



THE
**MANDEVILLE
SCHOOL**
BELIEVE · ACHIEVE · SUCCEED

TMS Behaviour Annex

**Adopted: September 2026
Next Review: September 2027**

Contents

Vision & Values	3
Our Vision	3
Our Values Believe	3
Achieve	3
Succeed	3
Annex 1	4
Aims and Objectives of the Mandeville School Behaviour for Learning Policy structure and high expectations.	4
Annex 2	5
Rights and responsibilities	5
Annex 3	7
Detentions	7
Annex 4	9
Dealing with behaviour	9
Annex 5	11
Rewards	11
Annex 6	12
Communication and co-operation with parents and carers.	12
Annex 7	13
Alternative Provision	13
The Mandeville School Reset Room	13
Off-site alternative placement at another Insignis School	13
Alternative provision - Aspire	13
Alternative Provisions for students with SEN	13
Annex 8	14
Continued supervised education/EXIT Room/RESET	14
Annex 9	16
Prohibited items	16
Annex 10	17
Additional unacceptable behaviours.	17
Annex 11	18
Mobile Phones and Technology	18
Annex 12	19
School Uniform	19

Vision & Values

Our Vision

At TMS we want to 'Believe Achieve Succeed'. We believe all stakeholders should have high aspirations for our students, we believe they can achieve the highest academic outcomes, and that they will become successful citizens equipped to be the leaders of tomorrow.

Our Values

Believe

We believe all our students will be successful

Achieve

We believe our students will all achieve excellent academic outcomes

Succeed

We believe our students will become successful citizens equipped to be the leaders of tomorrow

Annex 1

Aims and Objectives of the Mandeville School Behaviour for Learning Policy

The Mandeville School abides by the Insignis Academy Trust Behaviour Policy. The values, aims and objectives of the policy also reflect those of The Mandeville School and our motto, 'Believe, Achieve, Succeed'.

At TMS, we believe that all members of the school community have a right to be treated with kindness, understanding and respect.

All members of the community also have responsibilities: to respect and tolerate others, behave in a way which allows others to achieve and succeed, to take responsibility for their own actions, and to learn from them.

Our Behaviour for Learning Policy is based on some core principles:

- We all need support to develop **positive behaviours and habits** for future success as well as ensuring a **positive learning environment** whilst at The Mandeville School
- This policy supports and further secures the school's commitment to creating a culture of **safeguarding** and challenging behaviours which put students at risk
- We have extremely **high expectations** of our students and staff because we care about them and believe that Mandeville students can be brilliant citizens.
- We teach positive behaviour explicitly, to ensure everyone knows what **The Mandeville Way** is, and why it benefits us all
- We must, as a minimum, respect students and staff of all faiths, abilities, ages, genders and sexualities, because **school is for everyone**. A model Mandeville student actively embraces and seeks to include all people into our community, seeing such diversity as a strength, rather than a barrier to a harmonious community
- We **address bullying and discriminatory behaviour** with the utmost seriousness to ensure all students feel safe and secure
- We frequently seek out opportunities to **celebrate students'** personal and academic improvements, efforts and successes
- We **work collaboratively** with parents, carers and specialists within and outside of the school, to ensure every child can flourish
- We wish for our behaviour systems to **nurture** positive behaviour through **structure** and **high expectations**
- We believe that consequences of unacceptable behaviour will be **swift, fair, consistent** and **proportionate**
- We are committed to helping students to repair and rebuild relationships and help students to **learn from their mistakes**. This supports students to **develop self-regulation** of their behaviour and their emotional state.

We are currently in the process of achieving accreditation as a 'trauma-informed school' to further support our aims to be a school that focuses on nurturing positive behaviour through structure and routine, where students feel safe and secure and where high expectations create a positive learning environment.

Annex 2

Rights and Responsibilities

The rights and responsibilities of all The Mandeville School's stakeholders are reflected in our Home-School Agreement.

Students	Parents & Carers	Staff
• Treat others with respect and kindness; never make others feel unwelcome • Engage in reflective and, where appropriate, restorative conversations to resolve conflicts with peers and staff • Understand that everyone makes mistakes, and forgiveness is an important part of learning • Be welcoming and polite to all staff and visitors	• Treat staff with kindness; we are all on the same team • Be respectful of other children and parents • Take an active interest in your child's school life; their homework, behaviour and achievements	• Be kind, understanding and empathetic towards young people and their parents/carers • Seek to understand others' perspectives and emotions • Critique the behaviours, rather than the person • Reward effort, good behaviour and achievement • Regularly communicate home with any behaviour concerns • Treat all students as worthy of your time, forgiveness and • Consideration
• Arrive to school and lessons punctually every day; know your timetable and where you should be • Give every task in every lesson your best effort - and ask for help when you need it • Use feedback in lessons to improve and grow • Take responsibility for yourself as a learner: manage your own uniform, equipment, PE kit, timetable and • homework	• Ensure your child arrives to school promptly and attends as often as possible (more than 96% of the time) • Inform the school of any absence promptly via Arbor App • Ensure your child attends detentions and/or the Reset room on the scheduled dates; these are not negotiable and may not be convenient, but must nonetheless go ahead	• Maintain and express belief that today can be a better day than yesterday • Work with colleagues to find the right strategies to support each child, depending on their needs and abilities • Maintain high standards and expectations of all students all of the time
• Be honest about mistakes	• Understand and accept	• Listen to students'

