



Cabot
Learning
Federation

Monkton Wood Behaviour Policy

Date Approved: 17 March 2026
Approved By: Academy Council
Review Frequency: Annually
Date of Next Review: March 2027

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
18/06/24	Whole Document	New Policy Written	Academisation
27/09/24	9	Work to be completed during a period of suspension	Parental requests
27/09/24	8	Refocus room rebuild time	Clarification
15.05.25	19	Smoking, Vaping and Refusal to be Searched	Clarification
17.03.26	10	Mobile phones and media misuse	Clarification
17.03.26	9	Approaches to lesson refusal	Clarification
17.03.26	9	Child-on-Child abuse	Clarification
17.03.26	10	Banned Items	Clarification
17.03.26	11	Searching, screening and confiscation, including refusal to be searched	Clarification
22.03.26	7	Work completed in the refocus room	Clarification

1 Policy Statement

This policy has been written as guidance for staff, parents or carers and young people to understand the learning ready behaviour policy laid out by Monkton Wood Academy.

2 Equalities Impact Assessment

An Equalities Impact Assessment has been carried out. The assessment concluded that there was no adverse impact identified for any groups of people with protected characteristics / or / there was potential adverse impact identified for some groups of people with protected characteristics and mitigations are in place to reduce that impact.

3 Reference to other relevant policies

Anti-Bullying Policy

Safeguarding and Child Protection Policy

4 Legislation or non-statutory guidance

DfE Behaviour in Schools (Feb 2024)

DfE Suspension and Permanent Exclusion from maintained schools (Sept 2023)

5 Data Protection Implications

6 Introductory Statement

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Introduction.

The Monkton Wood Learning Ready Policy aims to outline the processes that we go through to ensure that quality first education can take place in all classrooms without disruption. All of our key principles are underpinned by relationships built on mutual respect. Our expectation is that all students and staff behave in an appropriate and socially acceptable way. Every member of staff has a role to play in promoting and sustaining the highest standards of behaviour to ensure the highest standards of learning.

Expectations

We have publicised to our students our expectations under banners in six key areas.

1. We expect our students to have excellent attendance and to be punctual to school and their lessons.
2. We expect our students to wear their full uniform with pride.
3. We expect our students to be respectful of each other and to our community and to refrain from using language that is unacceptable, derogatory or discriminatory.
4. We expect students to follow our safeguarding protocols.
5. We expect students to value their own learning by engaging with staff and students to achieve the best outcomes for themselves.
6. We expect students to value the learning of others by respecting the learning ready policy and creating an inclusive environment where every student can achieve positive outcomes.

Recognition and Reward

We believe that one of our greatest tools in promoting high standards of behaviour is to praise students and reward where appropriate. We use a data system called Class Charts that will be used to notify students and parents of the positive contributions that students have made throughout the day.

Positive points will be categorised in line with our academy's vision, ethos and values.

- We aim for **Success**.
- We realise our **Potential**.
- We value our **Community**.

We also recognise the importance of creating opportunities for students to earn positions of responsibility. Several leadership opportunities are available to students (including Head of School, Prefect and House Captains amongst others).

House reward assemblies take place every half term and students' efforts are recognised both individually and collectively in their tutor groups and houses. Rewards trips are delivered at the end of each full term, and all students contribute to the House Cup which is an annually run competition between each House.

Learning Modes

So that the students have a consistent experience in the classroom, staff will use specific language to inform the students of the expectations. The language below clearly details the expectations for the students within the classroom.

Quality Audience – Students should not be talking. They should be actively listening to the information being provided to them. Making eye contact with the speaker lets them know that they are listening. Students should not be causing any distraction to the speaker or the audience.

Independent Learning – Students should not be talking. They should be focussed on the task that they have been given. They should be completing the task with maximum effort. If they encounter any barriers to their learning, they should put their hand up and wait for support.

Learning Pairs – Students should be working quietly with the person next to them. They should be focussed on completing the task that they have been provided but can discuss quietly ways in which they can support each other.

Learning Groups – Students should be working quietly in groups that they have been allocated to. The discussions should be focussed on the task that they have been given. Students should be aware that all members of the group should have an opportunity to participate.

Exam Conditions – Students should be working in silence. Students need to be solely focussed on their own work and need to avoid any distraction at all costs.

Sanctions

Where students are unable to meet these expectations, they will be warned by the classroom teacher and given an opportunity to correct their behaviour. As with our learning modes, consistency is key for students to be able to successfully process and regulate where they have been informed that they have not met the expectations. We therefore have laid out below our methods for correcting behaviour in the classroom.

