



**Manchester Academy**

The best in everyone™

Part of United Learning

**Manchester Academy**  
**Behaviour Policy**  
**(Behaviour, Attitude to Learning and**  
**Rewards)**  
**2023-24**

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**Nominated Lead Member of Staff: Gilly McMullen (Vice Principal – Personal Development)**

**Status & Review Cycle: Whole School / Governors**

**Statutory (Annual Review - July)**

**Next Review Date: July 2024**

## **Manchester Academy - Behaviour Policy**

### **Overall Aims**

Our Academy promotes equality of opportunity as we are committed to taking a positive stand to ensure all in our communities have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, ability, age, sex, sexual orientation, transsexualism and marital status.

Equality of opportunity underlines our commitment to the 'Best in Everyone' for **all** our stakeholders and is related to all aspects of the Academy's work.

In our Academy our narrative underpins 'The Manchester Academy Way' of doing things. We have devised a clear set of standards which all students should aspire to and which all staff should model and expect. Throughout the year, we will provide students with the opportunity to reflect on their own behaviour for learning.

### **Key Prevention of Challenging Behaviour**

Primary behaviour prevention is achieved by:

- The deployment of appropriate staff numbers
- The deployment of trained and competent staff
- Avoiding situations and triggers known to provoke challenging behaviour
- Creating opportunities for choice, achievement, praise and rewards for students
- Developing staff expertise through staff training

### **The Academy's Learning Principles:**

The basic expectations of behaviour at Manchester Academy are:

#### **The MA Way 2023 / 2024**

MA1 – Students follow staff instructions first time, every time
MA2 – ATL1 always; everywhere
MA3 – Act and speak with respect and kindness
MA4 – Hands off
MA5 – Move quietly and calmly around the Academy

The guiding principles, in securing these expectations is that:

- Good behaviour can be taught.
- Students can learn how to improve their behaviour.
- Certainty of action is important to ensure consistency, fairness and maintain high expectations.

### **Aims of the Behaviour and Attitude to Learning Policy**

- To ensure that the Academy is a safe, inclusive environment that enables quality learning and progress for all students.

- To promote and recognise a positive attitude to learning that enables students to flourish, so that the maximum of 95% of students will be judged as an Excellent Learner with ATL 1
- To ensure that behaviour management is consistent and fair with an understanding and application across the Academy community.
- To promote and assist the moral and emotional development of students in terms of altruism and their sense of community.
- To ensure a calm, productive atmosphere that is conducive to learning.
- To help students understand that actions have consequences, both positive and negative, and to help students learn to be responsible for their actions.
- To identify early, students whose behaviour may adversely affect their learning, and to act quickly to rectify the situation.
- To work actively against any behaviour that damages the inclusive ethos of the Academy.
- To allow teachers to enjoy delivering outstanding lessons.

### **Foundation of the Behaviour and Attitude to Learning Policy**

The foundations of the Academy's Behaviour for Learning Policy are threefold:

**Respect** – We will encourage students to develop a healthy sense of self-respect through high expectations and through rewarding success. The Academy highly values the ethos that success is something to be proud of; there is no stigma attached to success in our Academy. We will also encourage students to show respect for all other members of the school community, staff, and students alike; we foster a sense of positive engagement. We believe we are part of one team working for a collective goal and facing challenges together.

**Rights** – Feedback from staff and students has indicated that every member of the Academy community feels that key rights underpin the Academy's learning principles:

- Students have a right to **learn** without having their learning disrupted – no lost learning time.
- Students follow teachers' instructions.
- We act and speak respectfully to each other, avoiding negative language and language that might cause upset.

**Responsibilities** – Underpinning these principles is the responsibility of all members of the Academy community to act in the best interests of staff and students alike. Teachers have the responsibility to go about their duties to their full ability and always to seek to improve their teaching; students have a responsibility to ensure that they focus on learning at all times. We strongly believe that students should, in addition to their academic subjects, learn ways in which they can become valuable members of society, where they can show care, consideration and kindness towards their fellow human beings.

