Behaviour Policy

MAT template for adaptation by each Reach South Academy

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Policy Owner	Nicola Whitcombe, Regional Director
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1. Purpose and principles

Reach South Academy Trust is committed to ensuring that every academy provides a safe, inclusive, respectful and ambitious learning environment where all children and young people can flourish academically, socially and emotionally.

We believe that positive behaviour is developed through strong relationships, a sense of belonging, clear expectations, consistent routines and high-quality teaching. Creating a culture where pupils feel valued, understood and supported enables them to engage successfully in learning and make positive contributions to their school community.

The Trust adopts a relational approach to behaviour that combines high expectations with high levels of support. We recognise that behaviour is a form of communication and that pupils may at times require additional support to regulate their emotions, meet expectations and develop positive behaviours. Whilst understanding the reasons behind behaviour is important, it does not remove accountability. Pupils are supported to take responsibility for their actions, understand the impact of their behaviour on others and develop the skills required for successful participation in school and wider society.

The purpose of this policy is to:

- Protect the right of every pupil to learn and achieve in a safe, calm and purposeful environment.
- Ensure every member of the school community is treated with dignity, respect and fairness.
- Promote self-regulation, self-discipline, responsibility, resilience and positive relationships.
- Develop a culture of belonging where pupils feel valued, supported and connected to their academy community.
- Prevent bullying, discrimination, harassment, sexual harassment, prejudice-related incidents and all forms of harmful behaviour.
- Establish clear expectations for behaviour that are understood and applied consistently across the Trust.
- Ensure reasonable adjustments are made where appropriate to enable all pupils, including those with SEND and additional needs, to succeed.
- Support pupils to reflect on behaviour, repair relationships and learn from mistakes.
- Use appropriate, proportionate and educationally focused consequences alongside support and intervention to reduce the likelihood of recurrence.
- Promote effective partnership working with parents, carers and external agencies to secure positive outcomes for children and young people.
- Prepare pupils to become responsible, respectful and active citizens who contribute positively to their communities.

2. Scope

This policy applies during the school day, on school premises, during remote education, on educational visits and activities, while travelling to or from school, and when a pupil is identifiable as a member of the academy community where it is reasonable for the academy to regulate conduct. The academy may respond to behaviour outside school where permitted by law and guidance, including online behaviour.

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3. Roles and responsibilities

The Trust Board

The Trust Board, as proprietor, sets Trust-wide expectations, ensures an appropriate behaviour framework is in place and assures itself that academies comply with legal and statutory requirements. It receives appropriate information about behaviour, suspensions and exclusions, pupil movement, restrictive interventions and disproportionality. Functions may be delegated in accordance with the Trust's Scheme of Delegation, but accountability remains with the Trust Board.

Local governance

Local governance provides local assurance and challenge in accordance with the Trust Scheme of Delegation, including scrutiny of behaviour culture, trends, equity and the effectiveness of academy-specific arrangements.

Headteacher

The Headteacher is responsible for leading and embedding the academy's behaviour culture in line with this policy. This includes ensuring that expectations are clearly communicated and consistently understood by pupils, staff and families; that staff receive appropriate training and support; and that effective systems are in place to promote positive behaviour, self-regulation and inclusion.

Within the Trust framework, the Headteacher will establish the academy's local approaches to routines, behaviour expectations, recognition, support and restorative responses, ensuring these reflect the needs of the academy community whilst remaining aligned to Trust principles. The Headteacher is also responsible for ensuring that pupils receive timely and appropriate pastoral, behavioural and additional support to enable them to succeed.

The Headteacher will promote a relational approach that combines high expectations with high levels of support, ensuring that behaviour is understood within its context whilst maintaining clear accountability and a focus on learning, belonging and repairing relationships.

In accordance with statutory guidance, only the Headteacher, or a person formally acting in the role of Headteacher, may make the decision to suspend or permanently exclude a pupil on disciplinary grounds.

Staff

All staff have a responsibility to create a safe, inclusive and relational culture where pupils feel valued, supported and able to succeed. Staff will:

- build positive, respectful and trusting relationships with pupils
- teach, model and consistently reinforce expected behaviours, routines and values
- use calm, consistent, respectful and proportionate responses that support learning and self-regulation
- seek to understand the context of behaviour, including any unmet needs, communication differences or contributing factors, whilst maintaining high expectations
- provide support, guidance and opportunities for reflection to help pupils learn from mistakes and make positive choices
- use co-regulation and de-escalation strategies where appropriate to support pupils in managing emotions and behaviour

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- make and implement reasonable adjustments where required to enable all pupils to access learning and meet expectations successfully
- promote accountability through restorative conversations, repairing relationships and helping pupils understand the impact of their actions on others
- recognise and celebrate positive behaviour, effort, progress and contribution to the school community
- record significant behaviour, safeguarding and welfare information appropriately and in line with academy procedures
- work collaboratively with parents, carers and external professionals to support positive outcomes for pupils
- seek support from leaders and specialist colleagues where behaviour presents a risk, causes significant concern or is not improving despite intervention
- Staff will maintain a relational approach that combines warmth, empathy and understanding with clear boundaries, consistency and high expectations for all pupils.

Pupils

Pupils are encouraged and supported to engage positively with academy life by following agreed expectations and routines, showing respect and kindness towards others, and taking increasing responsibility for their choices, actions and learning. Through strong relationships and consistent guidance, pupils will be supported to develop self-regulation, resilience, empathy and an understanding of how their behaviour affects themselves and those around them.

Parents/carers

Parents and carers are valued as key partners in supporting their child's development, wellbeing and success. The academy will work collaboratively with families to build positive relationships, share relevant information and identify effective strategies that help pupils thrive. Parents and carers are encouraged to communicate openly with the academy, share information that may influence their child's behaviour or wellbeing, and work alongside staff to promote positive outcomes, consistent expectations and successful participation in school life.

4. Academy behaviour expectations and curriculum

Each academy will explicitly teach behaviour expectations, routines and ways of interacting that promote a safe, respectful and inclusive community. Expectations will be clear, age-appropriate and consistently reinforced through modelling, practice, positive relationships and daily routines. Behaviour will be taught as a key life skill, enabling pupils to develop self-regulation, responsibility and positive relationships.

Expectations will be introduced during induction, revisited at key transition points and re-taught when needed. Through a relational approach, pupils will be supported to understand both what is expected and why these behaviours contribute to a positive learning environment. Where appropriate, reasonable adjustments will be made to ensure all pupils, including those with SEND and additional needs, can successfully access, understand and meet expectations.

At Millbay Academy, our core behaviour expectations are rooted in our values of Courage, Curiosity, Creativity, Respect and Resilience, underpinned by the Millbay Standard. We expect students to treat others with respect, arrive punctually and equipped for learning, follow instructions, participate positively, take responsibility for their choices and keep themselves and others safe. These expectations are explicitly taught through tutor time, assemblies and classroom routines, with staff modelling the expected behaviours through positive meet and greets, clear instructions, consistent language and calm, purposeful interactions. Students are shown what good behaviour looks like, given opportunities to practise routines and reminded of the reasons behind our expectations.