Students	Parents & Carers	Staff
• Follow all instructions the first time every time • Understand that staff members and peers should be treated with respect at all times • Be an 'upstander'; report bullying and support those targeted • Do the right thing, even if no-one's watching	that all children make mistakes as a normal part of their development • Support the school by ensuring your child has the right uniform and equipment to learn • Support the school's Behaviour Policy and Uniform Policy	feedback • Be clear and honest with students about their successes, and especially their areas for development • Be committed to improving your professional practice

Annex 3

Detentions

The Mandeville School uses detentions as a sanction for Students to reflect and process when they have not quite got it right.

If a student fails their 60 minute detention, it escalates to community service. This will be carried out at break and lunch times. Where the students will do litter picking around the school grounds. This helps to keep their school tidy and presentable.

Centralised Detentions

These detentions take place on Mondays to Fridays, for either 30 or 60 minutes at lunch or after school.

Examples (not an exhaustive list) of the kind of behaviour that may receive a lunchtime or 30-minute detention after school are as follows:

LUNCHTIME DETENTION	• Late to school or lesson • Out of Bounds • Rowdy / Antisocial behaviour • Truancy
AFTER SCHOOL DETENTION	• Disrespectful • Disruption • Inappropriate language • Lack of Effort • Homework • Refusal to Follow Instructions • Misuse of IT

Persistent disruption / defiance is monitored and may result in further, more serious consequences.

Any student attending this detention will be expected to arrive on time and sit in silence for the entire length of their sanction. Any student who does not follow procedures will be asked to leave and the detention will be escalated.

After school detention notifications come via the Arbor app. It should be noted that the school does not seek permission from parents, however do notify them of the action taken. If students cannot attend an after-school detention on a particular day, and there is a valid reason for this, the student and/or home can communicate with the relevant RAO who will re-arrange this detention as appropriate.

If a student is off school on the day of the centralised detention, the detention will be rescheduled for the next day.

Every Minute Matters – Punctuality to Lessons

At The Mandeville School, we believe that **every minute of learning time matters**. We also recognise and promote punctuality as an important life skill that will support students both in school and beyond. Students are given three minutes to ensure they arrive at their lesson on time.

As part of 'Every Minute Matters' drive, the Year pastoral team will collate the total number of minutes a student is late to lessons each week. Students will be expected to make up missed learning time during a **Friday SLT Late to Lesson detention** which will be work-based.

Please note this may appear on Arbor as "After School Detention 60 Minutes"

Parents and guardians will be informed of the number of minutes of learning time their child has missed and the length of time they will be required to attend on the Thursday before the detention on Friday .

Annex 4

Dealing with Behaviour

On occasion, students will make a poor choice with regard to their behaviour. When students demonstrate behaviours that are not in line with our values as a school, they will receive a consequence as well as the opportunity to discuss and learn from their choice. It is through this teaching and the use of consequences that students will learn to avoid any poor future choices.

Students are given opportunities to correct their behaviour in lessons and at social times through our 'Warn, Move, Remove' system.

WARN	Students will receive a clear, verbal warning about their behaviour
MOVE	If the warning has not had an impact, students will be asked to move to another point in the classroom or to another social area during social times. Students will then have a 1:1 conversation with the member of staff in order to learn to regulate their behaviour as well as continue to maintain a positive relationship with the member of staff.
REMOVE	If behaviour still does not improve, students will be removed from the lesson or social area. This will result in a 30-minute detention after school.

It is also important to note that any poor behaviour receiving consequences is not just limited to their conduct within the school. Students may also, for example, receive consequences for making poor choices on school trips or by bringing the school into disrepute online or in the local community.

There will be times when it is necessary for us to put in consequences more serious than detention due to the nature of the behaviour. For any report of a serious incident, we will investigate thoroughly, using evidence such as statements, CCTV and physical evidence, to then help us determine, on balance of probability, what most likely occurred.