**The Manchester Academy Student Charter is shown below for reference**

<b>The Manchester Academy Academy Charter</b>	
<b>Year 7</b>	<ul style="list-style-type: none"> <li>▪ Stay away from home and bond with classmates on a residential</li> <li>▪ Demonstrate leadership amongst peers</li> <li>▪ Deliver a formal presentation to an audience</li> <li>▪ Watch a professional theatre production (optional – Year / subject)</li> <li>▪ Perform on stage in an academy production (optional)</li> <li>▪ Volunteer time to serve the local community</li> <li>▪ Representing the school in a competitive sporting, cultural or academic event</li> <li>▪ Celebrate people, cultures and cuisine form a foreign country</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate leadership amongst peers</li> <li>▪ Deliver a formal presentation to an audience</li> <li>▪ Watch a professional theatre production (optional – Year / subject)</li> <li>▪ Perform on stage in an academy production (optional)</li> <li>▪ Volunteer time to serve the local community</li> <li>▪ Representing the school in a competitive sporting, cultural or academic event</li> <li>▪ Celebrate people, cultures and cuisine form a foreign country</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate leadership amongst peers</li> <li>▪ Deliver a formal presentation to an audience</li> <li>▪ Watch a professional theatre production (optional – Year / subject)</li> <li>▪ Visit a university (this could be a college)</li> <li>▪ Perform on stage in an academy production (optional)</li> <li>▪ Volunteer time to serve the local community</li> <li>▪ Representing the school in a competitive sporting, cultural or academic event</li> <li>▪ Celebrate people, cultures and cuisine form a foreign country</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>▪ Volunteer time to serve the local community</li> <li>▪ Demonstrate leadership to the wider school</li> <li>▪ Deliver a formal presentation to an audience</li> <li>▪ Experience a professional workplace</li> <li>▪ Visit a university if not a possible in Y9 (this could be a college)</li> <li>▪ Watch a professional performance, production, sporting or cultural event live at a national venue.</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>▪ Volunteer time to serve the local community</li> <li>▪ Apply for / elect students to a senior leadership position</li> <li>▪ Demonstrate leadership to the wider school</li> <li>▪ Apply for / elect students to a senior leadership position</li> <li>▪ Deliver a formal presentation to an audience</li> </ul>

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### **Policy Implementation**

**All staff** must implement the Behaviour Policy consistently and fairly throughout the school by setting the highest standards required to promote positive behaviour. All staff to use Behaviour Policy to enforce high expectations of students through reward and challenge where necessary.

**The Senior Leadership Team** of the Academy ensure the correct processes and systems are in place for all staff to adhere to and implement the Behaviour Policy. Regular reports are shared with governors, parents and other key stakeholders when required.

**All Students** and staff are responsible for fulfilling the MA Way at all times. Behaviour that does not meet our standards is reflected upon and modified accordingly by each student, once given time and opportunity to reflect and correct.

### **What is 'behaviour for learning'?**

The Academy believes that outstanding teaching is a key component of reducing problems associated with poor behaviour. Well planned lessons, a meaningful and challenging curriculum, good interpersonal skills and emotional intelligence contribute to removing serious behaviour issues.

Behaviour for learning emphasises the crucial link between the way in which young people learn, their social knowledge and behaviour. Behaviour for learning is also explicitly taught by all staff (teaching and support staff) in the Academy through citing and modelling the MA Way consistently.

### **Attitude to Learning (ATL)**

The Academy believes that a student's 'attitude to learning' is the most significant driver in them making good academic progress and a valuable member of society. This policy seeks to support at least 95% of students being regularly recognised as having an Excellent Attitude to Learning-ATL1.

### **Entering and Exiting the Building – Community 5**

1. **Walk sensibly and leave promptly**
2. **Respect others**
3. **Respect the property of others**
4. **Follow all instructions the first time**
5. **Be an outstanding ambassador for Manchester Academy**

All students follow Community 5. Disciplining beyond the school gate covers the Academy's response to all poor behaviour and bullying which occurs anywhere off the Academy premises and which is witnessed by a member of staff or reported to the Academy.

#### **The power to discipline beyond the school gate**

Be aware and specify that the behaviour policy can extend to activities outside the school day and off the school premises when the student is as students represent the MA Way outside of school grounds.

Sanctions reflect behaviour including any forms of bullying:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school
- Negatively affecting the reputation of Manchester Academy within the community and the city

#### **Transition Line – Movement around school**

- Line up Year for Year 7 at the start of the day, break and lunch
- All students must walk on the left and follow The MA Way
- Teachers must walk their class to the canteen or yard at the end of lesson 5.

#### **Creating a positive classroom culture**

At the Academy The MA Way is designed to support students and colleagues to establish a consistent, calm and purposeful atmosphere that is conducive to learning:

##### **The Routines and Basic Expectations for the Beginning of a Lesson include:**

- Seating plan in place for all lessons
- Students welcomed at the door - Uniform is checked upon on entry
- Students enter and settle purposefully

- Bags are removed and placed safely underneath the desks
- Distribution of equipment packs /resources/books is managed effectively – Clear routines are in place
- Thoughtfully planned starter task or ‘do now’ engages students with learning quickly
- Any lateness is challenged with the number of minutes late recorded on Arbor

**The Routines and Basic Expectations for the end of a lesson include:**

- The teacher informs students when it is time to start clearing away
- Students ensure all equipment packs used is returned to the correct place in an orderly manner and all desks/work areas are clear and tidy
- Students stand behind chairs in silence and wait to be dismissed – either a row or a table at a time
- Outdoor coats are carried and not worn when leaving the classroom

**During the lesson teachers should:**

- Frequently and explicitly refer to the MA Way. Staff use this to positively re-direct students and encourage them to display these expectations.
- Encouraging subject-specific language and use of full sentences in line with our MA oracy benchmarks both in and out of the classroom.
- Rewarding correct use of language within marking and class feedback sheets.
- Use positive ATL rewards within lessons and log this on the student(s) Arbor.