LEARNING READY

Consistency is key

We want you to be successful

1st Warning

Your teacher will inform you of the reason for your warning, and write your name on the board.
Your teacher will remind you of the expectations and the learning mode.
You should change your behaviour so that you are not moved or referred.
You should be ready to have a short conversation with your teacher at the end of the lesson.
Your teacher will log the negative in Class Charts.

2nd Warning

Your teacher will give a second warning and write a 2 next to your name on the board.
Your teacher may ask you to move seats.
You should move seats, without argument or making a scene.
You should change your behaviour so that you are not referred to the re-focus room.
Your teacher will log the negative in Class Charts.

Refocus Referral

Your teacher will ask you to go to the re-focus room.
Your teacher will log the referral in Class Charts.
Your teacher will call your parent/carer the same day, to explain the reason for your referral.
You should make your way to the refocus room quickly and with no fuss.



Detentions

Neither parental consent, nor advance notice is required for detentions. However, we will always endeavour to contact parents in advance of the detention.

Class teacher detentions may be given at the following times:

- during morning break
- during lunch time
- after school

Refocus Room

Where a student has not been able to meet the behaviour expectations, they may be referred to our refocus room. A student can expect to stay in the refocus room for the duration of 2 successful learning sessions and a successful social time. If a student is unsuccessful in a session by not meeting the expectations of the refocus room and additional session will be added. KS3 students will be provided with a timetable of core subject work, whereas where possible KS4 students will be provided with work that is aligned to the curriculum for the subject that they would be attending. Students are expected to complete the work with maximum effort.

Staff and students are expected to rebuild with a reflective conversation following a referral to the refocus room to ensure that the next lesson can be more successful. So that staff and students have the necessary time to reflect and rebuild, students in the refocus room will be required to remain for an additional 15 minutes at the end of the school day.

Internal Suspension

To avoid a student being externally suspended we may consider the use of an internal suspension. This would be conducted in the same way as a referral to the refocus room but for a longer duration.

External Suspension

In extreme circumstances of disciplinary breakdown, the sanction of a suspension will be used. Only the Principal, or in her absence the Vice Principal, can issue a suspension. If a student is suspended, the parents will be informed as soon as practicable, initially by telephone and then by letter. We encourage parents to meet with a member of the pastoral team or the senior leadership team in a readmission meeting before the student returns following a suspension. The duration of a suspension may range from one half day to five consecutive days in length.

Examples of student behaviour likely to lead to a suspension:

- Physical assault against a pupil (includes fighting)

- Physical assault against an adult
- Verbal abuse and/or threatening behaviour to a student
- Verbal abuse and/or threatening behaviour to an adult
- Bullying
- Damage
- Theft
- Drug or alcohol related incidents
- Use or threat of use of an offensive weapon or prohibited item
- Sexual misconduct
- Persistent or generalised disruptive behaviour
- Possession of banned or prohibited items

During a period of external suspension, the school will set work for the students. Details of work that should be completed for up to the first one and a half days of any suspension can be found below.

Independent work to be completed whilst you are away from school

Dear Student,

We want to ensure that during your period away from school that we provide you with adequate work to complete. All the work can be completed online using PC, tablets or smartphones.

Reading. You should have your reading book as part of your school equipment. Please spend 30 minutes silently reading.

Maths. You should log into your Sparx account.



Your log in details are your name and your user defined password. If you have forgotten these details, you can reset them using the forgotten details function. Once you have logged in you will have a number of compulsory tasks to complete – these link directly to the Maths curriculum. Once you have completed these tasks, you can move on to the XP Boost which will give you more deliberate practice of these skills.

English.



KS4 – Tassomai. You need to log into your Tassomai account. Your username is your school email address *firstname.surname@mwa.clf.uk*. Once you have logged in you can complete the daily quiz. You can also click on the 'tree' tab, which will pinpoint you to areas that you need to continue to develop.

KS3 – Educake. Log into your Educake account. If you do not know your Educake details please use your school email account to E-mail your English teacher. Once you have logged in, you can complete the weekly quizzes that have been assigned to you.



If you have completed this, you can continue to use the Study and quiz yourself, Key Stage 3 English functions to complete the English Skills activities.

Languages. You should log into Linguascope.



The log in details are Username: mwa Password: happyhippo88

You can then select the language that you are currently studying, and you should work through the beginner section. There are a number of quizzes and questions that you can work through. You should choose the topic that is closest to what you were working on in your last lesson.

Additional Resources. Seneca.



