

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	July 2026
Date of next review	July 2027
Review period	Annually, or where they have been material changes to the relevant courses of business
Date of approval	
Person responsible for the policy	Vice Principal – Behaviour
Owner	Local Governing Body (MCA)

Revision History

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
Sept 2025	Policy changed to reflect a more trauma informed approach to behaviour Departmental sanctions added Escalation modification added Updated Equality Statement added	NH KC
July 2026	Policy comprehensively reviewed following publication of the Department for Education's <i>Suspensions and Permanent Exclusions Guidance</i> (effective 26 July 2026). Amendments include strengthened inclusion processes before suspension, updated statutory guidance, revised arrangements for off site direction, enhanced consideration of safeguarding, SEND and vulnerable pupils, updated governor responsibilities, strengthened reintegration procedures following suspension, clarification of removal and safeguarding measures, and revised monitoring arrangements.	SWa

Equality, Diversity and Inclusion

Equality Statement Under the Public Sector Equality Duty (PSED), arising from the Equality Act 2010, all schools and academies within Greater Manchester Academies Trust have due regard to the need to: In implementing this policy, Manchester Communication Academy will ensure that behaviour decisions, including removal from lessons, suspension, permanent exclusion and off site direction, are made fairly, proportionately and without discrimination. The Academy will actively consider its duties under the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice when making decisions relating to behaviour, ensuring that reasonable adjustments are made where appropriate and that no pupil is treated less favourably because of a protected characteristic or identified need.

- Eliminate discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.
- This duty applies to all aspects of policy development, decision-making, and practice.

Schools and academies within the Trust will actively consider equality implications when policies are created, reviewed, and implemented, and will record how due regard has been demonstrated in significant decisions.

The Trust will:

- Publish information annually to demonstrate compliance with the PSED.
- Set and publish equality objectives at least every four years, which are specific, measurable, and regularly reviewed.
- Ensure that policies on areas such as admissions, curriculum, behaviour, staffing, facilities (including single-sex facilities), and governance comply with the Equality Act 2010 and the latest statutory and regulatory guidance.
- Review all policies and procedures regularly to ensure continued compliance with education and employment legislation, and to reflect developments in case law and Equality and Human Rights Commission (EHRC) guidance.
- Promote an inclusive culture where diversity is valued, equality is actively advanced, and all members of our school communities feel respected and able to achieve their potential.

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Equality, Diversity and Inclusion

At Manchester Communication Academy, we believe that excellent behaviour is fundamental to outstanding learning, positive relationships and the wellbeing of every member of our community. Every pupil has the right to learn in an environment that is calm, safe, inclusive and purposeful, and every member of staff has the right to teach without disruption.

Our behaviour culture is built upon the belief that all young people can succeed when they experience clear expectations, consistent routines and strong relationships with adults who know them well. We recognise that behaviour is a form of communication and that understanding the reasons behind behaviour enables us to provide appropriate support whilst maintaining high standards and accountability.

Our approach is underpinned by the values of dignity, respect, belonging and responsibility. We promote positive behaviour through excellent teaching, predictable routines, restorative conversations and a graduated system of pastoral support. Where pupils make poor choices, we respond consistently, proportionately and fairly, ensuring that consequences are accompanied by opportunities for reflection, repair and personal growth.

The Academy adopts an inclusive, trauma informed approach to behaviour, recognising that some pupils may require additional support to successfully meet behavioural expectations. We are committed to identifying barriers to learning at the earliest opportunity and working collaboratively with pupils, families and external agencies to remove those barriers wherever possible.

Suspension and permanent exclusion are recognised as serious sanctions and will only be used where they are lawful, reasonable, proportionate and necessary. Before reaching such decisions, the Academy will carefully consider the individual circumstances of each pupil, including any safeguarding concerns, special educational needs or disabilities, disabilities protected under the Equality Act 2010, social care involvement, previous interventions and any reasonable adjustments that may be required. Wherever appropriate, alternative strategies will be explored to support inclusion whilst maintaining the safety and wellbeing of the wider school community.

Through this policy we aim to develop confident, respectful and resilient young people who understand the importance of making positive choices, taking responsibility for their actions and contributing positively to the life of the Academy.

