choices.

9.2. Sanctions may include:

- 9.2.1. verbal correction.
- 9.2.2. change of seat.

9.2.3. behaviour point or demerit.

9.2.4. detention.

9.2.5. loss of privilege or social time.

9.2.6. reflection, withdrawal or reset.

9.2.7. referral to pastoral or senior staff.

9.2.8. suspension.

9.2.9. permanent exclusion.

9.3. Sanctions will be:

9.3.1. proportionate.

9.3.2. reasonable in the circumstances.

9.3.3. applied consistently.

9.3.4. recorded where required.

9.3.5. sensitive to age, SEND, disability and other relevant factors.

9.4. A school's detailed sanction tariffs, thresholds and local names for sanctions is in the appendix.

## 10. Detentions

10.1. Detentions may be used as a disciplinary sanction. Schools must make clear to pupils and parents when detentions may be issued and how they will be served. This could be during the day or outside of core school hours.

10.2. Detentions are a common part of a school's behaviour system and we expect full support from families with detentions.

10.3. We ask that families do not blame schools for the issuing of detention, but instead work with the school and their child to prevent repeat sanctions being issued.

## 11. Removal from lesson and reflection

11.1. Where a pupil’s behaviour seriously disrupts learning, places others at risk or prevents effective teaching, they may be removed from the classroom and placed in a separate space, with a member of senior or pastoral staff.

11.2. The purpose of removal is to:

11.2.1. reduce disruption.

11.2.2. allow learning to continue.

11.2.3. provide an opportunity for reflection and correction.

11.2.4. maintain safety and order.

## 12. Behaviour outside school and online

12.1. The school may apply sanctions for behaviour outside school where this is reasonable and lawful, including:

12.1.1. behaviour on the way to or from school.

12.1.2. behaviour on school visits or activities.

12.1.3. conduct in uniform.

12.1.4. conduct online or on social media where it affects pupils, staff or the school community.

12.1.5. behaviour that could damage the safety, wellbeing or reputation of the school community.

12.2. Behaviour outside school may also be relevant to safeguarding and child protection concerns.

## 13. Bullying, harassment and discriminatory behaviour

13.1. Mercia Learning Trust does not tolerate bullying, harassment or discrimination.

13.2. This includes behaviour that is:

13.2.1. physical.

13.2.2. verbal.

13.2.3. emotional.

13.2.4. online.

13.2.5. discriminatory on the basis of a protected characteristic.

13.2.6. sexualised.

13.2.7. intimidating.

13.2.8. repeated or targeted.

13.3. All such incidents will be taken seriously and dealt with in line with our trust's safeguarding, anti-bullying and behaviour procedures.

## 14. Attendance, punctuality and equipment

14.1. Good attendance, punctuality and preparation are essential to learning.

14.2. Schools will set expectations and sanctions relating to:

14.2.1. lateness to school.

14.2.2. lateness to lessons.

14.2.3. missing equipment.

14.2.4. failure to complete homework.

14.2.5. missing planners or diaries, where used.

## 15. Prohibited items and confiscation

15.1. Searches will only be carried out in accordance with legal powers and our Conducting Searches Policy.

15.2. Searches may be carried out for prohibited items in line with statutory guidance. Screening may also be used where appropriate.

15.3. Staff may confiscate prohibited or inappropriate items where it is reasonable to do so. Prohibited items may include, but are not limited to:

15.3.1. weapons.

15.3.2. alcohol.

15.3.3. illegal drugs.

15.3.4. tobacco, vaping products or related items.

15.3.5. stolen items.

15.3.6. fireworks.

15.3.7. offensive or inappropriate images.

15.3.8. other items banned by the school.

15.4. Schools may also prohibit additional items through local rules, provided these are lawful and clearly communicated.

15.5. Confiscated items will be dealt with in line with statutory guidance and our conducting searches policy. Some items may be returned to a parent or carer, retained, disposed of or passed to the police, depending on the nature of the item and the circumstances.

## 16. Mobile Phones

16.1. Pupils are not permitted to use mobile phones or other personal electronic devices during the school day. In Mercia Learning Trust, mobile phones are banned for pupils on school sites and must not be seen, heard or used at any point during the school day.

