

Manchester Communication Academy

Behaviour Policy /
Statement of Behaviour
Principles



with you, for you, about you.

Revision Information

This document has been approved for operation within	Manchester Communication Academy
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Review period	Annually, or where they have been material changes to the relevant courses of business
Date of approval	13th December 2022
Status	Approved
Person responsible for the policy	Vice Principal – Behaviour and Attendance
Owner	Local Governing Body (MCA)
Signature of Approval	<i>Signed copy on file</i>

Revision History

Review Date	Changes Made	By Whom
November 2022	Rewards and sanctions changes Introduction of Class Charts	MB

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.

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1. 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. 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, it has been adopted by Manchester Communication Academy.

The Behaviour Policy does not and must not contradict the contents of the Equality and Diversity Policy.

3. 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](#)
- [School suspensions and permanent exclusions](#)
- [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.

4. 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).

Child on child abuse:

- All staff should be aware that children can abuse other children (often referred to as child on child 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.

5. 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.

6. 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 rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

7. 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.

MCA's Three School Rules

1. Put your learning first
2. Respect the building and everyone in it
3. Follow the instructions of the MCA staff team.

8. Rewards and sanctions

Rewards

We use Class Charts to reward students with spendable points. Students are rewarded with a series of points across a range of criteria. Students can earn positive points for half termly attitude to learning, daily and weekly attendance, classroom excellence and subject specific points and collecting no behaviour points. Students can use these points to attend end of term rewards events or spend in various other ways using the rewards shop.

Students with good attendance are rewarded in a range of different ways. We have our Badger system which focuses on students completing full weeks of attendance and operates on an increasing range of rewards as students gain more of the rewards. These range from small things such as queue jump passes for lunch to larger items like desirable technology products.

We run a range of small initiatives on a weekly and half termly basis as well to make sure students value their attendance and are rewarded for showing positive attitudes towards this.

Classroom rewards:

- Verbal praise
- Endeavour points.

Staff can record positive points onto Class Charts for students. Some of the points relate to the Academy's values. Staff pick a category and can record a comment to explain exactly what the points are for.

Whole Academy rewards:

- Hot Chocolate with the Head.

Every week a student is nominated by their HOY for a hot chocolate with the Head. Their nomination gives an overview of the reason why the student has been chosen. They receive a mug with their name on and a certificate, their picture is taken and put on social media.

Winter and summer trips:

Each year students get the opportunity to spend their points on a trip out of the academy for a day. In the summer this is a free trip to Alton Towers.

Sanctions

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
- Class Charts Report
- Behaviour progress discussed weekly with Senior Leadership Team (SLT)
- 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.

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.

We operate an isolation room where student's behaviour does not meet with academy expectations. This room is used for a range of different exceptional reasons.

Students will be isolated if they fail to attend a mandatory detention. They will sit isolation the following day and then complete the detention. Isolation is also issued for students collecting 2 or more behaviour points in one day or an increasing number of behavioural incidents in a short period of time.

Serious incidents not warranting a suspension are also subject to internal suspensions using the isolation room. This is classed as an internal fixed term suspension.

Students may also be asked to attend isolation at another partner school as part of the academy's escalation process. This is known as a respite placement.

Escalation process: Escalation of interventions

Stage 1: Trigger 3 x Negative Points – Formal student meeting and notes logged on SIMS

Student meeting with Luke Everitt (Y10-11) OR Tom McCrory (Y7-9)
Behaviour lead analysis of behaviours and interventions planned e.g. seating plans, targeted lessons, meetings with HOF, friendship groups, attendance, progress, engagement in extra curricular etc
Phone call home and student placed on progress leader report



Stage 2: Trigger 6 x Negative Points - Parental Warning

Parent meeting with relevant behaviour manager
Behaviour, attendance and academic progress all reviewed.
Pastoral referral where required (counselling, safeguarding, SENCO etc)
Boxall Assessment completed by C Cotter and outcomes shared with staff. Copy with the PSP.
PSP opened

After each meeting a record must be kept on SIMS of what has been discussed and agreed. Meeting notes scanned and uploaded



Stage 3: Trigger 9 x Negative Points – Final Warning

Parent meeting with Lorna Eyre or Martin Birrell
Behaviour, attendance and academic progress all reviewed.
Consideration for external intervention e.g. City Pathways, Princes Trust etc
Early Help Assessment offered where required
Behaviour respite placement organised – one week
PSP reviewed with parents



MCA+: Trigger 12 x Negative Points

Parent meeting with Martin Birrell and Chris Cotter
PSP closed
Further monitoring of behaviour whilst suitability of a managed move is explored.



Managed Move: Poor behaviour continues

Parent meeting with Martin Birrell or Lorna Eyre and Ben Fletcher
Student to be placed on a managed move



Alternative Provision: Trigger Failure of Managed Move and MCA unsuitable

Parent meeting with Martin Birrell or Lorna Eyre
Student to complete alternative provision placement

FAILURE MAY RESULT IN A PERMANENT EXCLUSION

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 Headteacher will discipline the pupil in accordance with this policy.

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

9. 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](#) and will only be carried out by a trained member of staff.

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.

10. 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.

11. 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.

12. Monitoring arrangements

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

13. Links with other policies:

- Exclusions policy
- Child Safeguarding & Protection policy
- Anti-Bullying policy
- Allegations of abuse against staff policy
- E safety policy
- Behaviour strategy document.

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

Appendix 3: Behaviour log Class Charts

The information below will be entered into Class Charts

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):	