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Expectations are reinforced consistently across the school through positive recognition, specific praise, early intervention and predictable consequences. Staff address low-level disruption promptly, provide opportunities for students to reset and follow the school's behaviour procedures when concerns persist or incidents are more serious. Behaviour is recorded and monitored, with pastoral support, parent communication, restorative conversations and targeted interventions used where appropriate to help students improve. Through a consistent approach from all staff, we aim to uphold the Millbay Standard and create a safe, respectful and purposeful environment where positive behaviour is recognised, poor choices are addressed fairly and every student can achieve their potential.

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5. Recognition and rewards

Positive behaviour should be recognised and reinforced in ways that promote belonging, motivation and positive relationships. Recognition should be meaningful, inclusive and linked to the academy's values, expectations and individual progress. *Each academy will publish its approach to recognition and celebration in Appendix 1.*

At Millbay Academy, positive behaviour is recognised and celebrated in meaningful and inclusive ways that promote belonging, motivation and positive relationships. Recognition is linked to the Millbay Standard, our academy values and expectations, as well as individual effort, improvement and achievement. Students are rewarded through merits, which can contribute towards rewards such as trips and wider enrichment activity. Positive behaviour and achievement are also celebrated every week during our live pastoral briefings, where students receive certificates and gifts in recognition of their efforts and successes. By celebrating both consistent positive behaviour and individual progress, we aim to ensure that every student feels valued, motivated and encouraged to make positive choices and uphold the Millbay Standard.

Responding to Behaviour and Supporting Learning

When behaviour falls below expectations, staff will respond calmly, consistently and proportionately, with a focus on maintaining safety, supporting learning and strengthening relationships. Responses should promote reflection, accountability and the development of self-regulation skills.

In determining an appropriate response, staff will consider the behaviour, its impact on others, the context in which it occurred, the pupil's age and understanding, any relevant SEND, disability or safeguarding factors, previous support provided and any reasonable adjustments required.

Responses may include re-teaching expectations, restorative conversations, reflection activities, repairing harm, temporary adjustments to activities or privileges, school-based community contributions, supported time away from a classroom, targeted interventions, detention, suspension and, in the most serious circumstances, permanent exclusion. Corporal punishment is never permitted.

At Millbay Academy, when behaviour falls below the expected standards of the Millbay Standard, staff respond calmly, consistently and proportionately, using a relational approach that combines support, accountability and opportunities to improve. The Academy follows a ‘Chance, Choice, Consequence’ framework, giving students the best opportunity to retain agency and make changes to improve their outcomes. Responses may include reminders and re-teaching of expectations, verbal reminders and opportunities (‘chances’) to reset, for restorative conversations, reflection activities, repair of harm, parent/carer contact, behaviour logging, detentions, supported time away from lessons through the reset room, targeted pastoral interventions and, where necessary, offsite direction, suspension or permanent exclusion in line with statutory guidance. Staff are expected to address routine behaviour concerns promptly, with Heads of Year, Heads of Key Stage and the pastoral team coordinating further support and interventions for persistent or escalating concerns. More serious sanctions, including suspension, are considered by the Headteacher or an appropriately authorised senior leader in accordance with the academy's policy and delegated authority. Arrangements are adapted to students' age, needs and circumstances, including relevant SEND, disability, safeguarding considerations and reasonable adjustments, with appropriate pastoral support and reintegration planning where required. Across all responses, the aim is to maintain safety, protect learning, strengthen relationships and help students develop self-regulation, take responsibility for their actions and successfully return to learning.

6. Detention/Internal Reflection and supported time away from the classroom.

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Detention/Internal Reflection

Detention or internal reflection may be used where it is reasonable, proportionate and supports pupils to reflect on their choices, repair learning, restore expectations and make positive future decisions. These approaches should be educational in purpose, promoting accountability whilst providing opportunities for reflection, learning and personal growth.

When determining the nature and timing of any detention or internal reflection, staff will take account of the pupil's age, individual circumstances, safeguarding considerations and any relevant SEND or additional needs. Academies will set out their arrangements for detention and internal reflection, including supervision, communication with parents and carers, and any same-day or after-school provision, within Appendix 1.

The focus should remain on supporting pupils to understand the impact of their actions, strengthen self-regulation and successfully re-engage with learning and the wider school community.

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Supported time away from the classroom

At times, a pupil may require a period of supported time away from the classroom to maintain safety, support regulation or enable successful learning for themselves and others. This should be viewed as a supportive intervention rather than a punishment and used for the shortest time necessary.

During this time, pupils will remain supervised, continue to access meaningful learning and be supported to regain readiness to learn. Staff will seek to understand the factors contributing to the incident, provide appropriate support and work collaboratively with the pupil to identify strategies for future success.

Following any period away from the classroom, pupils will be supported to successfully re-engage with learning through reflection, re-teaching of expectations, restorative conversations where appropriate and a planned reintegration process. The focus should be on restoring relationships, strengthening belonging and reducing the likelihood of recurrence whilst maintaining clear expectations and accountability.

At Millbay Academy, detentions, internal reflection and supported time away from the classroom will be used proportionately to maintain safety, support pupils' regulation and protect the learning of others, while upholding the academy's relational approach and high expectations. Detentions may be set by teaching staff, Heads of Year, Heads of Key Stage and members of the Senior Leadership Team (SLT), in line with academy procedures, with appropriate supervision and communication with parents/carers. Where a pupil requires time away from the classroom, this may include a supervised reset, internal reflection, regulation (SEND) or a planned period of supported learning outside their usual lessons, including offsite direction. Pupils will remain supervised at all times and will continue to access meaningful curriculum learning, alongside opportunities to reflect on their behaviour over time, understand its impact and develop strategies to make successful choices in future. The duration and level of support will be proportionate to the circumstances, with the aim of returning pupils to their usual learning environment as soon as appropriate. Parents/carers will be informed where necessary or required by statutory guidance, particularly where incidents are repeated, significant or require additional intervention. Following internal reflection or supported time away, staff will ensure that pupils are supported to reintegrate through restorative conversations where appropriate, the re-teaching of expectations and agreed strategies for success. Where concerns persist or additional support is required, the relevant pastoral team, Head of Year, Head of Key Stage or SLT will coordinate further intervention, working collaboratively with the pupil and their family. Phase-specific arrangements will reflect pupils' age, developmental needs and individual circumstances, with additional pastoral support and structured reintegration where required, particularly for pupils experiencing repeated behavioural difficulties. Across all arrangements, the focus will remain on restoring relationships, strengthening belonging, maintaining accountability, agency and reducing the likelihood of future incidents.

7. Supporting pupils and making reasonable adjustments

The Trust maintains high expectations for all pupils while recognising that some may require different levels of support, reasonable adjustments or personalised approaches to achieve success. In line with the Equality Act 2010 and the Children and Families Act 2014, the academy will consider whether behaviour may be influenced by SEND, disability, communication differences, mental health needs or other vulnerabilities, and whether adjustments or additional support are required.