16.2. This means:

16.2.1. mobile phones must be switched off and out of sight at all times on the school site.

16.2.2. smart watches, earphones, headphones and any other personal electronic devices must also not be used.

16.2.3. pupils must not use personal devices to contact parents or carers during the school day without permission.

16.2.4. pupils must not use devices to take photographs, make recordings, access social media during the school day.

16.3. If a mobile phone or other electronic device is seen, heard or used during the school day, it will be confiscated and dealt with in line with the school's local procedures. Repeated breaches may lead to further sanctions.

16.4. Schools may make limited exceptions where a device is required for a specific educational or medical purpose, and this has been agreed in advance by the school.

## 17. Reasonable force

17.1. All staff have the legal power to use reasonable force in appropriate circumstances. This is outlined in our Care and Control policy.

## 18. Suspensions and permanent exclusions

18.1. Where behaviour is sufficiently serious, or a pupil demonstrates persistent poor behaviour, and other interventions have not been successful, a pupil may be suspended or permanently excluded.

18.2. A permanent exclusion may be considered for a serious one-off incident or for persistent breaches of our school's behaviour expectations and where the pupil's presence would seriously harm the education or welfare of the pupil or others.

18.3. Our trust and its schools will follow the relevant statutory guidance for suspensions and permanent exclusions.

## 19. Reintegration after suspension, off-site direction or separation for safeguarding purposes

19.1. After a suspension or off-site direction or separation for safeguarding purposes, all pupils will get a fresh start.

19.2. Our reintegration plans will include:

19.2.1. a reintegration meeting.

19.2.2. a review of reasonable adjustments or support needs, including a timetable of how the reintegration will be managed.

19.2.3. a clear plan for what must change.

19.3. Additionally, it may also include:

19.3.1. a behaviour plan.

19.3.2. support from pastoral staff.

19.3.3. support from external agencies.

## 20. Monitoring, recording and review

20.1. Behaviour incidents, sanctions and interventions will usually be recorded on Bromcom.

20.2. Our Trust and schools will monitor:

20.2.1. behaviour trends.

20.2.2. attendance and punctuality.

20.2.3. patterns by year group or phase.

20.2.4. the use of rewards and sanctions.

20.2.5. repeat incidents.

20.2.6. the impact of interventions.

20.2.7. any equality or safeguarding concerns.

## Appendix 1 - Mercia School Rewards

Rewards are given for:

- achieving in lessons.
- showing character strengths.
- representing the school positively.
- charitable actions.

This list is not exhaustive.

House points contribute to overall house totals. All aspects of success will be celebrated where possible. Mercia School values warmth and genuine kindness from all members of the school community.

| | |
|---|---|
| **Verbal praise** | A member of staff verbally recognises a pupil's work, effort or behaviour. This may be given individually or as part of whole-class, year-group or school recognition. |
| **Senior leadership team praise** | A pupil is spoken to by a member of the senior leadership team in recognition of their work, effort or conduct. This may take place individually or in a group setting, such as an assembly or line-up. |
| **Display of work** | Outstanding work may be displayed in school or copied and sent home to parents or carers. This may include, for example, artwork or other high-quality work. |
| **House points** | House points may be awarded by staff for meeting all classroom expectations; making positive contributions to class discussion; exceeding expectations in classwork or presentation; demonstrating leadership, including supporting others or taking responsibility; and showing kindness or courtesy to peers and staff. |
| **Parent or carer message** | A postcard, letter, telephone call or other positive message home may be used to recognise excellent performance in one area; exceeding expectations in several areas; consistently excellent performance across lessons; or repeated or one-off positive behaviour that merits further recognition. Postcards may be sent by staff or members of the senior leadership team. Letters of commendation may also be awarded. |
| **Badges** | Badges may be awarded for praise and achievement, including Bronze, Silver and Gold badges at the end of each academic year based on house points; 100% attendance badges; Headteacher Award badges for exceptional behaviour; School Value badges for contributions linked to a school value, such as Academia; club badges; and end-of-year reward badges. |
| **Expectations for badges** | All pupils will receive a 100% attendance badge. A pupil who is absent will return the badge in accordance with school arrangements. Only badges issued or approved by Mercia School may be worn on a school blazer. |

## Appendix 2 - Mercia School sanctions and local procedures

**Exceptional behaviour is a necessity of school life.**

The school demands a calm, purposeful environment for learning in all lessons. The teacher is the expert in the room and is central to the learning. At Mercia, we create the high standards so all teachers can teach to the best of their ability and all pupils can learn to the best of theirs.

