



**MAGNUM OPUS TRAINING**

ALTERNATIVE EDUCATION

## **Behaviour Policy**

**Last Review Date: September 2024**

**Next Review Data: September 2025**

Signed: 

Mr S King

Education Director

## **Introduction**

At Magnum Opus Training, we are committed to creating a safe and supportive learning environment for all students. Our behaviour policy is designed to promote positive behaviour, encourage respect, and foster a sense of community. We believe that every student has the right to learn and thrive, and we are dedicated to helping them achieve their full potential.

## **Objectives**

- To establish clear expectations for student behaviour.
- To promote a culture of respect, responsibility, and resilience.
- To encourage positive relationships among students, staff, and parents.
- To provide a framework for addressing inappropriate behaviour consistently and fairly.

## **Core Values**

1. **Respect:** We treat ourselves and others with kindness and consideration.
2. **Responsibility:** We take ownership of our actions and their consequences.
3. **Resilience:** We learn from challenges and support each other in overcoming obstacles.

## **Expectations of Behaviour**

Students at Magnum Opus Training are expected to:

- Arrive on time, prepared, and ready to learn.
- Show respect to peers, staff, and the learning environment.
- Follow instructions and engage positively in all activities.
- Communicate in a respectful manner, avoiding disruptive behaviour.
- Take responsibility for their actions and decisions.

## **Positive Reinforcement**

To encourage and reinforce positive behaviour, we will:

- Acknowledge and reward students who consistently demonstrate our core values.
- Provide opportunities for students to share their achievements and progress.
- Use a variety of strategies to promote engagement and motivation in learning.

## **Definitions:**

For the purposes of this policy, the following definitions are applied:

**Misbehaviour** is defined as:

- Disruption in lessons; at social times
- Displaying a poor attitude towards learning; other students; and/or staff;
- Wearing incorrect uniform;

**Serious Misbehaviour** is defined as:

- Repeated and persistent breaches of the expectations and rules;
- Failure to follow instructions from staff;
- Any form of bullying;
- Any form of sexual harassment, meaning unwanted conduct of a sexual nature, such as: sexual comments; sexual jokes or taunting; physical behaviour such as interfering with clothes; online sexual harassment;
- Vandalism;
- Theft;
- Fighting;
- Physical assault against another student.
- Smoking or vaping.
- Any form of discriminatory behaviour, including (but not limited to) racist, sexist, homophobic or transphobic comments; jokes or taunting; physically intimidating behaviour; or online comments.
- Taking photographic images of a student or staff member without consent;
- Truancy;
- Verbal abuse of a member of staff;
- Physical assault of a member of staff.
- Possession of any prohibited items – for example, such as knives or weapons; alcohol or illegal drugs; stolen items; tobacco and/or cigarette papers; fireworks; firecrackers (snaps) cigarette lighters; pornographic images.
- Possession of any article a staff member reasonably suspects has been – or is likely to be – used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student).
- Sharing of malicious, abusive or explicit content online – or impersonating another person on social media.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent).
- Malicious allegations against staff or other students.

## **Managing Inappropriate Behaviour**

In the event of inappropriate behaviour, we will follow these steps:

1. **Initial Intervention:** Staff will address the behaviour calmly and privately, reminding the student of our expectations. This will be conducted away from other students using a restorative approach to resolve the issue.
2. **Reflection:** Students may be asked to reflect on their behaviour and its impact on themselves and others.
3. **Consequences:** If inappropriate behaviour continues, further action may be taken, which could include:
  - a. A formal warning.
  - b. Temporary removal from the classroom or activity.
  - c. A meeting with a staff member to discuss the behaviour and possible strategies for improvement.
  - d. In cases of severe or persistent behaviour issues, parents will be contacted to collect the student from the centre.

Where behaviour concerns are raised, this will be logged and fed back to parents, the school and the county inclusion team [where appropriate] via all communication methods.

### **Bullying & Anti-Bullying**

Bullying is defined as the **repetitive**, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against.

**Bullying can include:**

Type	Definition
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Emotional	Being unfriendly, excluding others, tormenting, making someone feel like they don't belong.
Physical	Hitting, kicking, pushing, taking another person's belongings, any use or threat of violence.
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered</li> <li>• Homophobic/Bi-phobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality).
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching.
Direct or Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing.
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

## Preventive Measures

1. **Education and Awareness:** We will provide training for staff and students on the nature and effects of bullying, promoting empathy and understanding.
2. **Promoting a Positive Environment:** We will foster a culture of respect and inclusion through centre-wide initiatives, assemblies, and classroom activities.
3. **Encouraging Open Communication:** Students will be encouraged to speak up about any bullying they witness or experience.

## Reporting Procedures

Students and parents are encouraged to report bullying incidents through the following channels:

- **Directly to Staff:** Students can speak to any member of staff they trust.
- **Parent Involvement:** Parents can report concerns through email or phone, ensuring a collaborative approach to resolving issues.