**ATL1 Learner**

<b>ATTITUDE TO LEARNING 1</b>
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- Are proud of their Academy and are role models for other students at all times.
- Wear their uniform with pride, every day.
- Attend regularly and are punctual every day.
- Engage in a range of Academy enrichment opportunities.
- Are friendly and treat all members of the Manchester Academy community with kindness, respect and tolerance.
- Take full responsibility for their own learning including assessment and take pride in producing quality work that is always well presented.
- Thrive on challenge and demonstrate an eagerness to learn, both in the classroom and beyond.
- Make every effort to do their best in assessments and tests by attending revision sessions and completing all tasks to a high standard.
- Work with all staff and students to build positive relationships that support outstanding learning and teaching.
- Engage fully with any support offered to improve their learning.

### **Recognition and Praise**

Manchester Academy believes that specific recognition and positive reinforcement of good behaviour are crucial tools in the management of behaviour in meeting The MA Way.

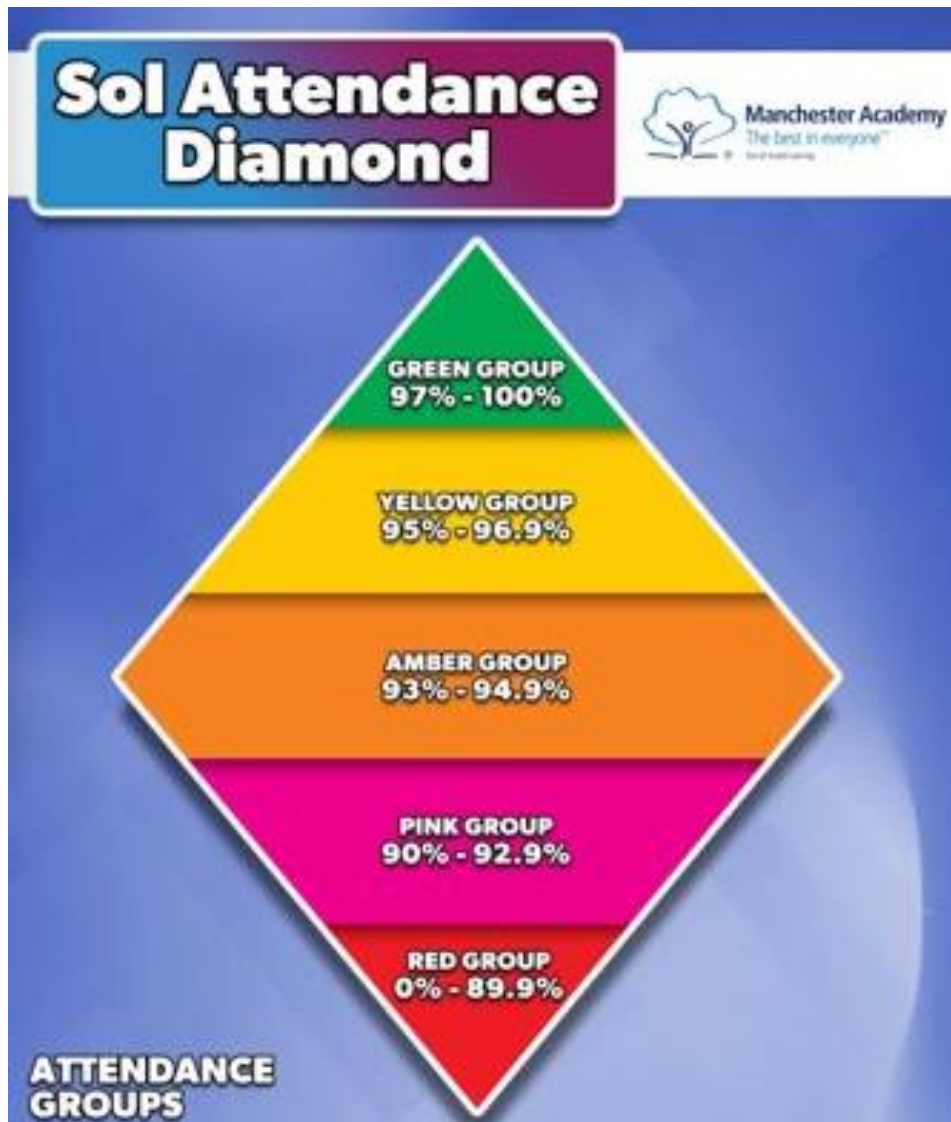
Rewards will be given in all areas of the Academy, regarding both personal development and through the curriculum, recognising a student's Attitude to Learning.

### **Subject Recognition Fulfilling the MA Way means:**

- ATL 1 Excellent Learner
- ATL 2 Learner Requires Rapid Improvement
- ATL 3 Inadequate Learner

- **Attendance** will similarly judged by:





- 97% - 100% Green Group
- 95% - 96.9% Yellow Group
- 93% - 94.9% Amber Group
- 90% - 92.9% Pink Group
- 0 – 89.9% Red Group

**Manchester Academy Rewards**

Rewards include a variety of rewards/incentives to give ambition and drive within their year group. These are linked to ATL1 (The MA Way), attendance, leadership, The MA Charter and MA Pledge trips.

