Manchester Communication Academy

Behaviour Policy

with you, for you, about you.

Revision Information

This document has been approved for operation within	Manchester Communication Academy
Date of last review	Sept 2024
Date of next review	July 2025
Review period	Annually, or where they have been material changes to the relevant courses of business
Date of approval	24/09/2024
Status	Approved
Person responsible for the policy	Vice Principal – Behaviour and Attendance
Owner	Local Governing Body (MCA)

Review Date	Changes Made		By Whom
October 2023	Equality section added, Links to other policies updated.		AW
November 2022	Rewards and sanctions changes Introduction of Class Charts		MB
October 2023	New policy developed reflecting the new escalation system		SW
July 2024	Staff member changes made and detentions moved from 30 to 60 minutes		NH
Sept 2024	Policy changed to reflect Manchester Managed Move Protocol changes		NH

Revision History

Equality Statement:

Under the public sector equality duty (PSED), all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010. To advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented. Manchester Communication Primary Academy (part of Greater Manchester Academies Trust) regularly reviews all policies and procedures, which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010.

Contents

Equality, Diversity and Inclusion

Manchester Communication Academy (MCA) is committed to complying with the Equality Act 2010 and is committed to the principles of equality and strives to ensure that everyone who wishes to be involved in MCA whether as learners (and their parents/guardians), staff, trustees, governors or as a general member of the public:

- has a genuine and equal opportunity to do so without regard to their age, disability, gender reassignment, marital or civil partnership status, pregnancy or maternity, race, religion and belief, sex and sexual orientation; and
- can be assured of an environment in which their rights, dignity and individual worth are respected without the threat of intimidation, victimisation, harassment, bullying or abuse.

Under the Public Sector Equality Duty (PSED), MCA is required to have due regard to:
- the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.
- the advancement of equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics.
- review all of its policies and procedures, through consultation with its academies and institutes, to ensure compliance with education and employment legislation including the Equality Act 2010.

Greater Manchester Academies Trust has an Equality and Diversity Policy which is monitored and review annually as a minimum and is adopted by MCA.

The Managing allegations of abuse against staff policy does not and must not contradict the contents of the Equality and Diversity policy.

The procedures outlined in this policy should be followed alongside the school's:

- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy
- Anti-bullying policy
- E-Safety Policy
- Complaints Procedure,

as well as any other relevant school policy or procedure.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#) 2023

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability (SEND) Code of Practice](#)

In addition, this policy is based on:

Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

[DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

3.1   Misbehaviour is defined as:

- Not putting learning first (for example, disruption in lessons, being late to lesson, not trying hard)
- Not respecting members of the school community
- Not respecting the building and everything in it
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Incorrect uniform
- Poor punctuality

3.2   Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- 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, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers

- o E-cigarettes or vapes
- o Fireworks
- o Pornographic images
- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an
- o offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Child on child abuse and bullying

4.1   Bullying is defined as the repetitive, intentional harming of 1 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 OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: · Racial · Faith-based · Gendered (sexist) · Homophobic/biphobic · Transphobic · Disability-based	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, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

For further information regarding our approach to bullying, please see our anti-bullying policy

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers   and   staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour

- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers are responsible for their child's behaviour. MCA will work in partnership with parents to ensure that behaviour standards are met. Where possible, parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines, through The MCA Habits
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy through MCA's student voice and student leadership mechanisms.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

6.1 MCA has the highest standards of all students that are members of the Academy. The standards of behaviour are explained, modelled and practised so that all staff and students have absolute clarity of our expectations.

MCA has three school rules,

1) Put your learning first above everything else.
2) Respect the building and everyone in it.
3) Follow the instructions of all MCA staff

These rules link directly to the Academy's community values of Respect, Responsibility and Resilience.

Pupils are expected to:

Adhere to the three school rules and:

- **Look smart,** wearing full school uniform and removing coats, jackets, hats and hood inside
- Move **calmly and quietly** around the site
- **Move to learning** swiftly and directly, following the one-way system
- Move in **partner pairs** on the corridors and **one behind the other** on the stairs and through doors.

6.2 Mobile phones

Before arrival on the school campus mobile phones must be switched off/placed on mute and placed in school bags/uniform pockets or stored securely in lockers with any other valuable items.

The following rules apply, unless permission to the contrary has been granted by a member of staff:

- Mobile phones must remain switched off/on mute and in bags/lockers at all times on the school grounds. This includes morning break, lunchtime, before and after school. Alerts should be disabled meaning that students should not be receiving notifications via a vibration etc.