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 reviewed 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:

- Suspension and Permanent Exclusion 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.
- Parent code of conduct.

Policy Statement

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1. Aims

This policy aims to:

- Establish a culture of high expectations, kindness and mutual respect where every pupil can thrive academically and personally
- Provide a safe, calm and purposeful learning environment where disruption is minimised and learning is maximised
- Ensure that expectations for behaviour are clear, consistent and understood by pupils, staff, parents and carers
- Promote positive relationships based upon trust, respect and belonging
- Support pupils to develop self-regulation, resilience and personal responsibility
- Ensure behaviour responses are fair, proportionate, consistent and centred on learning
- Identify pupils requiring additional behavioural, pastoral or SEND support at the earliest opportunity
- Reduce the need for suspension and permanent exclusion through early intervention and graduated support
- Fulfil the Academy's statutory responsibilities under the Equality Act 2010, the Children and Families Act 2014 and the Department for Education's statutory guidance on behaviour, suspension and permanent exclusion
- Safeguard all members of the school community by responding effectively to behaviour that places others at risk
- Work in partnership with parents, carers and external agencies to improve outcomes for pupils.

2. Legislation, statutory requirements and statutory guidance

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

This policy has been developed in accordance with the following legislation and statutory guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Families Act 2014
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Keeping Children Safe in Education (current edition)
- Behaviour in Schools: Advice for Headteachers and School Staff (Department for Education)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement (Department for Education, effective from 26 July 2026)
- Searching, Screening and Confiscation: Advice for Schools
- Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies

- Working Together to Improve School Attendance
- SEND Code of Practice: 0 to 25 Years
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child.

The policy should be read alongside the Academy's:

- Suspensions and Permanent Exclusion Policy
- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- Anti Bullying Policy
- Equality Information and Objectives
- Staff Code of Conduct
- Positive Handling Policy
- Online Safety Policy.

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[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

All students must follow the 3 school rules:

- Put your learning first before everything else.
- Follow the instructions of all members of Academy staff
- Respect the building and everyone in it.

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 and truancy

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

- o Stolen items
- o Tobacco and cigarette papers 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 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

At Manchester Communication Academy, creating a positive behaviour culture is a shared responsibility. Every member of the school community has a role in establishing an environment where pupils feel safe, respected, supported and able to achieve their best

5.1 The governing board

The Local Governing Body is responsible for ensuring that this policy complies with current legislation and statutory guidance and reflects the Academy's values of inclusion, belonging and high expectations.

Governors will:

- review and approve the Behaviour Policy annually
- monitor the implementation and effectiveness of the policy
- ensure that behaviour systems promote equality, inclusion and positive outcomes for all pupils
- receive regular reports on behaviour trends, including suspensions, permanent exclusions, removals from lessons, off site direction and managed moves
- monitor the impact of behaviour systems on groups of pupils, including those with SEND, pupils in receipt of Pupil Premium, looked after children, previously looked after children, pupils with social workers and other vulnerable groups
- challenge leaders where disproportionate outcomes or trends are identified
- ensure that suspension and permanent exclusion are used lawfully, proportionately and only where necessary
- fulfil all statutory duties relating to suspension and permanent exclusion hearings and reviews.

5.2 The headteacher

The Headteacher has overall responsibility for the implementation of this policy and for establishing a culture where high standards of behaviour are consistently promoted.

The Headteacher will:

- promote an inclusive culture of high expectations across the Academy
- ensure staff receive appropriate training in behaviour management, trauma informed practice and safeguarding
- ensure behaviour systems are implemented consistently and fairly
- monitor behaviour data to identify trends and areas requiring improvement
- ensure reasonable adjustments are considered for pupils with SEND or disabilities
- ensure safeguarding responsibilities are fully considered when making behaviour decisions
- work collaboratively with families and external agencies to support pupils experiencing difficulties
- ensure suspension and permanent exclusion are only used where lawful, reasonable, proportionate and necessary
- ensure all statutory procedures relating to suspension and permanent exclusion are followed.

5.3 Senior Leaders

Senior leaders are responsible for maintaining high standards of behaviour across the Academy through visible leadership, consistent practice and strategic oversight.

