

POSITIVE BEHAVIOUR POLICY

Approved:

Date:

Review Date:

Author:

Manor Community Academy is an inclusive school community with a focus upon achievement, progression, enjoyment and a sense of worth. Our vision and values ensure that we are committed to applying this policy in a fair, equitable and consistent manner which will ensure that the aims and objectives of the policy are met and that Manor Community Academy is further enhanced by their application. Throughout the application of this policy, we will remain committed to our principle of care, courtesy and consideration in all that we do to ensure that the needs of all of our stakeholders are met and upheld.

1. Principles

This policy is designed to provide a consistent framework for promoting, recognising and rewarding positive behaviour which will allow teachers to teach and students to learn in a safe, positive, supportive learning environment with a focus upon high expectations and achievement.

This policy is based upon the principles that praise and reward are the norm and that success and achievement are celebrated in an open manner

This policy is underpinned by our community ethos of 'Care, Courtesy and Consideration in all that we do.'

We believe that parents need to know that their children are being taught in a caring, safe environment, which encourages and promotes positive social and educational development and instils in young people a sense of respect and moral responsibility.

All staff have a responsibility to ensure that positive behaviour is promoted, rewarded and encouraged and that the Positive Behaviour Policy secures high standards of behaviour which allows the school ethos of care, courtesy and consideration to flourish.

The Positive Behaviour Policy works in conjunction with the Rewards Policy, Anti Bullying Policy, the Inclusion Unit Policy and the Attendance Policy.

2. Aims

This policy aims to ensure a consistent whole school approach to positive behaviour by using consistent and assertive teaching techniques where students are rewarded for positive behaviour. There are an agreed set of Classroom Rules which are displayed in every classroom, a system of rewards for positive behaviour and a set of sanctions for unacceptable behaviour.

- Students who meet Manor Community Academy expectations will be rewarded using the Vivo Rewards system as outlined in the Rewards Policy
- Students are encouraged to manage their own behaviour and look after all members of the school community by subscribing to the Manor Community Academy ethos of 'Care, Courtesy and Consideration in all that we do.'
- Students who do not adhere to Manor Community Academy expectations of reasonable and acceptable behaviour and who choose not to comply with the school community will be subject to school sanctions.
- Students will be treated with equality regarding race, gender, sexual orientation and disability. Manor Community Academy actively promotes equal opportunities.

3. Application of the Policy

Our school ethos of 'Care, Courtesy and Consideration in all that we do.' is the most important influence in promoting positive discipline. The promotion and development of good personal relationships between all members of the Manor community and the respect and acceptance of all individuals is at the heart of our ethos. Our ethos is based upon positive care and regard, mutual respect and fair and consistent application of the school rules in the interests of all members of our community. This applies to the classroom, social times, school visits and journeys both in and out of school.

- All members of the Manor community are expected to adhere to the Positive Behaviour Policy and will be actively encouraged to do so by all school leaders. The application of the Positive Behaviour Policy is the responsibility of all staff at Manor Community Academy.
- There are high expectations of all members of the Manor community which explicitly outline students' behaviour in and around school. Throughout the year all form tutors, teaching staff, and school leaders will emphasise the importance of high standards of behaviour and will ensure that students are familiar with the school's expectations and The Classroom Rules detailed below.
- The Classroom Rules and Expectations apply in all learning areas. Staff should apply these in a consistent manner and all students are expected to follow them.
- The Behaviour and Expectations around the school community apply to all areas of the school and all students are expected to follow them.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Principal on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Principal, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently. The Principal is responsible for the implementation and day-to-day management of the policy and procedures. Support for staff faced with challenging behaviour is also an important responsibility of the Principal.

All members of staff have a role in maintaining a high standard of behaviour. Each staff member is expected to deal with inappropriate behaviour whether in a one to one or a group situation.

4. Behaviour and Expectations during lesson time

Learning behaviour and expectations for all students

Arrive on time to all lessons

Come prepared to lessons with the correct equipment (pen, pencil, ruler and planner) and be ready to learn

Follow staff instructions throughout the school

Participate fully in all lessons

Be respectful of all other members of the school

Complete tasks to the best of your ability in lessons

Meet deadlines for all homework and revision tasks

Know your targets and how to make further progress

Understand how to learn and improve and respond to all teacher feedback

The roles and responsibilities of staff in the application of the Positive Behaviour Policy with regards to classroom behaviour are detailed below:

Form Tutors

- Ensure that students are in correct school uniform – issue uniform permits when appropriate or refer to pastoral leaders
- Ensure that students are equipped for learning and check equipment and planners daily – refer students who are persistently not equipped to achievement leaders
- Revisit classroom rules and expectations with students on a regular basis
- Promote the school ethos of 'Care, Courtesy and Consideration in all that we do' regularly
- Monitor the Vivo rewards and sanctions issued to members of the tutor group

Classroom Teachers and learning support staff within the classroom

- Meet and greet students at the beginning of each lesson (support colleagues in supervising corridor areas)
- Ensure that planners are on desks and that equipment is visible
- Promote positive attitudes to learning by effectively and consistently planning and delivering high quality lessons which engage and challenge students with regards to their individual needs
- Effectively and consistently promote positive behaviour in the classroom through the application of classroom rules and expectations and the appropriate use of praise and rewards
- Provide clear and explicit instructions to students
- Promote positive relationships within the classroom
- Implement school sanctions in a consistent manner when appropriate
- Record all incidents of poor classroom behaviour on the SIMS system along with the action taken
- Liaise with parents
- Record all incidents of lateness to lessons
- End lessons in a timely and organised manner, ensure that all students stand behind their chairs/stools (or end the lesson in a calm manner) and send students to their next lesson in an orderly manner (support colleagues in supervising corridor areas)