- Any student using a mobile phone on the school grounds will have the phone confiscated
- Failure to hand over a mobile phone will be recorded in Class Charts and a reflection issued.
- Further refusal to comply with the confiscation of the phone will be dealt with in line with the behaviour escalation process.
- Parents will be contacted in an attempt to de-escalate the situation.
- Confiscated phones will be taken to the pastoral office by a member of staff where the phone will be secured in a locked mobile phone cabinet.
- Students may collect the mobile phone following the confiscation at the end of the school day from the pastoral office
- At the end of day students are only allowed to use their phone once they have exited the site.
- Students are allowed to use their phone to contact home relating to safety / transport or for personal reasons after an extra-curricular activity.
- Students will follow examination protocols regarding mobile phones and wearable technology alongside this guidance.
- For any student who persistently breaches this policy, parents will be contacted by the pastoral team and a ban may be enforced.
- Mobile phones will not be used during lessons or formal school time unless as part of an approved and directed curriculum-based activity with consent from the teacher.
- A small number of students with specific medical needs require access to their mobile phones. An update[SW2] diabetes list has been circulated by the family partnership team and these students should only use their phones for the agreed reasons.
- The Academy reserves the right to ask students to show messages or screen grabs of malicious communications that would support a behaviour based investigation.

Students bring valuable items into school at their own risk and lost or damaged possessions are not covered by school insurance. The school will, however, investigate any malicious issues of valuable items going missing but holds no responsibility for them.

The support of parents is vital to ensure the school can apply the safeguarding requirements of this policy. The school, therefore, expects any parents who need to contact their child during the school day to do so by contacting the school receptionist who will relay the message (and not by calling/texting their child which encourages them to be in breach of this policy).

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Greet pupils on the threshold
- Begin lessons with a retrieval Do Now activity
- Establish and embed clear routines
- Use proactive strategies to encourage positive behaviours, such as Be Seen Looking and Narrate the Positives
- Use least invasive interventions, such as non-verbal cues, positive group correction and anonymous individual correction, private individual correction or lightning quick public correction.
- Issuing a clear warning for misbehaviour
- Escalating the warning to a consequence, such as a 1:1 conversation, moved seat, conversation with the progress leader, if misbehaviour persists
- Escalating the consequence to a behaviour point if the misbehaviour persists

7.2 Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise and rewarding points in class charts (vary in points)

Students are praised in the weekly Progress time notices.

- Communicating praise to parents/carers via a phone call or written correspondence.
- Certificates in assembly, prize ceremonies or special assemblies at the end of the half term around Thrive achievements.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Students may be selected for Hot Chocolate with the Head on a Friday.
- Whole-class/form or year group rewards, such as a popular activity
- End of year Rewards trip to Blackpool if criteria is met.
- Points that students earn can be sent on the Class Charts shop - this can be to buy vouchers for their favourite shop or many more. Ideas for this was collected by students in form time.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, which are practised as part of our ongoing CPD offer.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Discussing a behaviour incident with a student reminding them of the three school rules and the standards expected at MCA
- A warning given to students to provide a chance to modify their behaviour
- A consequence issued in the form of a reflection 1 if their behaviour does not improve
- Other sanctions could include,
- Sending the pupil out of the class
- Moving a student to the reset room
- Internal seclusion
- Detention at break or lunchtime

- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Phone call home to parents/carers or a parental meeting
- Pastoral support plan
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

- Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.
- We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

- Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.
- Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.
- An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:
  - The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
  - In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
  - It is not reasonably practicable for the search to be carried out in the presence of another member of staff
- If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.
- A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.
- An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation
- If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
- If they still refuse to co-operate, the member of staff will contact the headteacher or designated safeguarding lead, to try to determine why the pupil is refusing to comply.
- The authorised member of staff may use a metal detector to assist with the search.
- An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk
- All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers

- Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:
- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

MCA will advocate that if a child is to be strip searched that this takes place at another venue, away from the school site and staff at MCA will not be responsible for the search.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil. The school will request that the strip search does not take place on school site.

Screening

- Screening will be deemed necessary if a child may be carrying or concealing a prohibited item.
- Pupils will be informed why screening is necessary and how this will be conducted.
- Parents will be contacted and the same information relayed.
- Screening will only be carried out by staff that have received relevant training.
- Where possible and necessary there will be a witness to the screen, this may not occur if screening is a regular occurrence as part of a risk assessment.
- Any prohibited items found will be confiscated, a record will be kept and parents informed

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform

- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

- If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, senior leaders and/or the DSL will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered

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

The school has procedures in place 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

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our Low Level Concerns Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention (Reflections)

At MCA students may be issued with a reflection by all staff as a consequence for breaching the school rules. Reflections will take place on the following evening after school for 60 minutes. If a student fails to attend a reflection, they will receive a day in reflection room and a 60 minute reflection the following day.

Reflections are in place to give the opportunity for children to reflect on their behaviour and to consider more appropriate next steps.

Pupils can also be issued with detentions during break and lunchtime.

The school will decide whether it is necessary to inform the pupil's parents/carers. But for reflections 1 and reflection room sanctions the following 4 steps are taken:

1. The staff issuing the reflection discusses this with the students involved, if possible and appropriate
2. The reflection is recorded in ClassCharts which communicates with parents/carers informing them of the reflection
3. Progress leaders share reflection lists each morning to remind students if they have a reflection.
4. Pastoral members of staff will remind students of their reflections throughout the day.