Rewards	When	Reward	Who adds information to Arbor
100% Attendance - all lessons including Form Time lesson	End of each half term	Certificate & 100% pin badge Voucher – Student draw	Form Tutor Subject staff

<p>ATL1 Rewards (Points - Arbor)</p> <p><i>*These were merits in 22/23</i></p>	<p>End of each half term</p>	<p>Bronze – 100 ATL1 Points <i>Certificate &amp; pin</i></p> <p>Silver - 200 - ATL1 Points <i>Certificate &amp; pin</i> <i>Prize draw – Leader of Climate and Behaviour</i></p> <p>Gold – 300 - ATL1 Points <i>Certificate &amp; pin</i> <i>Prize draw – Director of Character &amp; Culture</i></p> <p>Platinum – 500 - ATL1 Points <i>Certificate &amp; pin</i> <i>Prize draw – SLT – Assistant Vice Principal</i></p>	<p>All Academy staff</p>
<p>Leadership</p>	<p>Half termly</p> <p>School Council &amp; refer to MA charter/ PD Calendar – information by DCC</p>	<p>DCC – Award</p> <p><i>* Leadership may be linked to the MA Charter</i></p>	<p>SLT</p> <p>Director of Culture and Character</p> <p>Subject staff</p>
<p>MA Charter</p>	<p>End of each year</p>	<p>Certificate &amp; pin</p> <p>Voucher – Student draw or DCC golden ticket</p>	<p>Director of Culture and Character</p>
<p>MA Charter</p>	<p>End of Key stage 3 (From Y7 – 9)</p> <p>And for</p> <p>End of Key Stage 4 (From Y10 – Y11)</p>	<p>Magic Award – DCC</p> <p>Magic Award – DCC</p>	<p>Director of Culture and Character</p>
<p>MA ATL Trip (Pledge Trip)</p>	<p>MA ATL Trip 1– Autumn 2</p> <p>MA ATL Trip 2 – Summer 2</p>	<p>Student visits to develop Character and Culture - as directed by the SLT – Personal Development / DCC</p> <p><i>*This could be linked to the MA Charter</i></p>	<p>Director of Culture and Character</p> <p>SLT</p>
<p>Random pop-up prizes for most improved Attendance and Punctuality</p>	<p>Random weeks throughout the academic year</p>	<p>SLT &amp; Attendance Officer</p> <p>Magic Moments Awards!</p>	<p>SLT &amp; Attendance Officer for Key Stage 3 / Key Stage 4</p>

Subject rewards  ATL specific - Progress / effort	Subject rewards  ATL specific / effort -  Curriculum Area Leader to calendar each assessment calendar window	Curriculum Area Leader	Curriculum Area Leader to calendar each assessment calendar window
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- All students receiving an Academy reward are celebrated within assembly.

### **The Attitude for Learning stages are as follows:**

In the Academy we work together to tackle negative behaviour. We understand that **consistency is vital** for our students, so boundaries are clear, and they feel secure.

**C1 – Choice** – The MA Way sanction is evidence by the class teacher MA1 – MA5 on Arbor.

**C2 – Consequence** – The MA Way sanction is evidenced by the classroom teacher MA 1 – MA5 on Arbor.

Information is also added regarding the C2 sanction showing clear information of what has occurred.

**Out of School** - The MA Way sanction is evidenced by the classroom teacher MA 1 – MA5 on Arbor.

Information is also added regarding the C2 sanction showing clear information of what has occurred.

### **CHOICE (C1): Classroom teacher**

The student's negative behaviour has not stopped and is impacting on learning - at this stage the classroom teacher should explain that the student is choosing not to take notice of the first warning.

**An intervention should now be implemented** which can include the following:

- Moving seats
- Speaking to the student one-to-one (\* see note below).
- Student is kept behind to complete work and /or improve their behaviour.
- The teacher writes their initials in the student's exercise book/ page with the time – the students work is then monitored by the teacher – For example: C1 – Teacher ZQP – MA4 – 14:18. The student is given time to change their behaviour.

The Academy believes that the implementation of a 'choice' must be **clearly communicated** to the student, and they must be given clear instructions on **how to correct their behaviour** (with clear reference to the Manchester Academy Way) and make them aware that the next step if they continue, this will result in a C2- consequence, which will result in the student leaving the learning environment to move to the "Respect Room".

*\*No student should be sent out of a classroom onto a corridor except where it is necessary for the students' wellbeing or for the wellbeing of other students in the group. **If a student needs to 'cool***

*down' outside the classroom they must be in full view of the teacher and outside for no longer than two minutes. If this is necessary, immediate intervention from the on-call team must occur so that the student is adequately supervised.*

### **CONSEQUENCE (C2): Buddy Out**

All teachers follow the MA Way. If a student's behaviour is persistently negative despite being given a 'choice/C1' then the teacher should use the classroom phone to indicate that the student should be sent to the Respect Room. A C2 always warrants a phone call home to parents, and this must be logged on Arbor by the classroom teacher. The transition to the Respect Room should be managed in a low-key manner so that other students' learning is not disrupted. The student will be collected by the Personal Development team. This system promotes the Manchester Academy Way.

### **Any incident that escalates to a C2 must be recorded on Arbor**

In order for the consequences – C2s to make an impact, it is vital that students are made aware when they have crossed the threshold of each stage so that students can see they have triggered a consequence through negative behaviour of a C1. It is important that negative behaviour is logged using Arbor but simply recording an incident is not an action to resolve the problem. **When recording an incident, it is important that the action taken is also identified via Arbor, this is also be the classroom teacher.**

All logged incidents must be recorded in a factual and professional way, suitable for being reviewed by all stakeholders, this includes parents.