This may include:

- early identification of triggers, barriers to learning and emerging needs
- adaptations to teaching, routines, communication methods or the learning environment
- pastoral, mentoring or therapeutic support
- co-regulation strategies and the explicit teaching of self-regulation skills
- involvement of the SENCO and, where appropriate, external agencies or multi-disciplinary professionals

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- review of existing support plans, including EHC plans, or consideration of further assessment where appropriate
- The aim is to remove barriers, promote successful participation and enable pupils to meet expectations within a safe, inclusive and supportive environment.

8. Bullying, discrimination, sexual harassment and harmful behaviour

Bullying, prejudice-based behaviour, discrimination, sexual harassment, sexual violence and other harmful behaviours are not tolerated within Reach South academies. Concerns will be addressed promptly through a restorative, educational and safeguarding-informed approach, with a focus on protecting those affected, addressing harm, promoting accountability and rebuilding safe relationships.

Where behaviour may indicate abuse, exploitation or a risk of harm, safeguarding will take priority and concerns will be managed in accordance with Trust safeguarding procedures. Academies will have regard to Keeping Children Safe in Education (2026) and current Department for Education guidance on preventing and responding to bullying and harmful behaviour.

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9. Mobile phones and smart technology

From September 2026 academies should operate as mobile phone-free environments by default throughout the school day, with exceptions only where justified by a pupil's individual circumstances or other legitimate need. Academy arrangements, including storage, exceptions and consequences for breach, are set out in Appendix 1.

Millbay Academy operates as a mobile phone-free environment throughout the school day, in line with expectations from September 2026. All pupils are required to hand in their mobile phones during morning tutor time, where they are collected by staff and securely locked away for the duration of the school day. Phones are returned during afternoon tutor time before pupils leave the site. Pupils who arrive late must hand their mobile phones in at reception on entering the building, where they are passed to the pastoral team and securely locked away in the pastoral office. Mobile phones and smart technology must not be used during the school day unless an agreed exception has been authorised by the academy in response to an individual pupil's circumstances or another legitimate need. These arrangements are designed to minimise distractions, support positive behaviour and learning, promote face-to-face social interaction and ensure that all pupils can fully engage in academy life. It also upholds the academy's safeguarding duties. Any breaches of the mobile phone policy will be addressed consistently and proportionately in line with the academy's behaviour procedures.

Searching, screening and confiscation

Searching, screening and confiscation will be carried out in accordance with the law, safeguarding duties and current Department for Education guidance. The Headteacher will identify staff authorised to search. Staff will consider the pupil's welfare, safeguarding needs, age, vulnerability and any SEND before, during and after a search.

Searches will normally be carried out by a member of staff of the same sex as the pupil and witnessed by another member of staff, who should also be of the same sex where reasonably possible. A search may only be conducted without these arrangements where there is a reasonable belief that delaying the search would create a risk of serious harm.

Searches are limited to outer clothing, possessions, desks and lockers. Only the police may conduct a strip search. Searches and confiscation of prohibited or academy-banned items will be recorded where appropriate, and parents informed in line with guidance and safeguarding considerations.

Statutory prohibited items include knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and items reasonably suspected of being used, or likely to be used, to commit an offence, cause injury or damage property. The academy may also identify additional items banned under its rules.

In addition to statutory prohibited items, Millbay Academy prohibits pupils from bringing vapes, vaping equipment, tobacco and nicotine products, fizzy drinks, age-restricted energy drinks and any other items identified as inappropriate under the academy's rules onto the school site. These restrictions are in place to protect pupils' health, safety and wellbeing, promote positive behaviour and support a calm, focused learning environment. Where a pupil is suspected of possessing a prohibited or academy-banned item, authorised staff will respond in accordance with the academy's behaviour and safeguarding procedures, current Department for Education guidance and the law. Searching, screening and confiscation will be undertaken proportionately, with due regard to the pupil's age, vulnerability, individual needs and safeguarding circumstances. Items may be confiscated where permitted, incidents recorded where appropriate, and parents/carers informed in line with academy procedures and statutory guidance. All responses will be consistent and fair, ensuring that pupils understand the expectations, the reasons for these restrictions and the importance of keeping themselves and others safe.

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Restrictive interventions and reasonable force

The academy is committed to creating safe, supportive environments that minimise the need for restrictive interventions through strong relationships, early identification of need, effective planning, co-regulation and de-escalation. In line with the Department for Education's Restrictive Interventions and Reasonable Force in Schools and Colleges (2026) and Reach South Use of Reasonable Force and Other Restrictive Interventions Policy, restrictive interventions should only be considered as a last resort when necessary to prevent harm and maintain safety.

Reasonable force may only be used where it is lawful, reasonable, necessary and proportionate, and must never be used as a punishment. Particular consideration will be given to pupils with SEND, disabilities, trauma experiences or other vulnerabilities. Where a pupil may be at increased risk of requiring physical intervention, individual planning should be developed wherever possible in partnership with the pupil, parents/carers and relevant professionals.

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All significant incidents involving the use of force will be recorded and shared with parents/carers in accordance with statutory guidance. Following an incident, the academy will consider the wellbeing, support and relational repair needs of all those involved, using reflection and review processes to strengthen practice, repair relationships and reduce the likelihood of recurrence.

10. Suspension and permanent exclusion

Suspension and permanent exclusion will be used in accordance with the DfE statutory guidance Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, effective from 26 July 2026.

Only the Headteacher, or the person formally acting as Headteacher, may suspend or permanently exclude a pupil on disciplinary grounds. Decisions must be lawful, reasonable, fair and proportionate. The civil standard of proof, the balance of probabilities, applies. The pupil's views should be considered, taking account of age and understanding, and relevant contributing factors, SEND, disability, safeguarding information and reasonable adjustments should be considered.

A suspension is for a fixed period, and the total may not exceed 45 school days in an academic year. A suspension cannot be extended or converted into a permanent exclusion. Where further evidence comes to light following an initial suspension, the Headteacher may make a separate exclusion decision where justified by that evidence and the statutory guidance. During the first five school days the academy will take reasonable steps to ensure that work is set and marked. For a suspension of more than five consecutive school days, suitable full-time education for a compulsory-school-age pupil will be arranged to begin no later than the sixth school day. Consecutive suspensions are treated cumulatively for this purpose. Where a pupil is looked after or has a social worker, the academy will work with the local authority to seek to arrange alternative provision from the first day where appropriate. The academy will make all statutory notifications without delay, including to parents, the local authority and governing board and, where applicable, the pupil's social worker and/or Virtual School Head.

Permanent exclusion will be used only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. It is a last resort. The Headteacher will consider relevant contributing factors, the pupil's views, safeguarding, SEND/disability and reasonable adjustments before reaching the decision. For the first five school days where alternative provision has not begun, the academy will take reasonable steps to ensure work is set and marked. The local authority is responsible for arranging suitable full-time education from the sixth school day after the permanent exclusion. Governing board consideration, independent review and reinstatement procedures will follow the current statutory guidance.