Senior leaders will:

- support staff in managing behaviour consistently
- monitor behaviour data and identify emerging patterns
- oversee the Academy's graduated behaviour and inclusion processes
- ensure early intervention strategies are implemented before behaviour escalates
- coordinate multi agency support where required
- oversee reintegration following suspension
- quality assure behaviour systems to ensure fairness and consistency
- support professional development for staff.

5.4 Pastoral Leaders

Pastoral leaders play a central role in supporting pupils to overcome barriers to learning and achieve success.

They will:

- build strong relationships with pupils and families
- coordinate behaviour interventions
- monitor pupils who require additional support
- lead restorative conversations and reintegration meetings
- contribute to risk assessments where appropriate
- work closely with safeguarding, SEND and attendance teams
- coordinate referrals to external agencies where required
- monitor Behaviour Support Plans and Pastoral Support Plans
- lead Risk of Permanent Exclusion (ROPE) meetings where appropriate.

5.5 Teachers and support staff

Every member of staff is responsible for maintaining high expectations and implementing this policy consistently.

Staff will:

- establish positive relationships with pupils
- teach and reinforce expected behaviours through consistent routines
- apply rewards and consequences fairly and consistently
- model respectful, calm and professional interactions at all times
- respond to behaviour in ways that promote learning and preserve dignity
- make reasonable adjustments where appropriate
- recognise when behaviour may indicate unmet needs or safeguarding concerns
- communicate concerns promptly with pastoral teams
- work collaboratively with parents and carers
- contribute to behaviour support plans where appropriate
- record behaviour incidents accurately using the Academy's agreed systems.

5.6 The SEND team

Manchester Communication Academy is committed to providing an inclusive learning environment where every pupil is supported to achieve success. We recognise that some pupils may require additional support to meet the Academy's behavioural expectations and that behaviour can, at times, be an indicator of an unmet need.

The Academy will take a graduated approach to supporting pupils whose behaviour causes concern. This may include pastoral interventions, reasonable adjustments, behaviour support plans, mentoring, safeguarding support, referrals to the SEND team or external agencies, and regular communication with parents and carers.

When responding to behaviour, staff will consider:

- the pupil's age and stage of development
- any identified or emerging special educational needs or disabilities (SEND)
- any disability protected under the Equality Act 2010
- safeguarding concerns or vulnerabilities
- mental health and wellbeing
- any involvement from Children's Social Care or other agencies
- whether reasonable adjustments are required.

The Academy will make reasonable adjustments where appropriate to ensure pupils with SEND or disabilities are not placed at a substantial disadvantage. These adjustments will be determined on an individual basis and will not remove the expectation that all pupils behave respectfully and safely.

Where behaviour continues to cause concern despite appropriate support, the Academy will work collaboratively with families and external professionals to identify additional strategies before considering more serious sanctions, except where the seriousness of an incident requires an immediate response.

5.7 Pupils

Pupils are expected to contribute positively to the Academy community by demonstrating the MCA values in their daily conduct.

Pupils are expected to:

- attend school regularly and punctually
- demonstrate respect towards others
- follow staff instructions first time
- engage positively with learning
- take responsibility for their own behaviour
- care for the school environment
- report concerns relating to safety or bullying
- participate positively in restorative conversations
- work with staff to improve behaviour where support is required.

5.8 Parents and Carers

The Academy values strong partnerships with parents and carers. Positive behaviour is most effectively developed when home and school work together.

Parents and carers are expected to:

- support the Academy's Behaviour Policy
- reinforce the importance of positive behaviour and attendance
- engage constructively with staff where concerns arise
- attend meetings (where requested)
- communicate relevant information that may affect their child's wellbeing

- support agreed behaviour plans and interventions
- ensure their child attends any agreed reintegration meetings following suspension
- encourage their child to take responsibility for their actions.
- Follow the parent code of conduct.

The Academy will communicate openly and respectfully with parents and carers and will seek to involve them as early as possible where behavioural concerns emerge.