### **Following the incident**

1. The student will complete the remainder of that lesson and the next period of social time in the Respect Room, where they will continue their learning from the lesson, so they do not fall behind.
2. A C2 will mean that the student completes an after-school detention for a minimum of 45 minutes and a maximum of 60 minutes.
3. The class teacher should use the whole school detention as an opportunity to conduct a **Restorative Justice** conversation with the student. The Curriculum Area Leader must support teachers in their department if needed.
4. The teacher will make a phone call home to brief parents of the student's behaviour and seek support which is recorded on Arbor. The Curriculum Area Leader can support with this if needed, but in the first instance, phone calls should be made by the class teacher. They should then take action to ensure improvement in behaviour for learning in the next lesson, for example adapt pedagogy, seek further support from the CAL etc.
5. A text message will go home to parents whenever a student is issued with a C2 as this indicates that the student has been in the Respect Room and will go into Whole School Detention (WSD) on that day.

Please note: Where a class or an individual is providing challenges to a member of staff – support will be given in the classroom.

## **Behaviour expectations**

The following behaviours are **serious** in the school which result in the most serious consequences:

- Verbal and or physical abuse to staff
- Physical assault to a student
- Theft
- Racist abuse
- Sexual assault/harassment
- Dangerous behaviour
- Drug/alcohol use
- Persistent defiance
- Bullying (including cyber bullying)
- Truancy

These behaviours will result in a parental meeting and some form of suspensions and may even lead to permanent exclusions. (See Arbor for student information)

## **Malicious accusations against staff**

A student can be suspended based on false allegations made against a member of staff, this is guidance taken from the DfE. However, each situation will be handled on a case-by-case basis and may result:

- Respect Room for time period
- In a fixed term suspension
- Permanent exclusion

## **Use of social media**

Students should follow the MA Way

The school has outlined clear appropriate use of social media and education through PSHE and Form Time lessons. This helps to inform students on what is appropriate use and inappropriate use of social media. Bullying through the use of social media is treated in the same way as other means of bullying where evidence is shown.

Prohibited use includes (but is not limited to):

- Damage to the school or its reputation, even indirectly
- Use that may defame school staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- False or misleading statements
- Use that impersonates staff, other pupils or third parties
- Expressing opinions on the school's behalf
- Using school logos or trademarks.

Any issues around the inappropriate use of social media must reported to a behaviour team lead or senior member of staff. Where other staff members are informed, the information must be passed onto the above-mentioned staff who will then gather witness statements, inform parents/carers and put an appropriate and proportionate sanction in place.

Stringent controls and filters are put in place to ensure that children are kept safe from terrorist and extremist material. This is in line with Prevent and government guidance.

### **Screening – Exam requirements**

Screening at Manchester Academy takes place during Big Test, PPE examinations and external examinations. Staff use a hand-held metal detector (or wand) to scan for items students should not bring into exam rooms. Items banned from the exam rooms include - a mobile phone, a watch, iPod, notes, or other electronic devices for example, as these items would break JCQ Exam Board rules and the student's future examination results may be in jeopardy. If a student is caught with prohibited items – their details will be reported to JCQ.

### **Whole School Detentions**

The Academy will run a Whole School Detention (WSD) after school each day to provide a consistent and immediate response for students who fail to adhere to the MA Way. All students should follow the MA Way:

- MA1 – Students follow staff instructions first time, every time
- MA2 – AT1 always; everywhere
- MA3 – Act and speak with respect and kindness
- MA4 – Hands Off!
- MA5 – Move quietly and calmly around the building

A C2 consequence is evidenced on Arbor by the teacher/other adult. All staff run the WSD Monday – Friday. Students receive centralised detentions for being removed from lesson, poor punctuality and uniform trespasses. C2 detentions are 30 minutes but if a student fails their detention or has a C2 buddy out twice in one day, the student will complete a 60 minutes detention.

Overview:

C2 in one day = 30 minutes

Late to school = 30 minutes

C2 buddy out twice in one day = 60 minutes

C2 buddy out twice in one day + a late to school = 60 minutes with the student attending WSD the next day for 30 minutes/ 60minutes (pending student behaviours next day)

Failure to attend a WSD will automatically result in a 60 minute detention the next day

All C2's will be communicated home by the teacher and logged on Arbor to indicate this.

Where students have been removed from a lesson, a restorative justice meeting takes place between the teacher, and student to reduce repetition of poor behaviour choices as well as contact with home.

When students deliberately or persistently choose not to be part of the Academy's culture, an 8.30am meeting will be organised with the parent/carer and DCC/SLT.

Please note: 24 hours' notice of a detention is no longer required; therefore, parental permission is not required. Provided that:

Staff must consider:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention in light of any travel arrangements. Inconvenience to the parents (s)/ carer(s) does not matter as long as the child has a means to get home safely.