Following a suspension, rescinded exclusion, period of off-site direction or separation for safeguarding purposes, the academy will plan for successful reintegration into school life and full-time education. The reintegration strategy will provide a fresh start, help the pupil understand the impact of their behaviour, re-teach expectations, strengthen belonging and engagement with learning, and identify any SEND, health, pastoral or multi-agency support required. The strategy will be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return. Where possible, parents will be included. A pupil will not be prevented from returning because a parent is unable or unwilling to attend. The strategy will be reviewed and adapted where necessary. A part-time timetable will not be used to manage behaviour; where exceptionally used for another lawful purpose it will be for the shortest necessary period, formally reviewed and accompanied by a clear route back to full-time education.

11. Off-site direction

Off-site direction is a temporary requirement for a pupil to attend another education setting for the purpose of improving their future behaviour. It may only be used for this purpose and must not be used as a sanction or

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punishment for past misconduct. It should only be used where in-school interventions and/or outreach have been unsuccessful or are considered inappropriate. It is a time-limited intervention and may involve placement at alternative provision or another mainstream school. Depending on the pupil's individual needs and circumstances, provision may be full-time or may combine part-time alternative provision with continued mainstream education.

For academy schools, the Trust is the "governing board" for these statutory purposes. An off-site direction will therefore be made by the Trust or under authority properly delegated by the Trust, in accordance with the Scheme of Delegation. The pupil will be supported to express their views and will be told how those views have been taken into account.

- The reasons, objectives, intended length, review arrangements and success criteria will be defined before the placement starts.
- The academy will evidence appropriate initial intervention and share relevant information with the receiving setting, including attainment information, a current risk assessment and effective support/risk-management strategies.
- The pupil will continue to receive a broad and balanced education and SEND, disability and safeguarding duties continue to apply.
- A proposed maximum period will be identified and reintegration or other next steps will be planned from the outset.

Written notice

Parents, or a pupil aged 18 or over, and the local authority where the pupil has an EHC plan, will be notified in writing as soon as practicable after the direction is made and no later than two school days before the placement begins. The notice will state the placement address; who the pupil should report to; the number of days for which the direction applies; the reasons and objectives; and the relevant session start, finish and break times.

Review

The Trust will keep the direction under review for as long as it remains in effect and will hold review meetings at intervals appropriate to the pupil's needs. A parent, pupil aged 18 or over, or the local authority where the pupil has an EHC plan may request a review meeting in writing. The Trust will comply as soon as reasonably practicable unless a review has taken place within the previous 10 weeks.

For a scheduled review, the parent and, where relevant, the local authority will be invited in writing at least six days beforehand and may attend or submit written views. After each review, the Trust will decide whether the direction should continue and, if so, for what period, taking account of relevant views. The parent will be notified in writing of the decision and reasons no later than six days after the review meeting. Reviews will be recorded.

12. Managed moves

A managed move is a voluntary, planned intervention that results in the permanent transfer of a pupil to another mainstream school. It must be agreed by all relevant parties, including the parent and the admission authority of the receiving school, and should take place only where it is in the pupil's best interests.

There is no "trial managed move" or "trial admission". If a temporary placement is required to improve behaviour, the correct mechanism is an off-site direction. A review of an off-site direction may identify a permanent managed move as an appropriate next step.

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- Once a managed move takes effect, the pupil transfers permanently. The pupil's name will be deleted from the original academy's admission register and added to the receiving school's admission register in accordance with the applicable registration requirements; the pupil should be registered at one school only. Concerns arising after transfer must be addressed by the receiving school through its normal behaviour, safeguarding, SEND and support arrangements. The move is not a trial and cannot simply be reversed by returning the pupil to the original academy.
- The move must comply with the School Admissions Code unless the pupil has an EHC plan. Managed moves are separate from the Fair Access Protocol.
- A parent or pupil will not be pressured to accept a managed move. Refusal to agree a managed move is not a disciplinary reason for permanent exclusion.
- Before the move, the original and receiving schools will share relevant information, including attainment, needs, safeguarding information, current risk assessment and effective support/risk-management strategies.
- The original academy should be able to evidence appropriate initial intervention, including multi-agency support or statutory assessment where relevant.
- Where a pupil has an EHC plan, the local authority will be contacted before a managed move and the statutory process for amending the plan will be followed where the move is agreed.
- Where a pupil has a social worker, the social worker and DSL will be involved as early as possible. For a looked-after child, the Virtual School Head will also be notified.

13. Separation of pupils for safeguarding purposes

In rare circumstances, and for safeguarding rather than disciplinary reasons, an academy may temporarily forbid a pupil from attending its premises where separating pupils is essential and this cannot practicably be achieved while allowing the pupil to remain on site. This is not a suspension or permanent exclusion. The decision will be made on a case-by-case basis with the Designated Safeguarding Lead or deputy taking a lead role, with advice from relevant agencies where required. The academy will inform the parent of the reason, notify the governing board without delay, consider its duties under the Human Rights Act 1998, Equality Act 2010 and Keeping Children Safe in Education, and work with the local authority regarding suitable education where the academy or parent does not arrange it. Reintegration will be supported when the pupil returns.

14. Reintegration and preventing recurrence

Following a significant behaviour incident, detention/internal reflection, suspension, off-site direction or other intervention, the academy will work with the pupil and, where appropriate, their family to identify the support needed for a successful return to learning. This may include restorative conversations, re-teaching of expectations, mentoring, pastoral or SEND support, family partnership work, multi-agency involvement or a revised support plan.

Reintegration should strengthen belonging, rebuild relationships and provide a positive fresh start, whilst maintaining clear expectations and appropriate support to promote future success.

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15. Records, monitoring and governance assurance

The academy will maintain appropriate records of significant behaviour incidents, behaviour responses, suspensions and permanent exclusions, searches, pupil movement and restrictive interventions. Leaders will regularly review and analyse this information to identify patterns, emerging needs, recurring concerns and any disproportionality in outcomes, including for pupils with protected characteristics, SEND and other vulnerable groups.

This information will be used to strengthen practice, inform support, evaluate the effectiveness of interventions and promote equitable outcomes for all pupils. The Trust Board and local governance will receive appropriate information to support their monitoring and assurance responsibilities, whilst maintaining confidentiality and protecting individual pupils' privacy.

16. Complaints

Concerns about the implementation of this policy should normally be raised with the academy in the first instance and may be pursued through the Trust Complaints Policy. Statutory challenge and review routes for suspension and permanent exclusion are separate and are explained in the relevant decision letters.