Our Pupils:

- understand hard work leads to success.
- are inquisitive and strive to master knowledge in all areas.
- show impeccable behaviour at all times.
- are leaders who take responsibility for their learning and actions.
- are passionate learners.
- display respect, kindness and gratitude as standard.
- are committed to the school's values.
- remain curious and are keen to develop an independent mind.

We develop all pupils in the habits of self-discipline and kindness, through prevention, consequences and support. We promote a positive, caring attitude amongst our pupils and staff whilst focusing on effective learning.

All sanctions are issued in accordance with the Mercia Learning Trust Behaviour Policy and the local procedures set out in this appendix. Pupils are expected to accept sanctions respectfully, and parents and carers are expected to support sanctions issued in accordance with this policy.

The table and examples in this appendix are not exhaustive. The sanction applied will depend on the nature, seriousness, frequency, context and circumstances of the behaviour. The Headteacher and members of staff acting with delegated responsibility may determine an appropriate sanction for behaviour not expressly identified in this appendix.

### 1. Sanctions

Depending on the nature, seriousness, frequency and circumstances of the behaviour, Mercia School may issue a demerit, detention, withdrawal, loss of social time, suspension or permanent exclusion. Detentions will normally take place at lunchtime or after school, but may be extended until 6pm where appropriate. Repeated or more serious behaviour may result in a Headteacher detention or Saturday detention. A pupil who receives three detentions within one week will normally receive a Headteacher detention.

Withdrawal may be used either following classroom behaviour or as a consequence of a more serious incident. This involves supervised work away from classmates, an after-school detention and possibly a reintegration meeting before a pupil can return to class. The school may also use confiscation, restorative work and other proportionate measures in accordance with this policy.

The table below outlines the range of potential sanctions. A cross indicates that the sanction may be considered; it does not mean that every sanction shown will be applied in every case. More than one sanction or intervention may be used in response to an incident. Further details of these sanctions are provided in the sections that follow.

| Behaviour | All staff | | Middle/Senior Leaders | Headteacher | |
|---|---|---|---|---|---|
| | Demerit | Detention | Withdrawal | Suspension | Permanent exclusion |
| Off-task behaviour in lessons | X | X | | | |
| Disrupting or interrupting others in lessons | X | X | X | | |

| Behaviour | All staff | | Middle/Senior Leaders | Headteacher | |
|---|---|---|---|---|---|
| | Demerit | Detention | Withdrawal | Suspension | Permanent exclusion |
| Persistently failing to track the speaker, follow classroom routines or concentrate | X | X | | | |
| Poor presentation of work | X | | | | |
| Making inappropriate comments | X | X | | | |
| Poor work ethic or time wasting | X | X | | | |
| Eating, drinking or carrying banned items, including chewing gum or bringing food or drink into school other than fruit or water | | X | X | | |
| Wearing incorrect uniform or having an appearance that does not meet school expectations | | X | X | | |
| Missing equipment, including a planner | | X | | | |
| Arriving late to school | | X | | | |
| Arriving late to a lesson or line-up | | X | | | |
| Poor self-quizzing, effort in self-study, or preparation for an assessment | | X | | | |
| Failing to complete holiday self-study to a satisfactory standard | | X | X | | |
| Passing notes in class | | X | | | |
| Breaking corridor rules | | X | X | | |
| Serious corridor misbehaviour, including pushing, tripping, shouting or kicking | | | X | X | |
| Swearing or using inappropriate language | | X | X | X | |