Specify that:

The permitted times for detentions are:

- Any school day when the pupil does not have permission to be absent
- Weekends but not those at the beginning and end of half term holidays
- Teacher training days.

Any detention during a break or lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet.

The detention will be an opportunity for the student to reflect on their behaviour and continue with purposeful learning.

### **Punctuality to lessons**

All students follow the MA Way:

These students who are late to lesson, will be allowed in class – teachers must promptly record minutes late on ARBOR for the PD Team and Attendance Officers to monitor.

Persistent poor punctuality will require the classroom teacher to phone home in the same way a C2 logged on Arbor. If necessary, a parent/ carer meeting will take place with by the PD Team if late to lessons continues over a one-week period and there are patterns within late to lesson. This will result in the student being issued with a late detention - WSD

### **Behaviour around the building and during Break/Lunchtimes**

All students follow the MA Way

All students must always remain within the grounds of the Academy during breaks and lunchtimes- unless attending extra-curricular / Inclusion and the ARC with a student pass.

### **Curriculum and Assessment Leaders (CALs) - Department/ Subject**

If a student is **persistently disrupting** or displaying negative behaviours, then the CAL is required intervene to support the teaching. The CAL may decide to conduct a parent/carers meeting, or student can be placed on subject report, or it may be necessary to review student groupings. A combination of these approaches might be deployed. Contact should be made with parents/carers. The CAL should liaise with the classroom teacher to check that behaviour for learning strategies are being deployed and work with the teacher to implement new strategies to enforce positive discipline. It is important that the student is closely monitored over two weeks so that the impact of new strategies can be measured.

The CAL must work with the PD Team (and Quality of Education) to improve behaviour in the department/subject. Parents/carers should be kept informed of progress. Students' 'Attitude to Learning' should be a standing item on Department meetings and be raised with the SLT line manager

who also informs the SLT Personal Development. CALs must regularly monitor the Arbor management system so that they can identify and resolve patterns of referrals. SLT line managers/ CAL and Directors of Character and Culture are regularly updated on the success of interventions and actively support Curriculum Leaders to impact on persistent misbehaviour in their department. All CALs must support colleagues in their department if the teacher requires support in the Whole School Detention.

**The Manchester Academy Tiered Behaviour Support System: - Student Reports – Personal Development**

Report Escalation	Time period	Escalation Table
Form Tutor report	2 weeks	2
Pastoral Report - Leaders for Climate and Behaviour report	2 weeks	2-3
Pastoral Report - Directors of Culture and Character Report	2 weeks	2-3
SLT Report – Assistant Vice Principal	2 weeks	3-4
SLT Report – Vice Principal	2 weeks	3-4
IBP (Individual Behaviour Plan).	6 weeks	4 - 4+
PSP (Pastoral Support Plan	16 weeks	4 - 4+

Please note: In exceptional circumstances and at the discretion of the SLT – VP/AVP the student may be required to de-escalate through the report system from SLT – Assistant Vice Principal to Leader of Climate and Behaviour.

**Form Tutor responsibilities**

The first point of contact with students following the entering at the Academy gates is the Form Tutor who must take prompt and accurate registration whilst checking student’s uniform daily. Form Tutors must contact home for persistent uniform issues and log communication home with clear actions via Arbor. Form Tutors must issue a Form Tutor report in the first instance for students who fail to not adhere to the MA Way, this must be communicated home and logged on Arbor. Short term targets should be set, and the Form Tutor should monitor performance against these targets closely. Weekly phone calls home will be made to keep parents/carers updated.

The DCC and AVP will then monitor student behaviour on a weekly basis to check whether the student is required to move up or down the escalation of behaviour.



### **Directors of Culture and Character (DCC) / Leader of Climate and Behaviour (LCB)**

A DCC and LCB are attached to a year group. To combat poor behaviour in their year group DCCs and LCBs will monitor behaviour daily with the use of Arbor and roaming. If poor behaviour persists an escalation of reports will take place as noted. Regular contact with parents will take place by phone calls

home and parental/carer meetings to outline the root of the problem and to work together to resolve the poor behaviour issues.

### **Senior Leadership Team (SLT)**

If an incident is serious then it might be referred to a senior member of staff immediately. This level of intervention is required for students who persistently fail to adhere to the MA Way and have not responded to the interventions and reports systems.

Students will be placed on an SLT report – AVP / VP with close monitoring of student behaviour and regular parental contact. All communication is logged on Arbor.

Where a student is repeatedly failing to respond to Academy actions so improvements in behaviour are not secured and/or their behaviour effect both the education of individual but also have an impact on that of others or the academy culture the Principal, SLT PD – Vice Principal and Assistant Vice Principal along with DCC and SENCO will consider:

- SEN Assessment.
- Alternative accreditation/vocational pathway.
- Short term respite or long-term provision from part- or full-time alternative education – Step Out, Managed Move or Alternative Provision
- Educational Psychologist and the securing of an EHCP Plan
- If the students' needs cannot be met or their impact cannot be managed consideration of PEX will take place

Please note: If all approaches to behaviour management have been exhausted at Manchester Academy, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in a safe, calm and supportive environment. The Principal, will refer to guidance from the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' – July 2023 – Department of Education and Manchester Academy - Suspension and Permanent Exclusion Policy 2023 – 2024. On rare occasions a 'one-off' incident may cause a permanent exclusion to be signed off by the principal.