17. Key legislation and current guidance

This policy should be read alongside the following legislation and guidance, as amended or replaced from time to time:

- Education and Inspections Act 2006
- Education Act 2002
- Education Act 1996
- Equality Act 2010
- Children and Families Act 2014 and SEND Code of Practice: 0 to 25 years
- School Attendance (Pupil Registration) (England) Regulations 2024
- Education (Educational Provision for Improving Behaviour) Regulations 2010, as amended and modified for academies by the 2026 Regulations
- DfE, Behaviour in schools: advice for headteachers and school staff (February 2024)
- DfE, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2026; effective 26 July 2026)
- DfE, Restrictive interventions, including use of reasonable force, in schools (April 2026)
- DfE, Mobile phones in schools (statutory guidance updated 29 June 2026; schools should follow from 1 September 2026)
- DfE, Searching, Screening and Confiscation: advice for schools (current GOV.UK version, updated 19 July 2023)
- DfE, Alternative provision and Arranging Alternative Provision: A Guide for Local Authorities and Schools (February 2025)
- DfE, Working together to improve school attendance (July 2026)
- DfE, Keeping children safe in education 2026 (September 2026)
- DfE, Preventing bullying (updated 9 July 2026)

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Appendix 1: Academy-specific behaviour arrangements

Academy	Millbay Academy
Headteacher	Mr Matthew Bisco
Policy applies from	November 2026
Local review date	November 2026
Contact	Kim Underdown - Assistant Headteacher - Behaviour & Culture kunderdown@millbayacademy.org

A. Our behaviour expectations

State the small number of expectations pupils are expected to know and follow. These should align with the Trust policy but use the language pupils hear every day.

Our expectations	Our 5 values are Courage, Curiosity, Creativity, Respect and Resilience.
How we teach them	At Millbay Academy, we teach our values of Courage, Curiosity, Creativity, Respect and Resilience through everything we do. They are embedded in our everyday teaching, tutor time, assemblies, behaviour expectations, enrichment opportunities and wider school experiences. Staff explicitly model, recognise and celebrate these values, helping students understand what they look like in practice and how they can demonstrate them in their daily lives. Our aim is for the values to be more than just words on a wall; they should shape how our students learn, behave, treat others and contribute to the Millbay community.
Key routines	At Millbay Academy, students are expected to arrive by 8.25am for a prompt 8.30am start. The school day consists of one-hour lessons, with three minutes allowed for transitions between lessons. Students have a 20-minute morning break and a 40-minute lunch break. The day finishes with a final 15-minute tutor period, before students are dismissed at 3.15pm. These consistent routines ensure the school day runs smoothly, maximises learning time and reinforces our expectation that every moment counts.
Where expectations apply	All trips and off-site activities are organised and supervised in line with school procedures, with parental consent and appropriate risk assessments in place. Students are expected to follow the Millbay Standard and represent the school positively when travelling or participating in clubs and enrichment activities. Any school-arranged transport must be used responsibly and safely. Online conduct should reflect the same values and expectations as behaviour in school, with students expected to communicate respectfully, act responsibly and use digital platforms appropriately.

B. Recognition and rewards

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Explain how pupils know that positive behaviour, effort, contribution and improvement are noticed. Include enough detail for parents and pupils to understand the system without turning this into an operational handbook.

Everyday recognition	At Millbay Academy, we place great importance on everyday recognition and celebrating the small things that make a big difference. Staff are encouraged to regularly award merits, give verbal praise and acknowledge positive attitudes, effort, kindness and achievement. We also make positive phone calls home and send postcards to celebrate students' successes, ensuring that parents and carers hear about the good things their children are doing. We want recognition to be frequent, meaningful and part of our everyday culture.
Formal rewards	At Millbay Academy, we believe in recognising, celebrating and rewarding positive contributions, effort and achievement. Our recognition system includes merits and house points, Star Student shout-outs, positive pastoral live briefings, celebration assemblies and sharing good news stories with our wider community. We also hold dedicated attendance and merits reward afternoons to celebrate students who consistently demonstrate our values, work hard and embody the Millbay Standard. We want every student to feel valued, recognised and proud of their achievements.
Anti-Bullying and Respectful Relationships	At Millbay Academy, we believe that bullying, discrimination and prejudice-based behaviour have no place within our community. We teach pupils that positive relationships are built upon respect, kindness, inclusion and understanding. Bullying is addressed through a relational, educational and restorative approach that seeks not only to stop harmful behaviour but also to develop pupils' understanding of its impact on others. Students are actively taught how to recognise bullying, challenge unkindness safely, report concerns and support one another. This includes teaching about online safety and cyberbullying, recognising that harmful behaviour may occur both within and beyond the school environment where it impacts upon members of the school community. We place particular importance on anti-racist practice and make explicit that racism, racist language and race-based bullying will always be challenged, addressed and recorded. We recognise that preventing bullying is the responsibility of the whole school community and therefore work closely with pupils, staff and families to create a culture where everyone feels safe, valued and a sense of belonging.

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What is recognised	At Millbay Academy, we recognise and reward students who consistently demonstrate our academy values of Courage, Curiosity, Creativity, Respect and Resilience, alongside the expectations of the Millbay Standard. Recognition is not just about academic achievement; we celebrate effort, progress, personal improvement, positive choices, kindness, perseverance and meaningful contributions to the school and wider community. We want to recognise students who strive to be their best, support others and make Millbay a better place to be.
Accessibility	Our recognition system is designed to be fair, inclusive and accessible to all students, regardless of age, ability or individual need. We recognise that success looks different for different students, so rewards celebrate individual effort, progress and personal achievement rather than simply comparing students against one another. Staff are encouraged to recognise achievements in a range of ways, taking account of individual circumstances, barriers to learning and starting points. This ensures every student has the opportunity to be recognised, feel valued and experience success as part of the Millbay community.

C. Behaviour responses and sanctions

Set out a clear, predictable response to behaviour. This should be illustrative rather than an automatic tariff: staff retain professional judgement and a serious incident may require an immediate higher-level response. Reasonable adjustments may also change how a response is delivered.

Level / example	Typical response	Support / repair	Parent communication
Verbal reminder – Low-level / first response	Verbal reminder, redirection and re-teaching of expectations. Students are given the opportunity to correct their behaviour.	Positive reinforcement, clear explanation of expectations and an opportunity to reset and make a better choice.	Normally no direct contact for an isolated low-level incident.
Level 1 – Repeated / persistent behaviour	Behaviour is logged as a Level 1 on Arbor. Staff reinforce expectations and provide an opportunity for the student to improve. If behaviour continues, the student is removed to the Reset Space (Level 4), completes a one-hour reset and receives a 30-minute	Restorative conversation, reflection on behaviour and the impact on learning. Where appropriate, repeated patterns trigger pastoral monitoring, mentoring or further intervention.	Parents are informed of persistent concerns and any escalation to the Reset Space and associated detention.