## Responding to Incidents

When a bullying incident is reported, we will follow these steps:

1. **Investigation:** Staff will investigate the incident promptly and thoroughly, gathering information from all parties involved.
2. **Support for Victims:** We will provide support to the victim, including counselling and strategies for coping with the situation.
3. **Disciplinary Action:** If bullying is confirmed, appropriate disciplinary measures will be taken against the perpetrator, which may include:
  - a. Verbal warnings
  - b. Restorative conversations
  - c. Behaviour support plans
  - d. Removal of student from our centre

### **Support for Bystanders**

We recognize the important role of bystanders in preventing bullying. We will:

- Encourage bystanders to report bullying and support victims.
- Provide training on how to safely intervene and promote kindness and respect within the community.

### **Mobile phones**

Magnum Opus Training operates a “No Phone” policy to keep all students safeguarded and to promote healthy social interactions. A non-negotiable expectation for students is that phones are always “off and away” on site. Students are permitted to use their devices at break and lunchtimes. During lesson / activity time, mobile phones and devices should be “off and away” in a safe location before the lesson / activity begins.

Misuse of phones will result in staff following the behaviour policy as indicated within this document, persistent disruption could result in their place on our courses being at risk.

### **Zero-Tolerance Approach to Sexual Harassment and Sexual Violence**

Magnum Opus Training will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Students are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be. Students are encouraged to speak to a member of staff.

Our response will be:

- Proportionate
- Considered

- Supportive
- Decided on a case-by-case basis.

Magnum Opus Training has procedures in place [Child Protection and Safeguarding Policy] to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report;
- Carrying out risk assessments, where appropriate, to help determine whether to: manage the incident internally; refer to Early Help; refer to Children's Social Care; report to the police.

### **Malicious Allegations**

If a student makes an allegation against a member of staff or student and that allegation is shown to have been deliberately invented, or malicious, the student's place will be at risk on our courses which, following investigation, could result in the student being removed from our centre.

The centre will also consider the pastoral needs of staff and students accused of misconduct.

### **Prohibited items**

The following items are prohibited and should not be found on site or in the possession of students – under any circumstances:

- Alcohol and/or illegal drugs;
- Energy drinks or canned drinks;
- Chewing gum;
- Cigarettes, vaping or any smoking-related paraphernalia;
- Stolen items;
- Knives or any weapons;
- Fireworks;
- Firecrackers or 'Snaps';
- Pornographic imagery or images of a sexual nature;
- Possession of any article a staff member reasonably suspects has been – or is likely to be – used to commit an offence or cause personal injury to, or damage to the property of, any person (including the student).

### **Lateness:**

It is important that all children attend our centres on time, as not to delay the learning of others. Punctuality and reliability are important life skills. Students who are missing from the morning registration will be recorded as absent, and a call will be made to the school.

Should a student arrive late, they will be recorded late, and this will be reported to parents, school and the county inclusion team [where appropriate] through our monitoring and reporting processes.

## **Support and Interventions**

We understand that some students may face additional challenges. To support their needs, we will:

- Provide access to mentoring services.
- Work closely with parents and external agencies to create individualised support plans.
- Offer restorative practices to help students learn from their experiences and repair relationships.

## **Recognising the Impact of Special Educational Needs (SEND) on Behaviour**

A students' behaviour may be impacted by a Special Educational Need or disability (SEND). The centre is committed to fully inclusive provision and no formal diagnosis or identification of a Special Educational Need is required to access any aspect of support.

When considering a behavioural sanction, the centre will consider:

- Whether the displayed behaviour is characteristic of a known disability (SEND) and whether the behaviour exhibited is how the child is known to respond in certain circumstances;
- What reasonable steps have been taken to minimise the risk of certain behaviours or incidents occurring;
- What additional support has been provided to minimise the risk of certain behavioural responses, in certain situations, occurring;
- What reasonable adjustments were in place at the time the incident occurred;
- Whether or not the behaviour exhibited can be adequately explained by understanding of the child's presenting needs;
- Whether the child could act differently at the time of the incident due to known or undiagnosed SEND.

## **Legislation and Statutory Requirements**

This policy is based on legislation and guidance from the Department for Education (DfE) on:

Behaviour Policy



- [Behaviour in Schools: Advice for Headteachers and School Staff](#), Feb 2024
- [Behaviour and Discipline in Schools: Advice for Headteachers and School Staff](#), Jan 2016
- [Searching, Screening and Confiscation: Advice for Schools](#), July 2022
- [The Equalities Act 2010](#)
- [The Equality Act 2010 and Schools: Departmental Advice for School Leaders, School Staff, Governing Bodies and Local Authorities](#), May 2014
- [Keeping Children Safe in Education - Statutory Guidance for Schools and Colleges](#), Sept 2023
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England](#), Sept 2023
- [Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies](#), July 2013
- [Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England](#), Dec 2015
- [Special Educational Needs and Disability Code of Practice 0 to 25 Years](#), Jan 2015