You should click log in using Microsoft 365. Enter your school email account details and you will be directed to the home page. Use the search bar to find your designated subject. For example, a Year 8 looking to complete History tasks can search History: KS3. A year 10 Geography student can search Geography: AQA GCSE.

If you have any queries about work completion or a specific subject query, please email info@mwa.clf.uk, and this can be forwarded on to the relevant department.



Permanent Exclusion

The academy will not hesitate in permanently excluding a student who has proved, over the long term or through an outrageous single act, to be beyond the control of the academy. Extensive efforts are made to improve behaviour to avoid permanent exclusion. However, in the case of a single outrageous act the academy reserves the right to permanently exclude a student without a programme of support being provided. We hope and expect that this sanction will only be used extremely rarely.

Child-on-Child abuse

At Monkton Wood Academy, the safety, dignity, and wellbeing of every student is our highest priority. We are committed to creating an environment where all young people feel respected, included, and protected. Child-on-child abuse in any form — whether physical, verbal, emotional, sexual, or online — will never be tolerated. Every member of our community has the right to learn and grow free from fear, intimidation, or harm.

We expect all students to treat one another with kindness, integrity, and responsibility. When concerns arise, we will respond swiftly, sensitively, and decisively, ensuring that both those affected and those involved receive the appropriate support, guidance, and intervention. Our commitment is clear: any behaviour that threatens the safety or wellbeing of another young person will be taken seriously and addressed in line with our safeguarding procedures.

Together, we will uphold a culture where respect is the norm, harmful behaviour is challenged, and every student feels safe to speak out and seek help

Child-on-child abuse, including sexual harassment, sexual violence, harmful sexual behaviour and sharing of nudes/semi-nudes, is never treated as a behaviour issue alone. All such incidents will be managed under the Safeguarding and Child Protection Policy.

Bullying

The academy takes bullying very seriously and has a separate policy covering this. *See: Anti-Bullying Policy*

Lesson Refusal

Our approach to lesson refusal is rooted in supporting every student to re-engage positively with learning. Wherever possible, pastoral staff will work with students to encourage and guide them back into their lessons, offering appropriate support to remove barriers and foster success. However, where we see *persistent refusal* to attend lessons, *ongoing refusal* to follow reasonable instructions, or *significant disruption* to the learning of others, the academy may consider the use of external suspension in line with our behaviour policy and statutory guidance. This ensures that

expectations for conduct are upheld and that all students can learn in a safe and purposeful environment.

Mobile Phones

To ensure a focused, safe, and respectful learning environment, our academy operates as a mobile phone-free site for all students. Mobile phones and similar devices must be inoperable and kept out of sight at all times during the school day, including lessons, social times, and transitions between sessions.

The confiscation of mobile phones can be a source of conflict and escalation between school staff and students. At Monkton Wood we therefore ask that parents assume responsibility for their child's mobile phone, either by keeping that phone at home during the school day, or by using a parental control app to lock their child's phone down during the day, making all apps inoperable. Parental control apps include Apple's built-in controls such as 'Screen time' or 'Family Sharing', as well as free to download apps such as 'Life 360'.

In addition to these measures, Monkton Wood academy operates a media misuse risk assessment framework. This allows us to identify students that are regularly misusing media during the school day and to implement additional measures in order to minimise distractions, reduce social pressures, and promote positive engagement in learning and with one another.

Prohibited and Banned Items

In the interests of the health and safety of students, staff, other members of the school community and visitors to the school, the school asks parents and students to ensure that any inappropriate and dangerous items, or any inappropriate and harmful substances, are not brought in to school. In most cases the application of common sense will easily determine what should not be brought in to school.

To maintain a safe, healthy, and respectful learning environment, the Academy prohibits students from bringing certain items onto school premises. Banned items include, but are not limited to:

- Chewing gum
- Energy drinks and high-caffeine products
- Vapes and e-cigarettes (including liquid refills), cigarettes, or tobacco products (including lighters and matches)
- Drugs and alcohol
- Stolen items
- Any items considered dangerous, hazardous, or disruptive to learning

Students found in possession of banned items may have them confiscated and may be subject to sanctions in line with the Academy's Behaviour Policy. The list above is not exhaustive, and the Academy reserves the right to update or amend prohibited items as needed to ensure the wellbeing

of all students and staff. Items that are illegal or have been obtained illegally (e.g. age-restricted items) will not be returned either to students or their parent/carers.

The school reserves the right to update and amend the list of banned items, should the need arise.