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	same-day after-school detention.		
Level 4 – Serious incident	Immediate removal to the Reset Space where appropriate, alongside investigation and consideration of further sanctions depending on the nature and severity of the incident.	Restorative follow-up, investigation of contributing factors and consideration of safeguarding, SEND needs, individual circumstances and risk assessments. Pastoral support and intervention are put in place where necessary.	Parents are contacted by the relevant teacher or behaviour team, normally on the same day, to explain the incident, response and next steps.
Suspension – Highest-level response	Suspension may be issued for serious breaches of the Behaviour Policy, following investigation and consideration of the individual circumstances. Decisions are made in line with statutory guidance and the school's suspension and permanent exclusion procedures.	Formal reintegration meeting, restorative work where appropriate, review of support strategies and consideration of interventions to reduce the likelihood of recurrence.	Parents are formally notified by the Headteacher or delegated senior leader, with written notification outlining the reasons, duration, arrangements and relevant statutory information.
Bullying, discrimination or prejudice-related behaviour	Concerns relating to bullying, including racist, sexist, homophobic, transphobic, disability-related or other prejudice-based incidents, are investigated promptly and sensitively. Concerns may be reported by pupils, parents, carers, staff or external agencies and will be recorded in accordance with academy safeguarding and behaviour procedures. The academy will prioritise the safety and wellbeing of those affected whilst ensuring appropriate support, accountability and education for those responsible. Responses may include investigation,	In keeping with our relational approach, the academy seeks to ensure that pupils understand both the impact of their actions and the responsibility they have to make positive changes. Educational responses may include reflection activities, restorative work, anti-bullying interventions, equality and diversity education, mentoring or targeted pastoral support. Whilst sanctions may be necessary, our primary aim is to prevent recurrence, strengthen relationships and promote a culture of respect and belonging	Educational approaches, restorative practice and opportunities for reflection will be discussed with families alongside any sanctions or formal consequences that may be applied. The academy's aim is not only to address incidents when they occur, but to support young people in understanding the impact of their actions, developing empathy and reducing the likelihood of future bullying behaviour. Millbay Academy believes that effective partnership between home and school is essential in addressing

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	restorative conversations, educational interventions, parental involvement, targeted support, behaviour sanctions and safeguarding actions where appropriate. Racist incidents and other prejudice-based incidents are recorded and monitored to identify patterns and inform preventative work. All substantiated bullying incidents, including cyberbullying, are recorded and reviewed by academy leaders in order to identify trends, evaluate the effectiveness of interventions and inform future preventative work. Serious or repeated incidents may result in higher-level sanctions in line with the academy's behaviour procedures.	bullying behaviour, supporting those affected and promoting lasting positive change

D. Detention arrangements

When used	Detentions may be issued for a range of reasons, including receiving a Level 4 behaviour consequence, lateness to school (arriving after the morning start at 8.30am), failure to complete or submit homework, and other breaches of academy expectations. Detentions are used to reinforce expectations, encourage accountability and provide an opportunity for students to reflect on and improve their choices.
When and where	Detentions are typically 30 minutes in length and take place after school on the same day as the incident in a designated classroom. If a student fails to attend, the detention is escalated to a one-hour detention the following day. Failure to attend this detention will result in a further one-hour detention with the Headteacher on Friday after school, meaning the student will forfeit the usual early finish at 2.00pm.
Supervision	Detentions are supervised by a member of the Middle Leadership Team (MLT) or Senior Leadership Team (SLT) and logged using our Arbor system.
Parent information	Parents are notified at the time of the event by an automated email from Arbor.

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Practical considerations	When issuing detentions or other sanctions, Millbay Academy considers individual safeguarding needs, medical circumstances, travel arrangements and any relevant SEND requirements. Reasonable adjustments are made where necessary to ensure that consequences are fair, proportionate and accessible, without placing students at risk or creating additional barriers to attendance or participation.

E. Removal from classrooms / internal provision

When removal may be used	A student may be removed from a lesson when they continue to disrupt learning or fail to meet the Millbay Standard despite staff reminders, redirection and opportunities to correct their behaviour. Removal may also take place immediately in response to serious behaviour that significantly impacts the safety, wellbeing or learning of others. Students will be directed to the designated Reset Space, where they will complete a period of reflection and reset (1 hour), with the aim of addressing behaviour, restoring positive relationships and enabling a successful return to learning.
Location and supervision	The designated internal provision is the Reset Space, a supervised area where students are removed from their timetabled lesson to reflect on their behaviour and reset before returning to learning. The space is staffed and supervised by a member of staff at all times to ensure student safety, maintain expectations and provide appropriate support.
Education	Students completing a reset in the Reset Space are provided with meaningful curriculum work in line with their normal timetabled lessons, ensuring they continue to access learning and do not miss essential curriculum content. Work is set by teaching staff and completed under supervision, with an expectation that students remain engaged and make productive use of the time.
Duration and review	Students are typically allocated a one-hour period in the Reset Space, followed by a 30-minute same-day after-school detention. However, arrangements may be adjusted depending on the nature and severity of the incident, individual student needs, safeguarding considerations and any relevant reasonable adjustments. All decisions are made proportionately and in line with the Academy's Behaviour Policy.
Reintegration	On entering the Reset Space, students are given the opportunity to complete a 'Your Voice' worksheet, allowing them to explain the incident from their own perspective and ensuring their views are heard and considered. This forms an important part of the restorative conversation during their after-school detention, where staff and students discuss the incident, reflect on choices and agree how to move forward. Our aim is for students to leave at the end of the day feeling heard, supported and that the matter has been resolved, enabling them to return to lessons positively the following day.
Parent communication	Parents are notified at the time of the event by an automated email from Arbor explaining the reasoning for a Level 4 log and removal to the Reset Room.

F. Mobile phones and smart technology

The main policy reflects the statutory expectation that schools operate as mobile phone-free environments by default. State how that is implemented locally.

During the school day	Students are expected to switch off their mobile phones immediately upon entering the school building each morning. Phones are handed to tutors during morning tutor time, where they are securely locked away for the duration of the school day. This

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	means phones remain switched off and out of use throughout lessons, transitions, break and lunchtime. Phones are returned during afternoon tutor time at the end of the day. Students attending an after-school detention will have their phones returned by the supervising staff member once the detention has been completed.
Storage	Devices are handed to the tutor and are locked away for the day in a secure box in the tutor space.
Exceptions	Any individual exceptions to the mobile phone policy, including medical, disability-related or other identified needs, must be agreed in advance with the Academy. Requests should be discussed with the relevant pastoral or safeguarding lead, with appropriate evidence and individual circumstances considered. Any agreed arrangements will be clearly communicated to relevant staff and reviewed regularly to ensure they remain appropriate and meet the student's needs.
Breach of rules	If a student fails to hand in their phone and is subsequently found to have it on their person during the school day, this will result in a Level 4 behaviour log and a 30-minute same-day after-school detention. The phone will be confiscated and securely held until it can be returned in accordance with Academy procedures.
Contacting pupils	In an urgent situation, parents and carers should contact the Academy reception by telephone, where a message will be passed to the student through the appropriate pastoral team. Students should not need to access their mobile phones during the school day, as the Academy will ensure that urgent messages are communicated promptly and appropriately.

G. Academy-banned or restricted items

Do not repeat the statutory prohibited-items list in the main policy. Add only academy-specific items or local restrictions.