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| Behaviour | All staff | | Middle/Senior Leaders | Headteacher | |
|---|---|---|---|---|---|
| | Demerit | Detention | Withdrawal | Suspension | Permanent exclusion |
| Swearing at, or directing abusive language towards, a member of staff | | | X | X | X |
| Demonstrating a poor attitude | | X | X | | |
| Poor reaction to a demerit or instruction, including answering back | | X | X | X | |
| Defying a member of staff or failing to follow a reasonable instruction | | X | X | X | |
| Refusing to hand over a confiscated or prohibited item | | | X | X | |
| Missing or failing a lunchtime or after-school detention | | X | X | | |
| Missing or failing a Headteacher detention | | | X | | |
| Receiving multiple detentions in one day | | | X | | |
| Confrontational behaviour | | | X | X | |
| Persistent disruptive behaviour | | X (Saturday) | X | X | X |
| Misbehaviour outside lessons | | X | X | | |
| Truancy from a lesson | | X (Extended to 6pm) | X | X | |
| Absconding from a lesson or from school | | | X | X | |
| Visiting local shops or amenities on the journey to or from school | | X | | | |
| Behaviour outside school that damages the school's reputation | | X | X | X | |

| Behaviour | All staff | | Middle/Senior Leaders | Headteacher | |
|---|---|---|---|---|---|
| | Demerit | Detention | Withdrawal | Suspension | Permanent exclusion |
| Play fighting | | X | X | X | |
| Fighting | | | X | X | X |
| Ongoing bullying | | | X | X | X |
| Discrimination or abuse relating to a protected characteristic | | | X | X | X |
| Disrespectful behaviour towards a member of staff | | | X | X | |
| Serious or persistent abuse towards a member of staff | | | | X | X |
| Graffiti, including graffiti on a pupil's hands | | X | X | | |
| Vandalism or damage to school equipment or property | | X | X | X | X |
| Theft | | X | X | X | X |
| Online abuse or harmful online behaviour | | X | X | X | X |
| Refusing to cooperate with a reasonable behaviour investigation | | | X | X | |
| Possessing a prohibited or forbidden item | | | X | X | X |
| Bringing vapes or tobacco into school | | | X | X | X |
| Bringing alcohol or illegal drugs into school | | | | X | X |
| Bringing a weapon into school | | | | X | X |
| Serious misconduct | | | X | X | X |

## 2. Demerits

Teachers insist on one voice in the classroom for instructions, explanations, discussions, silence for reading, writing and deliberate practice. As soon as any slouching, daydreaming, non-tracking or distracting occurs, teachers swiftly use the following reminders:

- silent non-verbal: hand signal, eye contact, facial expression, shake head, sharp pause
- 100%: 'We're tracking. Just waiting for 100%. We need one person… and 100%.'
- direct: 'Harriet, we listen so we can learn. Thank you.'

A demerit is issued as a corrective reminder when a pupil makes a poor choice, breaks a school rule or fails to meet classroom expectations. **Two demerits within one lesson result in a detention. Three demerits within one lesson result in withdrawal from lessons.**

## 3. Detentions

A detention may be issued following two demerits within one lesson or for behaviour that warrants an immediate detention.

The school gates are locked at 8.20am. Persistent lateness to school may result in an after-school detention.

Where a pupil has been truant from a lesson, an after-school detention may be extended until 6pm so that the pupil can complete the work missed.

Where a detention is issued because a pupil has borrowed an item of uniform, the detention will be served after school so that the item can be returned.

Perishable food or drink confiscated by the school will be disposed of.

The following arrangements apply:

- a detention issued in lesson one, two or three will be served at lunchtime on the same day
- a detention issued in lesson four, five or six, or during enrichment or self-study, will result in a 30-minute after-school detention on the same day
- a detention missed because of absence will be served on the next day the pupil attends school
- a detention missed because of an appointment will be served on the next day the pupil attends school
- a detention issued for poor conduct during line-up, dismissal or at the end of the school day may be served at lunchtime on the following school day
- a missed or failed detention may result in a further detention or withdrawal
- more serious or repeated behaviour may result in an extended detention, Headteacher detention, Saturday detention, loss of social time, withdrawal, suspension or permanent exclusion

The school may issue a detention without parental consent. Families are expected to support the school's detention arrangements and make appropriate collection arrangements following an after-school detention.

Parents and carers are asked to collect their child following an after-school detention to support a calm exit from the school site.