6. School Behaviour Curriculum

6.1 At Manchester Communication Academy, we believe that positive behaviour is taught, modelled, practised and reinforced every day. Just as we explicitly teach academic knowledge and skills, we also teach the behaviours, routines and habits that enable pupils to succeed both within school and beyond.

Our Behaviour Curriculum provides every pupil with clear expectations about how to contribute positively to our community. These expectations are introduced from the moment pupils join the Academy and are continually revisited through tutor time, assemblies, classroom routines, pastoral support, enrichment activities and daily interactions with staff.

The Behaviour Curriculum is underpinned by our belief that every pupil can achieve high standards when expectations are explicit, routines are consistent and relationships are strong.

Positive behaviour is recognised, celebrated and reinforced, enabling pupils to develop confidence, resilience, independence and personal responsibility.

6.2 Our behaviour principals

Everything we do is built upon four key principles:

Belonging

Every pupil should feel welcomed, valued and respected as a member of our school community. We recognise that a strong sense of belonging promotes attendance, engagement, wellbeing and academic success.

We foster belonging by:

- building positive relationships with every pupil
- creating inclusive classrooms
- celebrating diversity and individuality
- ensuring every pupil has trusted adults within school
- promoting pupil voice and participation.

Respect

Respect underpins every interaction within our Academy community.

Pupils are expected to demonstrate respect by:

- treating others with kindness and courtesy
- listening carefully to staff and peers
- respecting differences and protected characteristics
- using appropriate language
- caring for the learning environment
- demonstrating integrity both inside and outside school.

Responsibility

We encourage pupils to take ownership of their actions and understand the impact their choices have on themselves and others.

This includes taking responsibility for:

- attendance and punctuality
- learning and effort
- behaviour
- relationships
- equipment and organisation
- contributing positively to the school community.

Where mistakes are made, pupils are supported to reflect, repair relationships and make better choices in the future.

Excellence

We have high expectations for every pupil because we believe every young person is capable of success.

Excellence is demonstrated through:

- consistently meeting classroom expectations
- perseverance when learning is challenging
- pride in presentation
- active participation in lessons

- contributing positively to the wider life of the Academy

The MCA Way

Our expectations are simple, clear and consistently reinforced across every area of school life.

Staff explicitly teach, model and revisit these expectations so that pupils understand not only **what** is expected but **why** these behaviours support learning, safety and wellbeing.

The MCA Way is visible through:

- calm and purposeful corridors
- punctuality to lessons
- respectful communication
- positive relationships
- excellent classroom routines
- readiness to learn
- pride in our Academy environment.

These expectations are reinforced consistently by all staff, ensuring pupils experience fairness, predictability and security throughout the school day.

Trauma Informed and Relational Practice

Manchester Communication Academy is committed to a trauma informed approach to behaviour.

We recognise that some pupils may have experienced adversity, trauma or disruption that affects their ability to regulate emotions or respond appropriately to challenge.

Understanding these experiences does not lower expectations for behaviour. Instead, it enables staff to respond in ways that combine high expectations with appropriate support.

Staff seek to:

- build trusting relationships

- understand the function of behaviour
- recognise signs of dysregulation
- provide opportunities for regulation before correction where appropriate
- maintain predictable routines
- restore relationships following incidents
- support pupils to develop emotional regulation over time.

Consequences remain an important part of our behaviour system. However, wherever possible they are delivered calmly, consistently and respectfully, enabling pupils to learn from mistakes whilst preserving dignity.

Explicit Teaching of Behaviour

Positive behaviour is taught through:

- progress leader sessions
- assemblies
- classroom routines
- explicit modelling by staff
- aspire lessons
- restorative conversations
- coaching and mentoring
- social emotional learning
- opportunities to practise expected behaviours.

Staff recognise that behaviour requires regular teaching, reinforcement and feedback, particularly following school holidays, transitions or periods of absence.

Positive Recognition

Positive behaviour should receive significantly more attention than poor behaviour.

Staff actively recognise pupils who consistently demonstrate the Academy values through:

- praise
- positive conversations
- achievement points
- Class Charts rewards
- phone calls home
- certificates
- celebration assemblies
- subject recognition
- leadership opportunities
- enrichment activities.

Recognition is used to strengthen positive habits and reinforce our culture of high expectations.