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Additional banned items	Items not permitted at Millbay Academy include fizzy drinks, energy drinks, chewing gum, vapes, cigarettes, illegal substances and any other items that may disrupt learning, compromise student safety or negatively impact the school environment. Students are expected to follow the Academy's expectations regarding personal belongings and prohibited items.
Restricted items	The Academy's restrictions on prohibited items apply consistently to all students across all year groups and key stages. There are no age- or phase-specific variations; all students are expected to follow the same rules and uphold the Millbay Standard. Any individual exceptions will only be considered where there is an agreed medical, disability-related or other justified need.
Confiscation / return	Any prohibited items found in a student's possession will be confiscated by staff in accordance with the Academy's Behaviour Policy and current DfE guidance. Items will be stored securely and their return will be managed by the appropriate member of staff. Where necessary, parents or carers will be contacted to arrange collection, particularly for items that should not be returned directly to students. Items that raise safeguarding or safety concerns will be dealt with in line with the Academy's safeguarding procedures and relevant statutory guidance.

H. Additional support to help pupils meet expectations

Describe the support pupils and families can realistically expect. Support is not a reward for poor behaviour; it is part of preventing recurrence and improving access to learning.

Pastoral support	Millbay Academy is committed to working proactively with students and families to identify barriers to positive behaviour, attendance and engagement. Support may include access to a trusted adult, regular check-in/check-out arrangements, pastoral mentoring, key worker support, restorative conversations, individual behaviour plans and targeted interventions. Where appropriate, we work closely with parents, carers and external agencies to provide a consistent approach between home and school. Support is tailored to individual needs and circumstances, with the aim of preventing repeated difficulties, strengthening relationships and ensuring every student can access learning and achieve their potential.
SEND / communication support	At Millbay Academy, we recognise that some students with SEND may require additional support and reasonable adjustments to help them understand and meet behaviour expectations. Support is coordinated with the SENCO and relevant pastoral staff and may include visual prompts, clear and explicit teaching of routines and expectations, personalised behaviour plans, sensory and emotional regulation strategies, access to safe spaces and additional adult support. We work closely with students, families and external professionals to understand individual needs, identify triggers and put appropriate strategies in place. Our approach is inclusive, consistent and focused on helping every student succeed while maintaining high expectations for all.
Targeted interventions	Millbay Academy provides a range of targeted interventions to support students' behaviour, wellbeing, attendance and engagement. These include one-to-one and small-group interventions delivered by our Pastoral Support Workers, mentoring, key worker support, check-in/check-out programmes, restorative conversations, emotional regulation support and targeted attendance interventions.
External / multi-agency support	Where a student requires support beyond the provision available within the academy, concerns are initially identified and discussed by the relevant pastoral team, Head of Year or Key Stage Lead, in consultation with the SENCO and Designated Safeguarding Lead (DSL) where appropriate. Following an assessment of need, the academy may seek advice or make referrals to relevant external

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Individual plans	services, such as the school nursing team, mental health services, Early Help, social care, educational psychology or other specialist agencies. Referrals are made with parent/carer involvement wherever appropriate and in line with safeguarding procedures and consent requirements. The academy works collaboratively with families and professionals to coordinate support, review progress and ensure that students receive timely, appropriate help. The academy uses a range of individual plans to identify students' needs, agree appropriate support and monitor progress. These may include Individual Support Plans, attendance plans, SEND Support Plans, risk assessments and reintegration plans following periods of suspension or absence. Plans are developed in collaboration with the student, parents/carers and relevant staff or external professionals, where appropriate. They set out clear targets, agreed strategies and responsibilities, and are reviewed regularly to assess progress, evaluate the effectiveness of support and make adjustments where needed.

I. Working with parents and carers

Positive communication	The academy works in partnership with parents and carers to celebrate student successes and share areas for improvement. Positive progress, achievements and improvements in behaviour, attendance and engagement are communicated through phone calls, emails, meetings, postcards and other regular contact from tutors and pastoral staff.
Behaviour concerns	Parents and carers are contacted by the appropriate member of staff depending on the nature and seriousness of the concern. Tutors will usually make contact regarding minor concerns or emerging patterns, while Pastoral Leads will take the lead where concerns are more persistent or significant. More serious or major concerns will be escalated to a member of the Senior Leadership Team (SLT), who will contact parents and carers directly. At each stage, the aim is to communicate promptly, discuss concerns openly, agree appropriate strategies and work in partnership with families to secure positive outcomes for students.
Anti–bullying and prejudice-based behaviour	Millbay Academy is committed to preventing bullying through education, strong relationships and a culture of belonging. As a member of the Anti-Bullying Alliance programme, the academy promotes a proactive approach that involves pupils, staff and families working together to challenge bullying and discrimination. We encourage students and parents to report concerns at the earliest opportunity, recognising that early intervention is often the most effective means of preventing concerns from escalating. Concerns may be reported to any member of staff, who will ensure that they are passed to the appropriate pastoral or safeguarding lead for investigation and follow-up. The academy takes an explicitly anti-racist approach and will always challenge racist language, behaviour and attitudes. Bullying incidents are investigated thoroughly, with support provided for those affected and educational interventions used to help pupils understand the consequences and impact of their actions. Wherever possible, the academy seeks to combine accountability with learning, helping pupils develop empathy, respect and responsibility for others. Our aim is not simply to respond to bullying when it occurs, but to educate young people so that bullying becomes less likely to occur in the future
Significant incidents	Following a serious incident, parents and carers will normally be contacted by a member of the Pastoral or Senior Leadership Team on the same day. They will be informed of the nature of the incident, the action taken by the academy and any next steps, subject to safeguarding, confidentiality and any ongoing investigation requirements. The academy will ensure communication is timely, clear and appropriate, working with families to support the student and prevent further

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	incidents.
Meetings and review	Parents and carers are encouraged to play an active role in support and reintegration planning by sharing relevant information about their child's needs, circumstances and any factors that may be affecting their behaviour or engagement. They are invited to attend planning and reintegration meetings, contribute to identifying appropriate strategies and agree clear expectations and targets alongside the academy. Their ongoing communication and support at home are valued in helping students make positive changes, rebuild relationships and successfully return to learning.
Questions or concerns	The first point of contact for parents and carers wishing to raise a concern about behaviour or the application of the Behaviour Policy should be their child's Head of Year (HOY). Where necessary, concerns can be escalated to the relevant Head of Key Stage (HOKS), who may refer the matter to the Assistant Headteacher for Behaviour and Culture, if further support or intervention is required. The academy will aim to resolve concerns promptly and informally wherever possible. If a concern remains unresolved, parents and carers can follow the procedures set out in the Trust Complaints Policy, which outlines the formal process for raising and escalating a complaint.

J. Academy contacts and linked local information

Designated safeguarding lead	Matthew Bisco (Headteacher)

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SENCO	Allison Cooper
Behaviour lead	Kimberley Underdown
Attendance lead	Jeanne Woodley
Pastoral / family support	Head of Key Stage 3 - Alex Boyce Head of Key Stage 4 - Kathryn Noone
Other useful information	Parents and carers can access the academy's key guidance and expectations through our website. These resources are shared with families to ensure that students and parents understand the standards expected at Millbay Academy, including behaviour, uniform, punctuality, safe travel and daily routines. Paper copies of published information can also be requested from the school office via info@millbayacademy.org.