### **Child Around the Table Meetings - (CATT)**

**PD Team: – SLT – DCC – LCB / Community Liaison Officer / SEND Co-ordinator / Safeguarding / Attendance Officer**

Where negative behaviour is being exhibited by a student across subjects, or behaviour increases in challenge or is prolonged, all stakeholders must attend the Child Around The Table (CATT) Meetings for a co-ordinated approach. At CATT Meetings strategies are discussed to support students' Personal Development issues and triangulate need effectively.

The team reviews and monitors the student concerned using the Personal Development Data from their year group dashboard to provide solutions and actions to improve negative behaviour. If necessary, other agencies and specialist support may be required.

### **Inclusion Centre**

On occasions, students may be withdrawn from a situation which causes anxiety or distress. Here they will be triaged based on need to the Key Stage 3 or Key Stage 4 Inclusion Centre until they are ready to resume their usual daily routines. This can mean removing a student from a classroom / group to allow them time to calm down or prevent a situation from escalating. A student entering the Inclusion Centre will be authorised by SLT –Personal Development to ensure that appropriate support and supervision is provided for the student whilst in the Inclusion Centre. Only students with a pass will be permitted to access the Inclusion Centres.

### **Principal**

The Principal might choose to intervene through discussion with the student and their family. If the incident is serious then the Principal, might take the decision to issue a suspension. The Academy seeks to avoid using suspensions but in some circumstances the Academy will take firm action and use suspension. Suspension could be for: dangerous behaviour to staff or students, persistent defiance, unsafe behaviours and where violence has been used or any behaviours which brings the Academy, its students, staff and/or reputation into disrepute. The Academy seeks to avoid the most serious sanction of permanent exclusion but if a student persistently breaches the expectations of the Academy or is involved in a serious one-off incident then the ultimate sanction of permanent exclusion might be issued. All suspensions and permanent exclusions are signed off by the Principal.

### **Mobile Phones and other Digital Technology**

Manchester Academy recognises that parents wish their children to possess mobile phones for safety on the journey to and from school. **During the Academy day students' mobile phones and headphones should be always switched off and out of sight.** If a student fails to keep their phone or headphones switched off and out of sight, it will be confiscated by the members of staff and placed in Student Services where it may be collected by the student at the close of the school day. If the student does not comply with the mobile phones policy, the matter will be dealt with as open defiance and the student will face the appropriate sanction in line with the MA Way.

The Academy accepts **NO** responsibility for mobile phones or any other digital devices that are brought into the Academy and students do so at their own risk. Mobile phones are expensive items and parents must understand that we will not be liable for their safekeeping. Parents who allow their child to bring a phone into the Academy must understand that the responsibility for the safe keeping of the device is entirely the child's and if a parent believes a child cannot look after the device safely, they should not permit the child to bring it into school.

Mobile phones or any other device which can record images or video, therefore must not be used in the Academy at any time without permission. If any student who records an image or video on a device without this permission, the device will be confiscated, and parents asked to collect it. The file must be deleted in the presence of a senior member of staff.

### **Use of reasonable force**

Here at Manchester Academy, we follow the Department for Education (DfE) advice 'Use of Reasonable

Force, advice for school leaders, staff and Governing Bodies.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Members of staff have the power to use reasonable force by following the advice and guidance from the DfE to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Where the use of force, i.e., restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. A positive handling plan is produced by SLT and shared with parents.

### **Searching, Screening and Confiscation**

Ensuring all school staff and students feel safe and secure, it is vital to establish a calm and supportive environment that is conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure students and staff welfare is protected and helps the school establish an environment where everyone is safe. The safeguarding of children is paramount, and the Academy follows statutory guidance from 'Working together to safeguard children and Keeping Children Safe in Education'. This makes clear that all school staff have a responsibility to provide a safe environment in which students learn.

### **Manchester Academy: Prohibited items:**

The following items must not be brought into Manchester Academy:

Any offensive weapons (knives, guns or any object that can be used as an offensive weapon or to intentionally harm another student), illicit drugs including 'legal highs' or drug paraphernalia, alcoholic beverages, laser pens, or any item that could direct a laser beam at a person, fizzy drinks - especially high-caffeine energy drinks, offensive material (pornographic, racist, homophobic etc.) Fireworks or any item that could potentially cause a fire risk (such as a cigarette lighter), cigarettes or any other tobacco product, e-cigarettes, vapes and any other item that puts the health and safety of students and staff at risk or disrupts the smooth running of the Academy day.

If staff believe that a student is in possession of any of the above items, then a search will be instigated. Please see Searching, Screening and Confiscation - July 2023 Department for Education for more details of this process followed by logging on CPOMS.

If any student brings banned items into the Academy to sell to other students, the items will be seized and confiscated, and parents will be informed these are not subject to being returned. If an offence has occurred, then the police will also be informed. Selling any items to other students contravenes the Academy safeguarding values and incidences will be dealt with seriously.

Please note that students must not sell or exchange any goods on the Academy site and students seeking to do this will be sanctioned.