All detentions are recorded. When a pupil receives an after-school detention, the school will inform their parents or carers by text message. Detentions may be issued as late as:

- 4.59pm from Monday to Thursday
- 3.44pm on Friday

On occasion, a sanction may be issued after these times for poor conduct at the end of the school day, including conduct during line-up or dismissal. Such a detention will normally be served at lunchtime on the following school day.

When a Saturday detention is issued, parents and carers will receive a telephone call from a member of the senior leadership team.

Parents and carers must tell the school in advance about medical appointments. This allows the school to issue detentions appropriately and is also necessary so that the school can safeguard the pupil.

## 4. Withdrawal

Withdrawal means that a pupil completes supervised work away from classmates.

A pupil withdrawn following classroom behaviour or a specific incident will normally:

- remain in withdrawal for the rest of the school day.
- complete supervised work away from classmates.
- miss their enrichment activity.
- serve an after-school detention until 5.30pm.

The Headteacher, and those with delegated responsibility, will determine the number of days a pupil spends in withdrawal, taking account of the circumstances of the case. Parents and carers will be informed by telephone. They may also be required to attend a face-to-face meeting at school.

During withdrawal, pupils will:

- complete directed self-quizzing.
- complete self-study in directed subjects.
- read when instructed to do so.
- follow all instructions and withdrawal routines.
- complete work to the required standard.

Where a uniform or appearance issue can be rectified, parents and carers will be contacted. The pupil may remain in withdrawal until the issue has been resolved.

A pupil who absconds from a lesson or from school may remain in withdrawal until 6pm.

Parents and carers may be charged for the repair or replacement of deliberately damaged school property, in accordance with the school's applicable procedures.

A pupil may be required to write an apology to a person affected by their behaviour and, where appropriate, read it to that person. Any restorative activity will be managed by the school.

A pupil may be required to repeat a day in withdrawal if insufficient work is completed or their conduct does not meet the required standard.

Before returning to lessons, a reintegration meeting may take place involving the pupil, their parents or carers and a member of the senior leadership team. Where a reintegration meeting is required, the pupil will remain in withdrawal until it has taken place.

## 5. Headteacher detention

Headteacher detention takes place on Friday from 3.45pm until 6pm.

A Headteacher detention may be issued for:

- receiving three detentions within one week
- persistent poor behaviour over a short period
- behaviour considered by the Headteacher, or a member of staff with delegated responsibility, to warrant a Headteacher detention

If a pupil fails a Headteacher detention, the resulting sanction will be determined by the Headteacher. At a minimum, this will normally include two days in withdrawal.

A pupil who is absent on the Friday of a Headteacher detention will be required to complete the missed sanction. This may take the form of an extended detention until 6pm or withdrawal, at the discretion of the Headteacher.

## 6. Saturday detention

Saturday detention normally takes place from 9am until 12pm. Pupils must arrive punctually and wear full school uniform.

A Saturday detention may be issued for:

- persistent disruptive behaviour

- failing to complete self-study set over a holiday to a satisfactory standard
- other behaviour considered by the Headteacher to warrant a Saturday detention

During Saturday detention, pupils will complete three hours of:

- self-quizzing
- directed study
- community service
- other appropriate work or activity directed by the school

Pupils may also be asked to revisit key lessons from Inauguration Week to reinforce the school's culture, routines and expectations.

A pupil who arrives late, wears incorrect uniform or fails to complete the detention satisfactorily may be placed in withdrawal from 8.20am until 5.30pm for three consecutive school days during the following week.

Where the circumstances justify it, the Headteacher may determine that a Saturday detention will last longer than the normal stated period.

## 7. Loss of social time

Loss of social time may be issued in response to:

- conduct during break.
- poor conduct during lunchtime.
- ongoing disruption.
- absconding from lessons.
- truancy.

Loss of social time will normally last for at least three school days.

During this period, the pupil will spend break and lunchtime with a designated member of staff. The purpose of this sanction is to support the pupil in understanding and making the corrections required.

The pupil must follow the social-time timetable provided. Failure to do so may result in additional days being added or a further sanction being issued.