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Relational Practice Framework

Reach South Academy Trust

Approval Date	October 2026
Framework Owner	Nicola Whitcombe, Regional Director
Adopted by Trust Board	
Review Date	October 2027 Alongside Behaviour Policy

Relationship to policy: This framework explains how we work with pupils. It is not a substitute for the Behaviour Policy and does not remove the need for clear expectations, consequences or accountability.

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1. Our relational approach

Relationships are central to learning, wellbeing, belonging and safety. Positive relationships provide the foundation through which children and young people develop self-regulation, resilience, social understanding and a sense of responsibility to others. Children and young people develop regulation, social understanding and responsibility through repeated experiences with calm, predictable adults. A relational approach asks adults to combine warmth with boundaries: to understand what may be driving behaviour, while still being clear about its impact and what needs to happen next.

- connect before correcting wherever possible, recognising that relationships are often the most effective vehicle for change
- be curious about behaviour without excusing harm
- hold boundaries calmly and consistently
- separate the pupil from the behaviour: “you are valued; this behaviour is not acceptable”
- teach and rehearse the skills we expect rather than assuming every pupil already has them
- repair relationships and restore belonging after difficulty
- make adjustments where equality, SEND or safeguarding duties require them

2. What relational practice is not

- It is not avoiding consequences.
- It is not lowering expectations because a pupil has experienced adversity or has SEND.
- It is not allowing one pupil’s needs to compromise the safety or education of others.
- It is not requiring an immediate restorative conversation when a pupil or adult is not regulated enough to participate safely.
- It is not a single script or programme. It is a consistent way of thinking and responding.

3. The adult stance

Adults set the emotional tone. In difficult moments, our first responsibility is to regulate ourselves sufficiently to respond deliberately rather than reactively.

- Be calm, brief and respectful.
- Use clear language and avoid public argument or humiliation.
- Acknowledge feelings without agreeing with unsafe or harmful behaviour.
- Offer limited, meaningful choices where appropriate.
- Focus initially on safety and regulation; problem-solving can happen later.
- Seek support when your own regulation or the level of risk means another adult is better placed to respond.

4. Belonging, predictability and prevention

The best behaviour response begins before an incident. Predictable classrooms, secure relationships and explicit routines reduce uncertainty and make successful behaviour easier.

- greet and notice pupils
- teach routines explicitly and revisit them after breaks or transitions
- use visual or communication supports where helpful
- plan proactively for known triggers and difficult transitions
- notice early signs of dysregulation and intervene at the lowest effective level
- build regular opportunities for success, contribution and positive recognition

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- create environments where pupils feel known, valued and included

5. Understanding behaviour

Behaviour may communicate need, emotion, dysregulation, uncertainty, developmental skill gaps, environmental stress, learned responses or deliberate choice. Understanding the context and function of behaviour helps adults respond effectively, but does not mean that all behaviour is acceptable.

ter recurring or significant incidents, staff should ask:

- What happened before, during and after the behaviour?
- What was the pupil communicating or trying to achieve/avoid?
- What skill, support or environmental change might reduce recurrence?
- Was the expectation clearly taught and understood?
- Does SEND, disability, communication, trauma, culture or safeguarding information matter here?
- What was the impact on others and what repair is needed?

6. Co-regulation and de-escalation

Children and young people often borrow regulation from adults before they can regulate independently. Co-regulation means using our presence, communication and environment to help a pupil return to a state in which they can think and engage.

- reduce unnecessary language and demands during escalation
- use a calm tone, appropriate physical space and non-threatening body language
- allow processing time
- reduce audience and environmental stimulation where possible
- use known regulation strategies and communication supports
- prioritise immediate safety; restrictive intervention is a last resort when lawful, necessary and proportionate

7. Consequences, accountability and learning

Relational practice and consequences work together. A consequence may be necessary to uphold a boundary, protect others or signal the seriousness of behaviour. To change future behaviour, we also consider what the pupil needs to learn, practise, repair or put right.

- Consequences should be proportionate and predictable.
- Adults explain the boundary without shaming the pupil.
- The response should distinguish intention from impact where relevant.
- Where harm has occurred, the needs and safety of those affected matter as well as the needs of the pupil whose behaviour caused harm.
- Support and accountability are complementary. Consequences help maintain boundaries, while support helps pupils develop the skills needed to make different choices in the future.

8. Repair and restorative practice

Repair is about restoring safety, strengthening relationships and supporting accountability. It should be proportionate, meaningful and undertaken when those involved are able to engage constructively. Restorative approaches should never require a pupil who has experienced harm to meet or reconcile with another pupil where this would be unsafe, inappropriate or unwanted.

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The focus of repair is to rebuild trust, restore belonging, support accountability, help pupils understand the impact of their actions and enable positive participation within the school community moving forward.

- What happened?
- Who was affected and how?
- What were you thinking or feeling at the time?
- What do you understand differently now?
- What needs to happen to put things right as far as possible?
- What will help this go differently next time?

9. SEND, neurodiversity and reasonable adjustments

Consistency means consistency of purpose, not identical treatment. Pupils may need different routes to the same expectation. Adjustments should be purposeful, understood by relevant staff and reviewed for effectiveness.

- adapt language, sensory demands or transitions
- use visual supports or advance warning
- provide planned movement or regulation opportunities
- teach social/communication expectations explicitly
- adjust how a consequence is delivered where necessary without removing accountability altogether
- involve the SENCO and seek specialist advice where behaviour indicates provision may not be meeting need

10. Working with families

Parents and carers know their children in ways school staff cannot, and school staff see pupils in contexts families may not. Effective partnership combines both perspectives. Contact should not happen only when something has gone wrong.

- share concerns early, clearly and without blame
- listen for context and family insight
- be explicit about the behaviour, its impact and the school's expectations
- agree practical actions and review whether they work
- communicate successes and improvement as well as concerns

11. Supporting staff

Relational practice depends on adults feeling safe and supported. Challenging behaviour can have an impact on staff. Leaders should provide clear escalation routes, appropriate training, reflective supervision or debrief following difficult incidents, and a culture in which asking for help is a professional strength.

12. Reflective review

When behaviour is recurring, teams should move beyond "what consequence comes next?" and consider the whole pattern. Useful review questions are:

- What is working and should continue?
- Is our response consistent enough for the pupil to predict?
- Are we inadvertently reinforcing the behaviour?
- Is there a skill we need to teach more explicitly?
- Is an environmental change possible?

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- Do we need further assessment or multi-agency support?
- Are patterns in our data suggesting disproportionality or an unmet systemic need?

13. Practice summary

Our aim is neither permissiveness nor compliance at any cost. We want pupils to experience adults who are calm, compassionate, boundaried and curious; schools where expectations are clear, explicit and fair; and responses to difficulty that protect safety, preserve dignity, promote accountability, strengthen relationships and support learning.

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