Inclusion Before Intervention

The Academy is committed to identifying barriers to learning before behaviour escalates.

Where concerns begin to emerge, staff will seek to understand:

- whether additional learning needs are present
- whether there are safeguarding concerns
- whether attendance is contributing
- whether mental health or wellbeing support is required
- whether reasonable adjustments should be made
- whether additional pastoral intervention is required.

This graduated approach reflects our commitment to inclusion and aims to reduce the need for more serious behaviour sanctions wherever possible.

7. Responding to Behaviour

Manchester Communication Academy expects all staff to respond to behaviour consistently, calmly and fairly. Every interaction with a pupil is an opportunity to reinforce expectations, strengthen relationships and promote positive behaviour.

Staff will always seek to deescalate situations wherever possible while maintaining high expectations and protecting the learning of others. Responses to behaviour will be proportionate to the circumstances, taking account of the individual pupil's needs, previous interventions and any reasonable adjustments that may be required.

Our behaviour responses are based upon five principles:

- consistency
- certainty
- proportionality
- restoration
- inclusion

Classroom Expectations

All staff are expected to establish calm, purposeful classrooms where learning is prioritised.

Effective classroom practice includes:

- greeting pupils positively
- reinforcing routines consistently
- providing clear instructions
- recognising positive behaviour frequently
- addressing low level disruption promptly
- maintaining high expectations for every pupil
- using positive language wherever possible
- applying consequences consistently.

High quality teaching remains the most effective behaviour strategy. Lessons should be well planned, engaging and appropriately adapted to meet pupils' needs.

Responding to Low Level Behaviour

Low level disruption should be addressed quickly before it escalates.

Examples include:

- Off task behaviour
- Calling out
- Inappropriate talking
- Failure to follow instructions
- Lack of equipment
- Minor disruption
- Poor punctuality.

Staff should seek to correct behaviour through calm, respectful interactions using the least intrusive intervention appropriate.

Where possible this should include:

- Non-verbal reminders
- Proximity
- Positive redirection
- Restating expectations
- Offering choices
- Private conversations
- Restorative prompts.

Where behaviour continues, staff should apply the Academy's agreed behaviour procedures.

Behaviour as Communication

At Manchester Communication Academy we recognise that behaviour often communicates an unmet need.

Whilst pupils remain responsible for their behaviour, staff will consider whether behaviour may indicate:

- emotional dysregulation
- anxiety
- unmet SEND needs
- safeguarding concerns
- difficulties outside school
- mental health needs
- communication difficulties
- adverse childhood experiences.

Understanding behaviour helps us provide appropriate support. It does not remove expectations or accountability.

Restorative Conversations

Following incidents of poor behaviour, pupils will be supported to repair relationships and reflect on their actions. Restorative conversations help pupils understand:

- what happened
- who has been affected
- how others may have felt
- how harm can be repaired
- how better choices can be made in future.

Restorative practice complements, rather than replaces, appropriate consequences.

Reasonable Adjustments

The Academy recognises its duties under the Equality Act 2010.

Where appropriate, behaviour expectations may require reasonable adjustments for pupils with identified SEND or disabilities.

Reasonable adjustments do not remove behavioural expectations. Instead, they ensure pupils are able to access those expectations fairly.

Adjustments may include:

- adapted communication
- movement breaks
- personalised behaviour plans
- sensory support
- additional processing time
- alternative regulation strategies
- individual reward systems
- adjustments recommended by external professionals

Early Intervention

Where behaviour becomes repetitive or concerning, the Academy will intervene early rather than waiting for behaviour to escalate.

This may include:

- pastoral mentoring
- parental meetings
- behaviour report cards
- SEND assessment
- safeguarding referral

- Early Help
- counselling
- attendance support
- curriculum adaptations
- behaviour support plans
- external agency involvement.

This graduated approach reflects the Academy's commitment to inclusion and aligns with statutory guidance that suspension should only be considered after appropriate support has been explored, except in cases of serious incidents where immediate action is necessary.

Recording Behaviour

All behaviour incidents will be recorded using the Academy's agreed systems.