If students receive a late to lesson reflection, these will take place during lunchtimes. Students will be informed of this and provided with lunch whilst completing this reflection.

The onus is on the student to attend their reflections. Failure to attend will result in escalation. Parents and carers will be consulted via ClassCharts and through parental phone calls so that they can support the school approach.

When imposing a detention, the school will consider whether doing so would:

● Compromise the pupil's safety
● Conflict with a medical appointment
● Prevent the pupil from getting home safely
● Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms (Reset)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

● Restore order if the pupil is being unreasonably disruptive
● Maintain the safety of all pupils
● Allow the disruptive pupil to continue their learning in a managed environment
● Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by members of the pastoral team. The purpose of the reset room is to allow the students to modify their behaviour in a safe quiet space. To support this student's behaviour may be discussed with both staff and parents. The aim is

that the student will have regulated their behaviour so that they can then attend the next lesson. If staff feel that the students are still dysregulated they will extend the time that they are in reset and work with parents to support a return to the classroom. Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Reset may also be used as an alternative to suspension if appropriate. This would be for a set period of time. Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

If students' behaviour does not meet the required standard in the reset room then the behaviour response will further escalate.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with the pastoral team
- Curriculum access and any potential barriers
- Pastoral referral where required (counselling, safeguarding, SENCO etc)
- Early help referral
- Boxall profiling
- Multi-agency assessment
- Progression through the escalation process

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

Behaviour escalation

STAGE ONE
Criteria:
- Persistent poor behaviour choices across the Academy demonstrated by the number of reflections and late to lesson marks received
- Following a suspension
- Subject specific behavioural choices that do not meet expectations
- Failure to attend reflection 2s
- Poor, repeated behaviour at social time
  - Parent meeting with the Head of Year
  - HOY leads analysis of behaviours and interventions planned e.g. seating plans, targeted lessons, meetings with teachers, friendship groups, attendance, progress, engagement in extracurricular etc
  - Pastoral referral where required (counselling, safeguarding, SENCO etc)

- Lack of improvement leads to progression to stage two, reviewed in two weeks
- If improvements have been made, this should be communicated to parents

STAGE TWO

- Parent meeting with Assistant Director of Pastoral Care
- Behaviour, attendance and academic progress all reviewed.
- Pastoral referral where required (counselling, safeguarding, SENCO etc)
- Early Help Assessment offered where required
- Boxall Assessment completed and outcomes shared with staff. Copy with the PSP.
- PSP opened

STAGE THREE

- Parent meeting with Director of Pastoral Care
- Behaviour, attendance and academic progress all reviewed.
- Consideration for external intervention e.g. City Pathways, 0161 etc
- Explore possible mentoring opportunities
- PSP reviewed with parents

STAGE FOUR – Offsite Direction

- Offsite direction: Poor behaviour continues
- Parent meeting with Lorna Eyre and Assistant Directors of Pastoral Care
- PSP closed
- Student to be placed on an offsite direction initially for a 6 week placement in line with the Manchester Managed Move protocol.

A successful offsite direction would then lead to the student re-entering MCA mainstream with identified support or being taken on roll by the host school

STAGE 5 – Take Two

- Parent meeting with Lorna Eyre
- Personal timetable established
- Further therapeutic interventions offered

A successful placement in Take 2 would lead to gradual reintegration to MCA mainstream with a personalised timetable

STAGE 6

- Alternative Provision: Trigger Failure of offsite direction and MCA unsuitable
- Parent meeting with Lorna Eyre or SLT
- Student to complete alternative provision placement

Reintegration back to MCA would be considered for any student that have demonstrated good behaviour at their provision if appropriate.

However, if a placement at an alternative provision is ended because of poor behaviour, this may result in a permanent exclusion.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

MCA recognises that some pupils' behaviour may be impacted by their special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects (has an impact) their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Preventative measures could be:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has a medical need.
- Training for staff in understanding conditions such as neurodiversities and social, emotional and mental health needs.
- Use of time out spaces with a trusted adult if needed.
- Use of the sensory room or the HUB where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with pastoral staff
- Pastoral support plans
- Therapeutic interventions

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Managing behaviour in the classroom
- Effective conversations with students
- Trauma informed approach
- Behaviour management will also form part of continuing professional development.
- A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and offsite directions.
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the pastoral lead.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing board/behaviour sub-committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the pastoral leader.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Anti-bullying policy
- E-Safety Policy

Appendix 1: written statement of behaviour principles

Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

All pupils, staff and visitors are free from any form of discrimination

Staff and volunteers set an excellent example to pupils at all times

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy

The behaviour policy is understood by pupils and staff

The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

Pupils are helped to take responsibility for their actions

Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.