Examples (not an exhaustive list) of the kind of behaviour that may receive a late detention, Reset or possible suspension:

Negative Behaviour Logs

To further raise expectations for positive behaviour and learning in the classroom:

- Students who receive **five or more** negative behaviour logs during a school day will be placed in Reset on the following school day. This will provide an opportunity for students to reflect on their behaviour and reset their expectations for the future. This intervention will be supported by the Intervention Lead and the child's Head of Year

- Students who receive **between two and four** negative behaviour logs will complete a **60-minute SLT Multiple Log Detention on the same day**. This allows students to complete their sanction promptly while reviewing their behaviour and reflecting on how they can ensure the following school day is more positive.
- All other individual negative behaviour logs will continue to result in a **30-minute after-school detention**. These detention will be on the same day.

RESET ROOM (09:00m until 16:00pm)	SERIOUS INCIDENTS
• Multiple Behaviour Logs Vandalism • Outright Defiance Failed Detention	• Being a Bystander • Bullying • Physical Assault • Verbal Abuse • Breach of Exam Conditions • Bringing the School into Disrepute • Persistent Disruptive Behaviour • Having prohibited items Fighting • Vandalism • Outright Defiance • Failed Reset

Annex 5

Rewards

Good behaviour is more than the absence of poor behaviour. At The Mandeville School, it is students demonstrating our values through their actions. Recognising and rewards this positive behaviour encourages further positive behaviour amongst students, as well as further enhancing the positive learning environment. Staff at The Mandeville School will purposely seek out, recognise and reward the positive effort, attitude and achievement.

It is also important to note that we also wish to recognise students for their behaviour outside of the school community so please do let us know of any achievements in their life outside of school.

Recognition can take many forms, some examples are:

- Verbal praise
- Celebration assemblies
- Highlighting achievements in newsletters, on the website, in press releases and/or on social media
- Display of student work
- Communication with parents via phone calls, emails and/or praise postcards

Rewards are given to students and can include:

- Awarding achievement points on Arbor
- Certificates, medals and badges
- Prizes and other rewards
- Items purchased through the school's rewards shop
- Invitations to specific in-school rewards events
- Invitations to external rewards trips

Examples of the kind of behaviour we might reward in line with our values at The Mandeville School:

• Being Respectful • Good Manners • Being understanding • Co-Operation • Verbal Contribution	• Great Effort • Asked for Help • Used Feedback • Good Homework • Good Uniform	• Honesty • Respectful • Being an Upstander • Pride of Mandeville • Student Leadership	• Good Conduct • Picked Up Litter • Attended Co-Curricular Club • Star Student
--	--	--	---

Annex 6

Communication and Co-operation with Parents and Carers.

At The Mandeville School we use a variety of systems to communicate with parents and carers.

These include (but are not limited to):

- Email or text message
- Phone call (including leaving voicemails)
- Writing letters which may be posted or emailed
- Using the Arbor App to notify of rewards and behaviour incidents
- Holding meetings or organising home visits (either pre-arranged or without prior arrangement)

We expect parents and carers to uphold our home-school agreement. When communication is not in line with TMS values; we will implement the 'Dealing with disruptive visitors' policy which can be found on the IAT website.

<https://www.insignis.org.uk/Policies/>

Annex 7

Alternative Provision

We recognise that there is a need to ensure that our curriculum is inclusive and offers opportunities for all to succeed. There is, on occasion, a need to provide provision for those that need support to achieve their potential outside of what is accessible within The Mandeville School. To facilitate this individual learning pathway, the school works with a number of local providers to help those students succeed who may struggle to reach their potential in a school based environment.

The Mandeville School Reset Room

Students can be placed in the Reset Room for serious incidents of behaviour. Typically this is for 1-2 days, but may be longer in certain situations if necessary. During this time students will receive online access to their curriculum via their Google classrooms and may also receive further referrals for pastoral intervention.

Off-site alternative placement at another Insignis School

Students will work at the Reset room, or equivalent, at another Insignis Academy Trust school site for anywhere from 1-14 days. The full number of days must be completed before returning to The Mandeville School.

Alternative provision - Aspire

Aspire - These are short to long stay schools for students who have been permanently excluded or who are at risk of exclusion. Aspire will work with students, families and The Mandeville School, to identify strategies that will help them manage their emotions and be successful at school. Sometimes their assessments indicate that mainstream is not the right place for a student, and in this case, they will work with students, families and the local authority to help them move into a specialist setting.

Alternative Provisions for students with SEN

There are a variety of provisions that may sometimes be appropriate to support our students with SEN and these will be put in place on the advice of our SENDCo and the SEN team.

Annex 8

Continued Supervised Education/EXIT Room/RESET

As stated in the Insignis Academy Trust Policy, sometimes students cannot be in their lessons when their behaviour is deemed to disrupt the learning of others or when there is a need for a sanction due to their failure to meet The Mandeville School values. At The Mandeville School we have various processes in place for this.