Accurate recording enables staff to:

- identify emerging patterns
- monitor vulnerable pupils
- evaluate interventions
- communicate effectively with parents
- ensure consistency
- inform future support.
- Behaviour information will be reviewed regularly by pastoral leaders and senior leaders to identify trends and inform strategic decision making.

8.2 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

8.3 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 using the embedded principles of:

The **PACE** Model

Playfulness: Use a warm tone and lightness to build connection

Acceptance: Accept the feelings conveyed through the behaviour

Curiosity: "Help me to understand what is going on for you"

Empathy: Validate feelings and experiences

And relational model Protect, Relate, Regulate and Reflect:

Protect:	Ensure physical and emotional safety
Relate:	Connect with the student and validate emotions
Regulate:	Support the student to regulate their nervous system
Reflect:	Once regulated, discuss the incident and take learning from it

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

- One to one restorative conversation to discuss the behaviour incident with a student reminding them of the three school rules and the standards expected at MCA. This will be during social times to prevent missed learning.
- A reminder 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 or being moved to the RESET room for the day to regulate and reflect.

Other sanctions could include

- Allowing the pupil to stand outside of the classroom briefly to reset and have a 1-1 conversation with the staff member.
- Moving a student to the reset room reflection at break or lunchtime
- School-based community service, such as tidying a classroom, asking a member of the senior leadership team to address behaviours in a PACEful way
- 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.

8.4 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.

8.5 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

- Staff may search pupils where lawful and proportionate.
- Confiscated items will be dealt with in accordance with statutory guidance.
- The Academy will always consider safeguarding and welfare when exercising these powers.
- Link to your Searching, Screening and Confiscation policy if you have one.

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.

8.6 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).

8.7 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.

8.8 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.

8.9 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.

8.10 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. Behaviour Responses, Removal, Suspension and Permanent Exclusion

8.1 Principles

Behaviour responses at MCA are designed to maintain high standards, protect learning and support pupils to make positive choices. Staff will respond consistently, proportionately and fairly, taking account of the pupil's age, individual circumstances, SEND, safeguarding needs and any reasonable adjustments.

Where appropriate, pupils will be given the opportunity to reflect on their behaviour and repair relationships.

Suspension and permanent exclusion will only be used as a last resort, except where a serious incident makes this necessary.

8.2 Reflections

Reflections are used where pupils fail to meet the Academy's expectations.

- Reflections normally last 60 minutes after school.
- Parents will be informed through ClassCharts.
- Failure to attend without a valid reason will result in escalation.
- Staff will consider safeguarding, transport, caring responsibilities and medical appointments before issuing an after school reflection.

8.3 Removal from Lessons (Reset)

A pupil may be removed from a lesson where their behaviour is seriously disrupting learning or presents a risk to others.

Removal will:

- be supervised by trained staff

- allow pupils to continue meaningful learning
- last only as long as necessary
- be recorded and monitored
- include consideration of reintegration back into lessons.

Repeated removals will trigger a review of the pupil's support plan and any additional interventions required.

8.4 Suspension

Suspension may be used only where:

- there has been a serious breach of the Behaviour Policy, or
- allowing the pupil to remain in school would seriously affect the education, safety or welfare of others.

Before deciding to suspend, the Headteacher will consider:

- all available evidence
- the pupil's views where appropriate
- SEND and reasonable adjustments
- safeguarding concerns
- social worker or looked after status
- previous interventions
- whether suspension is lawful, reasonable, proportionate and necessary.

Parents will be informed without delay and all statutory procedures will be followed.

8.5 Permanent Exclusion

Permanent exclusion will only be considered where:

- there has been a serious breach of the Behaviour Policy, and
- remaining in school would seriously harm the education or welfare of others, or
- all reasonable strategies have been exhausted.

Permanent exclusion will always be a last resort.

8.6 Reintegration

Following a suspension, pupils will attend a reintegration meeting with parents and an appropriate member of staff.

The purpose is to:

- rebuild relationships
- identify support required
- review behaviour expectations
- reduce the likelihood of further suspension
- agree any additional interventions.

8.7 Alternative Provision and Off Site Direction

Where appropriate, the Academy may use Off Site Direction or Alternative Provision to support a pupil's education and behaviour.