Smoking and Vaping

Monkton Wood Academy is committed to promoting a healthy, safe, and respectful learning environment. Smoking and vaping are strictly prohibited on school premises, for adults as well as children, during school hours, and at any school-related events or activities, including off-site trips.

If a student is found smoking or vaping, or in possession of related items:

- Prohibited items will be confiscated and disposed of.
- Students bringing prohibited items related to smoking and vaping will be referred to Refocus and may be suspended, depending on the severity of the incident.
- Students found to be smoking/vaping in school may be suspended and referred to external support services.

The school will record a suspension given as a result of smoking/vaping as a 'drug or alcohol related' incident, in all cases where the balance of evidence supports this.

The school will provide education on the risks of smoking and vaping through:

- PSHE lessons
- Assemblies and awareness campaigns
- Engagement with local health services

Searching and screening

Staff are empowered to conduct searches of students that we believe to be in possession of any banned or dangerous items. Students will be informed of the reasons why a search is deemed necessary and given the opportunity to hand over any prohibited or banned items prior to a search taking place. A designated member of staff will be permitted to search a student's outer clothing, pockets, possessions and locker. Parents will be contacted to inform them that a search has been conducted and the reasons for us doing so. All searches will be recorded in our safeguarding system.

If a student refuses to be searched or to hand over prohibited items:

- The incident will be logged as a serious incident and reviewed by members of the senior leadership team
- Parents/carers will be contacted and the school's concerns about possession of banned items will be raised
- The student may be referred to the refocus room or suspended depending on the severity of the situation.

A search with a security handheld wand can be undertaken if there are reasonable grounds for suspecting that a student is in possession of a prohibited or dangerous item.

Conduct Outside of the Academy

When in public places, students are expected to act as ambassadors for the academy and ensure that, through their conduct, the academy's reputation is enhanced. Any misbehaviour which occurs outside of the academy premises, and which is brought to the attention of the academy will be dealt with in the same way as if that poor behaviour had occurred on the academy site.

Behaviour Policy Codes

Description	Examples
Bullying	Behaviour causing physical or psychological harm
Damage	Vandalism, graffiti, arson or fire setting
Persistent Disruptive Behaviour	Generalised or repeated refusal to follow instructions, disrupting lessons
Drug and Alcohol Related	Possession or use of illegal drugs, alcohol misuse, use or possession of e-cigarettes or vaping devices, smoking tobacco on school premises
Abuse relating to disability	Use of discriminatory, disablist language or behaviour
Abuse against sexual orientation and gender identity	Use of discriminatory, sexist, homophobic or transphobic language or behaviour
Inappropriate use of social media or online technology	Online bullying, taking and sharing photos and film in school without the subject's agreement, causing disruption to learning via use of phones
Theft	Stealing school property, stealing from other pupils or staff, stealing from 3rd parties such as local shops
Use of or threat of use of a weapon or prohibited item	Bringing a prohibited item into school, using a prohibited item or threatening to use a prohibited item including threats to stab even when not in possession of a knife
Physical Assault Against Pupil	Hitting, kicking, shoving another pupil. Fighting, including 'play fighting'
Physical Assault Against Adult	Hitting, kicking, shoving a staff member
Racist Abuse	Racist comments or actions
Sexual Misconduct	Inappropriate sexual behaviour, harassment, challenging physical behaviour (e.g. flicking bras or pulling trousers down)
Threatening Behaviour	Threatening another pupil or staff member
Verbal Abuse Against Pupil	Verbal abuse or threats towards another pupil
Verbal Abuse Against Adult	Verbal abuse or threats towards a staff member
Other	Any other reason not covered by the other codes

Restorative Approach

We understand that at times students will make mistakes and not meet the high expectations that we set for them at Monkton Wood Academy. Part of their education here will be to develop an understanding of how their choices impact both themselves and others, and to learn from their mistakes to make better choices in the future. It is also important for staff to understand the barriers that students may have encountered that impacted a students' decision to make poor choices. We therefore encourage staff, students and parents to meet where appropriate for restorative conversations to take place. Pastoral leaders and members of the senior leadership team can be made available to facilitate these meetings where necessary.

The intended outcomes for such a meeting should be that:

- Both student and teacher can have their say in a non-confrontational manner.
- The student understands why their behaviour was wrong and the impact that the behaviour had on others.
- The student and teacher understand why the misbehaviour may have arisen and what measures could be taken to reduce the likelihood of similar misbehaviour in the future.
- A harmonious relationship is restored between both student and teacher.

Policy Review

Whilst this policy will be reviewed annually, we reserve the right to make amendments throughout the academic year to ensure we continue to adapt to the need of our academy.