Exit room

Each department has an 'EXIT' room rota whereby a student who has failed the 'Warn' and 'Move' elements of the school policy will be 'Removed' to the Exit room. Usually these are rooms within the same department where a student has access to the lesson they were previously in but also an opportunity to reflect on the reason for being removed.

RESET room or alternative RESET opportunity.

The Reset Room (a separate room within The William Harding area of the school staffed at all times) is available for use by students:

- Who have undertaken a sufficiently serious breach of the school expectations that they require immediate isolation for that lesson or the remainder of the day.
- Repeatedly behaved in a manner which damages the learning environment of the other students / or has demonstrated disrespect towards staff or students.
- Behaved in a way that is not consistent with the school ethos and has been deemed by the Head of Year or a member of the Leadership Team to require such a consequence.
- Who have built up a number of behaviour points deemed unacceptable by HOY or SLT
- Who return from a fixed term exclusion and may spend at least one day in the reset room on return

Students can be placed in the Reset room for 1-2 days, but maybe longer in certain situations if necessary. During this time students will receive online resources and referrals for pastoral interventions where there is a concern about repeated behaviour.

Students can also be directed by the Head of School to complete Reset at another school in the trust.

Reset (Internal Suspension)

The timings for Reset have changed. Previously, students attended Reset from 8:45am until 3:15pm. The new timings will be **09:00am until 4:00pm**. Students are to arrive to school via main reception where they will sign in, searched and escorted to the Reset room.

Students will be given the opportunity to reflect on their behaviour during social times and after school, working alongside the Intervention Lead and their Head of Year.

In the rare occasion that the pastoral team may need to investigate a serious incident, this may require the student being in reset from arrival to school pending investigation. Should a serious incident occur during the school day, the student will be placed in Reset whilst the incident is being thoroughly investigated. In that instance, the student will be dismissed at 3:15pm.

Annex 9

Prohibited items

At The Mandeville School we agree with the IAT list of prohibited items. We would also include any item which students would have on their person which could cause disruption to the school day (e.g. water pistols, stink bombs etc.) or could bring the school into disrepute (e.g. clothing with offensive logos, offensive signage or leaflets) as well as mobile phones outside of a phone pouch

Annex 10

Additional Unacceptable Behaviours.

At The Mandeville School we agree with the list of serious behaviours as laid out in the IAT policy.

We additionally include

- Vandalism or temporarily tampering with the building in anyway
- Not respecting the privacy of students within our toilet facilities including entering a cubicle with another student
- Repeated truancy and/or defiance of staff

Annex 11

Mobile Phones and Technology

Mobile phones can be a fantastic asset when utilised properly, but research shows that young people have a growing addiction to mobile phones and the social media accessed on them. As a result, mobile phones are not allowed to be used during the school day. Instead, phones are stored in a phone Pouch.

Every student has a personal phone pouch. It is each student's responsibility to bring their pouch with them to school every day, in good working condition, and to lock their phone in their pouch at the start of each day.

If a student forgets their pouch, they will be expected to leave their phone in reception for collection at the end of the day.

If a student purposely damages their pouch, this will be considered vandalism and will be treated as such. Parents will be expected to pay to replace the phone pouch. Examples of purposeful damage are:

- Ripped fabric
- Being cut
- Being torn
- Bent / cut pin
- Signs of force

Any phone outside of a phone pouch is considered a prohibited item. The consequence of having a phone outside of the pouch is confiscation. The amount of time the phone is confiscated for will depend on how many times this behaviour has previously occurred.

- 1st offence - student collects from reception same day after school hours.
- 2nd offence - parent collects from reception same day after school hours.
- 3rd offence - parent collects from reception on the Friday of that week after school hours.

After the 3rd offence - A parent meeting will need to be held with the Head of Year and parent regarding use of mobile. A Mobile phone contract will be put in place in which will need to be adhered to by parent and student.

When searching for a phone, we may also use a metal detector wand if we believe students have got a mobile phone in their possession.

Annex 12

School Uniform

Wearing The Mandeville School uniform demonstrates to our students that they are a member of our community. Students must arrive in school in their full uniform and remain in the same uniform all day at school.

Where necessary, the school can support families in receipt of Student Premium with provision of some school items on request.

A small number of students may require reasonable adjustments to uniform in line with medical advice and this can be discussed with pastoral staff where needed.

On days where students have PE or Dance, they are allowed to wear their full PE kit to school. Please note this does not include hoodies.

Students breaching uniform rules, without any communication from home about any issue, will be given 'borrowed' uniform for the day. If the issue is related to jewellery, the jewellery will be confiscated and left in reception for parent/carer to collect. If there are persistent issues, or the student refuses to use the 'borrowed' uniform, students may be placed in the Reset Room or sent home to sort out the problem.

For any further details, please see the Uniform Policy available on our website here.
[Mandeville School - School Uniform](#)