Such placements will:

- have clear objectives
- be regularly reviewed
- involve parents and carers
- support successful reintegration wherever appropriate
- comply with statutory guidance.

7. Recognition and Rewards

At Manchester Communication Academy, we believe that positive behaviour should be recognised, celebrated and reinforced consistently. We aim to create a culture where pupils are motivated by success, feel valued for their contributions and are encouraged to take pride in their achievements.

Positive recognition is fundamental to our behaviour culture. We know that pupils are more likely to repeat behaviours that are acknowledged and celebrated. Staff therefore seek to recognise effort, improvement, resilience and contribution as frequently as they recognise high attainment.

Recognition is used to strengthen positive relationships, build self esteem and reinforce our shared expectations for behaviour and learning.

7.1 Principles of Recognition

Recognition at MCA is based on the following principles:

- Recognition should be timely and meaningful.
- All pupils should have opportunities to experience success.
- Effort and improvement should be recognised alongside achievement.
- Recognition should reinforce our Academy values.
- Positive interactions should significantly outweigh corrective interactions.
- Recognition should be consistent across all year groups and subjects.

Our aim is to create a culture where pupils are regularly reminded of what they are doing well and understand how their actions contribute positively to the Academy community.

7.2 What We Celebrate

Staff will actively recognise pupils who demonstrate:

- excellent attendance and punctuality
- consistently positive behaviour
- resilience when faced with challenge
- excellent effort in lessons
- kindness towards others
- leadership and responsibility
- academic achievement
- improvement over time
- contribution to the wider life of the Academy
- respect for the Academy environment
- excellent conduct during social times
- positive representation of the Academy within the local community.

- **7.3 Recognition Systems**

Positive behaviour may be recognised through:

- verbal praise
- written feedback
- achievement points
- ClassCharts rewards
- postcards home
- positive phone calls home
- emails to parents and carers
- tutor recognition
- certificates
- celebration assemblies
- department awards
- Headteacher awards
- attendance awards
- leadership opportunities
- enrichment visits
- nomination for Academy honours and special events.

Recognition systems are reviewed regularly to ensure they remain meaningful, equitable and motivating for pupils.

7.4 Working in Partnership with Parents

Parents and carers play a vital role in reinforcing positive behaviour.

The Academy will communicate positive news home regularly so that parents are informed not only when concerns arise, but also when pupils demonstrate success, improvement and positive contribution.

Celebrating success strengthens the partnership between home and school and helps pupils recognise that positive behaviour is valued by everyone supporting them.

7.5 Celebrating Improvement

We recognise that success looks different for every pupil.

For some pupils, significant progress may be demonstrated through sustained attendance, improved emotional regulation, greater engagement in learning or reduced behaviour incidents rather than academic outcomes alone.

Staff are encouraged to celebrate personal progress and recognise the determination shown by pupils who overcome barriers to learning.

This reflects our commitment to inclusion and ensures that every pupil has opportunities to experience success.

7.6 Building a Positive Culture

Recognition is not simply about rewards. It is about building a school culture where positive behaviour becomes the norm because pupils experience belonging, consistency and encouragement.

By recognising positive choices every day, we seek to develop pupils who are intrinsically motivated to contribute positively to their learning, their relationships and their wider community.

Escalation Stages

At our school, we believe that every student has the right to learn in a calm, safe and supportive environment. Our behaviour policy is underpinned by a multi-tiered system of support (MTSS), designed to identify and address individual needs so that no student is prevented from reaching their full academic potential.

This tiered approach ensures that responses to behaviour are fair, consistent and proportionate. Rather than viewing sanctions in isolation, we see behaviour management as part of a wider strategy to remove barriers to learning, promote positive relationships, and foster personal responsibility.

Stage 1

Stage 1 represents the foundation of our behaviour system and applies to all students. The emphasis is on prevention, positive reinforcement and early intervention. It also provides opportunities to identify emerging barriers to attainment and put in place support before escalation becomes necessary. Heads of year will oversee this stage.

