

Manchester Communication Academy

Behaviour Policy and
Statement of behaviour
principles



with you, for you, about you.

This document has been approved for operation within	
Date of last review	March 2019
Date of next review	March 2021
Review Period	Every two years
Date of Trustee Approval	20/03/2019
Status	
Person Responsible for Policy	
Owner	Manchester Communication Academy
Signature of Approval	R Lawler

Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave, promote good behaviour, self-discipline and respect
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- 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 online

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

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- 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
 - Fireworks
 - Pornographic images
 - 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)

Peer on peer abuse:

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual assault; For further information about sexual violence see Annex A.
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; this is a criminal offence.
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals

Bullying

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

Bullying is, therefore:

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

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching. Peer on peer abuse.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy 2018-2019.

Roles and responsibilities

The Governing body

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

The Principal

The Principal and the Chair of Governors are responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team and behaviour team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct and to follow the 3 school rule
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Pupils are expected to:

- Put their learning first
- Follow the instructions of staff
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the academy into disrepute, including when outside the academy

Rewards and sanctions

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Endeavour points
- Letters, postcards, phone calls or text messages home to parents
- Progress group rewards
- House rewards
- Celebration with staff
- Individual prizes
- Reward trip
- Reward Celebration Evening – Year 11

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

- Correction
- Discussion
- Relocation
- Informal referral to another staff member
- Break/Lunch detention
- Email to Progress Leader
- Warning
- Study Plus – Usually on the same afternoon
- SIMS Report (all sanctions recorded)
- Referral to Area Leader/Director
- Referral to the Behaviour Intervention Group (BIG)
- Behaviour progress discussed weekly with Behaviour Senior Leadership Team (BSLT)
- Behaviour staff respond on a daily basis to all incidents of repeated refusal to follow instructions, bullying, assault and truancy
- Letters or phone calls home to parents

Parents will be contacted by telephone when their child has been involved in a behaviour incident. Where this isn't possible a letter will be sent (See appendix 4 for sample letters).

We may use the isolation area in response to serious or persistent breaches of this policy. Pupils may be taken to the isolation area during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Pupils who fail to attend a study plus session will also be placed in the isolation area. The isolation area is managed by the behaviour team.

Off-site behaviour

The Academy will act reasonably both in relation to expectations of pupil behaviour, and in relation to any measures determined for regulating behaviour by students, when off the Academy site and not under the lawful control or charge of an Academy site member. The Academy will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of the misbehaviour
- The extent to which the reputation of the Academy has been affected
- Related to this, whether the pupil(s) in question was wearing Academy uniform or was otherwise readily identifiable as a member of the Academy
- The extent to which the behaviour in question would have repercussions for the orderly running of the Academy, and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of the staff)
- Whether the misbehaviour in question was on the way to or from the Academy, outside the Academy gates, or otherwise in close proximity to the Academy
- Whether the misbehaviour was whilst the pupil was on a work related placement, taking part in a further education course as part of an Academy programme, or participating in a sports event with another academy or school (i.e. when the student might be expected to act as an ambassador for the Academy), which might affect the chance of opportunities being offered to another student in the future

Objectives for regulating offsite behaviour:

- To maintain good order on transport, educational visits or other placement such as work experience or college courses
- To secure behaviour which does not threaten the health or safety of pupils, staff or members of the public
- To provide reassurance to members of the public about care and control over pupils and thus protect the reputation of the Academy
- To provide protection to individual staff from harmful conduct by pupils of the Academy when not on the site

Many extended school activities take place on Academy premises. Behaviour during such activities may be dealt with in the same way as for any other on-site activity. It would be logical to deal with behaviour during off-site extended school activities which are not supervised by Academy staff in the same way as behaviour during further-education college or work-experience placements.

Communicating the rules on behaviour out of school:

MCA works with transport providers to ensure good behaviour on public transport. The Academy discusses policies relating to offsite behaviour with local groups such as Neighbourhood watch, retail staff, street wardens and Police to establish clear communication routes and operational strategies. This is often an effective way to manage complaints by individuals in the community.

The Academy, through standard communication routes, communicates how parents can:

- Report poor offsite behaviour of specific types by students
- Be assured that close liaison as necessary with neighbourhood police teams or other agencies, such as transport providers, can deal with the issues.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our Allegation of abuse against staff policy 2018-2019 for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Classroom management

The Academy recognises that management of learning spaces and teaching methods play an important role in influencing student behaviour. The learning environment offers a clear and visible message as to how students' efforts are valued. Teaching and support staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Physical restraint

At MCA we will NOT restrain any pupils unless:

- they are at risk of harm/significant harm
- others are at risk of harm/significant harm

Incidents of physical restraint 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 (see appendix 3 for a behaviour log)

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#) which is reflected in our Searching, Screening and confiscation policy 2018-2019.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis.

Pupil 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour as part of their induction process. If there are any changes in the Academy's behaviour strategy additional training may be offered.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

Monitoring arrangements

This behaviour policy will be reviewed by the Principal and the Governing body annually. At each review, the policy will be approved by the Principal.

Links with other policies:

- Exclusions policy
- Child Safeguarding & Protection policy
- Anti-Bullying policy
- Allegations of abuse against staff policy
- Searching, screening and confiscation policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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 permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions

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

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

This written statement of behaviour principles is reviewed and approved by the full Governing body annually.

Appendix 2: staff Training Log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's Signature	Suggested review date
Classroom Behaviour Management	22.03.2019	Patsy Hodson – Executive Director (SID)			

Appendix 3: Behaviour log SIMS

the information below will be entered into SIMS

Pupil's name:	
Name of Staff member reporting the incident take place?	
Date:	

Where did the incident take place?	
When did the incident take place? (before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear Parent/Carer,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Behaviour Team: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear Parent/Carer,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Mrs Lorna Eyre – Assistant Principal (Behaviour)

Date: _____