### **Searches**

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities. The Academy will consider the age and needs of the student being searched and screened including SEND students. The Designated Safeguarding Lead (DSL) is always informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in this policy. If the student is at risk of harm, the DSL should make a referral to children's social care services immediately.

### **Searches without Consent**

The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers / also e-cigarettes or vapes
- Items for sale such as food and drink items
- Fireworks
- Pornographic/Racist/Homophobic images
- Any article that the member of staff suspects has been, or is likely to be, used:
  - to commit an offence
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

The Behaviour Policy includes other items that may be searched for e.g., mobile phones. Again, keep in mind that searches for things not specified in the policy without consent are unlawful.

All staff working within the Academy have a duty of care to the students and, as such, may face a situation where physical intervention is the only option left available to them in order to ensure safety. Staff who have a duty of care have lawful justification for taking reasonable physical steps to prevent injury to any person or damage to property.

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers e-cigarettes, vapes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under the Behaviour Policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal, may carry out searches without consent. The law states that the member of staff conducting the search must be of the same sex as the student. Under limited circumstances can a member of staff search a pupil of the opposite sex if (i) the member of staff carrying out the search believes there is risk that serious harm will be caused to a person if the search is not carried out (ii) if 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.

Where an item prohibited by this Behaviour Policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff must take the seized item to the Designated Safeguarding Lead who may inspect the item if there is good reason to do so. The Academy is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules. When deciding what to do with a prohibited item, the school will act in line with statutory guidance issued by the Department for Education.

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff. All information must be logged on Arbor.

### **Extent of search**

The person conducting the search may not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags and on their person. All student searches will be recorded on CPOMS.

### **Strip Search**

Members of staff at Manchester Academy cannot conduct a strip search on the school premises but must retain a duty of care to the student(s) if this is to take place. The police under the Police and

Criminal Evidence Act PACE Code A and PACE Code C - 1984 can carry out strip searches in school. Before calling the police, school staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. If a strip search is to take place, parents should be informed by staff once the strip search has taken place. The Academy should keep a record of all strip searches that have been conducted on the premises. All student strip searches will be recorded on CPOMS.

**Recording searches** whether the item is found – key information must be recorded on CPOMS by the lead member of staff. This must include: - date, time and location of the search / student(s) who were searched / staff member who conducted the search and any other adults or students present / what was being searched for / the reason for searching / what items, if any, were found / and – what follow-up action was taken as a consequence of the search.

### **Informing Parents**

Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as it is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied. All information must be logged on Arbor.

Any formal complaints about searches should be made in accordance with the Academy's usual complaints policy.

### **Confiscation of articles**

Academy staff have the power to confiscate property from students under their general right to discipline contained in section 91 of the Education and Inspections Act 2006. The Academy staff will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for Schools July 2023.

### **Disposal or retention of articles confiscated from students**

The Academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for Schools July 2023.

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

## **Drugs**

The Academy has a zero-tolerance policy on drug use and only in exceptional circumstances are the consequences looked at on a case-by-case basis. The Academy policy on drugs applies to all Academy and Academy related activities whether on or off site. This includes the journey to and from the Academy. The word 'drugs' used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and legal highs. The Academy should make this broad definition clear. Over the counter and prescription medicines are dealt with by staff in Student Services following the relevant protocols to receive and dispense medicine.

The Academy has used the guidance issued by the Department for Education to help inform the policy. The school will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any incidents will be reported to the governors for their consideration.

Any student found to be involved in a drugs-related incident will be disciplined in accordance with the Academy's Behaviour Policy. The sanction is likely to include permanent exclusion or suspension from the Academy. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to a suspension which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice, as necessary.

## **Confiscation of drugs**

Any drugs found will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia such as needles will be disposed of in a prudent manner. The Academy may carry out searches for drugs in accordance with the Department for Education guidance 'Screening Searching and Confiscation - advice for Schools July 2023.

## **Parental involvement**

Usually the Academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

## **Quality Assurance**

Behaviour for learning is quality assured throughout the academic year.

All Year groups 7 – 11, the Respect Room and the inclusion Centre will have regular Learning Walks through the Quality Assurance processes alongside the Quality of Education Team. Through Quality Assurance, it is important that action points/recommendations are put into place, monitored and revisited over time so improvements are made for the next cycle of quality assurance. The Personal Development Data will also inform lines of enquiry for quality assurance, the Vice Principal will provide actions for improvement by year group and/or whole school.

**Reference:**

[Guidance linked to Manchester Academy 'Behaviour, Attitude to Learning and Anti-Bullying Policy'](#)

**2023-2024 includes:**

[Keeping Children Safe in Education – 2023 \(guidance in force from 1<sup>st</sup> Sept. 2023\) GOV.UK](#)

[Screening Searching and Confiscation – July 2023 – Department of Education](#)

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - – July 2023 – Department of Education](#)

[Teacher Standards 2023](#)

[Manchester Academy - Suspension and Permanent Exclusion Policy 2023 – 2024](#)

[Manchester Academy – Attendance Policy - 2023 - 2024](#)

[Manchester Academy Safeguarding Policy - 2023 - 2024](#)