## 8. Mobile phones and electronic devices

If a mobile phone or another personal electronic device is seen, heard or used anywhere on the school site, it will be confiscated immediately. The school will normally retain the item for one week, including the weekend, amounting to five school days. In some circumstances, an item may be retained for longer.

Where persistent concerns outside school relate to social media or the use of electronic devices, parents and carers are expected to support the school in restricting the pupil's access to the device. Where appropriate, the school may agree to support a family by securing a device during the school day.

Any exception required for an agreed reason must be authorised by the school in advance.

## 9. Prohibited items

Prohibited items will be confiscated. Depending on the nature of the item, it may be:

- retained by the school.
- returned to a parent or carer.
- disposed of.
- passed to the police or another appropriate agency.

Perishable items will be disposed of.

If a pupil hesitates to hand over a prohibited item, they may receive a detention or be placed in withdrawal, depending on the nature of the item and the circumstances. If a pupil refuses to hand over a prohibited item, they may be suspended. In some cases, where required by the school, the prohibited item must be handed over before the pupil returns to lessons.

## 10. Behaviour investigations

The school may investigate reported incidents. These investigations may include:

- speaking to the pupil concerned.
- speaking to other pupils or witnesses.
- obtaining accounts from members of staff.
- reviewing relevant school records.
- reviewing closed-circuit television footage.
- considering relevant digital material supplied to the school.
- asking pupils and families to cooperate in establishing the facts.
- taking appropriate safeguarding action where a pupil may have been exposed to online harm.

Where relevant to suspected bullying, misconduct or safeguarding concerns, the school may ask a pupil to cooperate in establishing whether relevant online activity exists. This may include activity on social media, messaging platforms or other online services.

Any examination of a device or digital content will be undertaken in accordance with the main behaviour policy, safeguarding procedures, searching procedures, data protection requirements and applicable statutory guidance.

Inappropriate online behaviour includes accessing age-restricted content or other material unsuitable for children.

Where inappropriate digital activity is identified, the school may:

- inform the pupil's parents or carers.
- apply an appropriate sanction.
- confiscate a device.
- take safeguarding action
- refer the matter to the police or another appropriate agency

Pupils are expected to cooperate fully with reasonable behaviour and safeguarding investigations. A pupil who refuses to cooperate with a reasonable investigation may be withdrawn from lessons until a meeting with their parent or carer has taken place.

## 11. Conduct outside school

Mercia School may apply sanctions for behaviour outside school, including online behaviour, in the circumstances set out in the Mercia Learning Trust Behaviour Policy.

Mercia School pupils are expected to travel directly to and from school, behave responsibly in the local community and represent the school positively. Pupils must not visit local shops or amenities on their journey to or from school unless expressly authorised by the school.

## 12. Family handbook and home-school agreement

Further information about Mercia School's routines, Inauguration Week, uniform, equipment, Family Lunch, the school day and wider expectations is contained in the current Family Handbook.

The Mercia School Home–School Agreement is also contained in the Family Handbook. The agreement sets out the respective commitments of:

- Mercia School.

- parents and carers.
- pupils.

Parents, carers and pupils are expected to support the commitments contained in the Home–School Agreement, including expectations relating to:

- attendance and punctuality.
- uniform and equipment.
- behaviour and sanctions.
- homework and reading.
- catch-up work following absence.
- travel to and from school.
- mobile phones and prohibited items.
- online conduct.
- communication between school and families.

The current Family Handbook and Home–School Agreement should be read alongside this policy. Families are provided with a new copy each year in July.

## 13. Application of this appendix

No policy can prescribe the response to every possible incident.

The Headteacher and members of staff acting with delegated responsibility may determine an appropriate response to behaviour not specifically addressed in this appendix. Decisions will take account of:

- the seriousness of the behaviour.
- the pupil's individual circumstances.
- the effect on other pupils and members of staff.
- the need to protect teaching and learning.
- the safety and welfare of the school community.
- relevant patterns of previous behaviour.
- any applicable Special Educational Needs and Disabilities, disability or safeguarding considerations.
- the need for reasonable adjustments.
- the requirements of the main Mercia Learning Trust Behaviour Policy.

Nothing in this appendix removes or restricts any statutory right of review or any right to raise a concern or complaint through the applicable Mercia Learning Trust procedure.