Actions taken:

- *Formal Student Meeting
- *HOY Parental Meeting
- * The MCA Way - Intervention
- *Opportunities for Peer Mentoring

Stage 2

When a student begins to show a pattern of low-level disruption, lateness, or missed deadlines, concerns are recorded and monitored. While the incidents may appear minor individually, their repetition signals that additional support and accountability are required. Staff will begin to communicate with parents/carers to ensure home and school are working

together. Heads of Year and behaviour support staff will oversee this stage.

Actions Taken:

- *HOY Parental Meeting (2)
- *SEND/Wellbeing Referral
- *Social Emotional Learning Intervention
- * Check In/Out
- *Gather staff Feedback

Stage 3

A consistent pattern of behaviour across several weeks or subjects triggers Stage 3. At this point, the issue is no longer isolated but persistent and affecting academic progress. Year group directors will oversee this stage.

Actions taken:

- *Year group director - Parent Meeting
- *SNAP-B Profile
- *Behaviour Support Plan
- *Early Help Offered
- *Curriculum Intervention
- *Respite Placement

Stage 4

If a student's behaviour continues despite Stage 3 intervention, the concerns are considered significant and ongoing. Escalation to pastoral leaders or senior staff is required. Interventions at this stage are more personalised and sustained. Pastoral Directors and Senior Leaders will oversee this stage.

Actions Taken:

- *Director/SLT Meeting
- *Pupil added to multi-agency Pastoral Meeting document
- *External Interventions considered.
- *Behaviour Modification cohort
- *Staff Feedback (2)
- *Managed Move Offered.

Stage 5

Stage 5 is the culmination of persistent or serious behaviour across the academic year. At this point, behaviour has had a sustained negative impact on learning, relationships, or safety. Senior leadership will lead a full case review.

Actions Taken:

- *Evidence Review
- *SLT Meeting

*Consider Adapted Curriculum Offer

*Offsite Direction/Alternative Provision/Take 2/Permanent Exclusion.

ROPE Meeting and Pastoral Support Plans

Our behaviour system is designed to provide clear expectations, consistent consequences, and appropriate support at every stage. While the vast majority of students will respond positively within the earlier stages of intervention, there are occasions where more serious action is required.

To safeguard both learning and wellbeing, the school has a formal process for addressing repeated suspensions. Any pupil who receives their 3rd fixed term suspension of the academic year will trigger a Risk Of Permanent Exclusion meeting and a PSP will be constructed alongside home and Pastoral leads.

The PSP is regularly reviewed with parents/carers, pastoral leaders, and senior staff to ensure progress is monitored closely. Failure to meet the agreed targets, or further serious breaches of the behaviour policy, may result in escalation to Stage 5 and consideration of permanent exclusion.

8. Responding to misbehaviour from pupils with SEND

8.1 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

8.2 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.

8.3 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.

8.4 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.

9. 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

10. Pupil transition

10.1 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.

10.2 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.

11. 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.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The Academy regularly monitors the implementation and impact of this policy to ensure that behaviour systems remain fair, effective and inclusive.

Senior leaders will review behaviour information throughout the academic year, including:

- behaviour incidents
- rewards and recognition
- removals from lessons
- suspensions and permanent exclusions
- attendance and punctuality
- behaviour trends across year groups and subjects
- outcomes for vulnerable groups, including pupils with SEND, disadvantaged pupils, looked after children and pupils with social workers
- the effectiveness of behaviour interventions and support plans.

Behaviour data will be used to identify emerging trends, evaluate the impact of interventions and inform strategic improvement planning.

The Local Governing Body will receive regular reports on behaviour and will provide appropriate challenge and support

to ensure the Academy continues to promote an inclusive, safe and purposeful learning environment.
This policy will be reviewed annually, or sooner where changes to legislation or statutory guidance require it.

12.2 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.

Monitoring the impact of this policy

The Academy is committed to ensuring that this policy promotes positive behaviour and equitable outcomes for all pupils. Behaviour systems will be reviewed regularly to evaluate their effectiveness and identify whether particular groups of pupils are disproportionately affected by behaviour sanctions, including pupils with SEND, disadvantaged pupils, looked after children and pupils with social workers.

Findings from this monitoring will inform staff training, policy review and the ongoing development of the Academy's inclusive behaviour strategy.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and Permanent Exclusion 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.