Achievement Leaders

- Actively lead upon the promotion of positive learning behaviour across the year group
- Ensure that students consistently follow the classroom rules and expectations
- Support staff in the management of student behaviour
- Monitor incidents of poor learning behaviour and classroom sanctions via SIMS. Liaise with classroom teachers when incidents are isolated to one subject area and co-ordinate intervention and support when incidents are across more than one subject area
- Monitor attitudes to learning via the whole school report system
- Monitor punctuality to lessons
- Monitor the completion of homework
- Liaise with parents

Curriculum Leaders and Subject Leaders

- Actively lead upon the promotion of positive learning behaviour across the curriculum/subject area
- Ensure that staff apply whole school rewards and sanctions in a consistent manner
- Support staff in the management of student behaviour
- Monitor incidents of poor learning behaviour across the curriculum/subject area via SIMS.
- Monitor attitudes to learning via the whole school rewards system
- Liaise with parents
- Monitor the completion of homework

Senior Leaders

- Monitor behaviour for learning across the school
- Support the work of curriculum leaders and achievement leaders in promoting positive behaviour for learning
- Promote a culture of high expectations and challenge across the school

5. Behaviour and Expectations around the school community

Expected behaviour from all students

Registration/Aspire - Students should sit at their desks and the register must be taken. Planners should be out on all desks and classroom expectations should apply. .

Assembly – Form tutors will escort students to assembly. Students should arrive and leave quietly

In corridors – Staff will supervise corridors during lesson change time. Students should walk quietly in an orderly manner on the left-hand side of the corridor. Bags should be kept away from the walls. Doors should be held open for others and courtesy should be shown at all times.

Leaving a classroom - Students should leave in an orderly manner as directed by the member of staff, e.g. one row at a time. Members of Staff should precede the students to the door. Coats should not be worn until a member of staff instructs students to do so.

Toilets - Students must use the appropriate toilets and treat them with care and consideration.

Care of the school - Students must not mark the walls or desks. They should keep off the grass and flower beds and should not drop litter. They should help the cleaning staff by avoiding unnecessary mess.

Food around school – Food can only be consumed in the dining halls at break time or lunch time. Eating on the yard or in the corridor is not permitted and food cannot be removed from the halls. Students can only eat in classrooms if they are supervised by a member of staff. The only drink permitted in school is water.

Equipment - Students should bring a minimum of a pen, pencil, ruler and planner to each lesson and they should not write on the cover of exercise books.

Good manners - Students are expected to behave in a reasonable, considerate and courteous manner at all times. They should always talk to each other and to staff in a polite manner.

Respect for each other – Students are expected to show consideration and respect towards each other at all times.

School Uniform - This must be worn at all times. If for any reason a problem arises then parents must contact the school. Jewellery (apart from a watch) must not be

worn in school and makeup and haircuts should not be excessive or extreme. Students out of uniform will be the responsibility of the Pastoral Leader and will be isolated with their Form Tutor.

The roles and responsibilities of staff in the application of the Positive Behaviour Policy with regards to expectations around the school are detailed below:

All Staff

- Actively promote the school ethos of 'Care, Courtesy and Consideration in all that we do.'
- Support the positive ethos of the school by reminding students of the expectations which operate around the school community
- Demonstrate positive behaviour and the school ethos through all interactions with colleagues, students and visitors to Manor
- Record all incidents of inappropriate and unacceptable behaviour on SIMS
- Liaise with school leaders when student behaviour warrants additional intervention and support

Pastoral Leaders

- Monitor the behaviour of students across the school community
- Ensure that students are punctual to school and monitor lateness to school
- Ensure that school uniform is appropriate and challenge any indiscretions
- Lead upon incidents of poor behaviour outside of the classroom
- Provide support and intervention to those students who require additional behaviour support
- Liaise with parents

Senior Leaders

- Monitor behaviour across the school
- Support the work of pastoral leaders in promoting positive behaviour across the school
- Promote a culture of high expectations, positive regard and mutual respect across the school

6. Poor behaviour outside of Manor Community Academy

What the law allows:

Teachers have a statutory power to discipline students for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Principals a specific statutory power to regulate students' behaviour in these circumstances "to such extent as is reasonable".

The Principal may discipline a student for any misbehaviour when a student is:

- Taking part in any school organised or school related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some other way identifiable as a student at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or
- Poses a threat to another student or member of the public or
- Could adversely affect the reputation of the school

7. Allegations of abuse against staff

All allegations will be taken seriously and investigated fully through the Manor Community Academy Disciplinary Procedures and/or the LA adopted 'Managing Allegations against Staff'. Any student who is found to have made malicious accusations against a member of staff will have to appear in front of the School's Governing body who may consider the student's place at the school.

8. Searching Students

Any staff who suspect students having dangerous/illegal possessions may ask the student to empty his/her pockets but they must not physically search a student. Any students refusing to empty their pockets must be taken immediately to a member of the SLT.

9. Restraining Students

All members of staff are expected to intervene to protect the safety of all students, but only members of staff who have been trained in the appropriate method of restraint can restrain a student. Stopping a fight is not restraint but holding a child who is trying to run away from school is restraint. The school leads on restraint training are Louise Easton and Martyn Gordon, restraint training takes place annually.

10. Mobile phones and hand held devices

Students are allowed to carry a mobile phone, but they are not to be seen in school. Mobile phones can only be used in school with the explicit permission of a member of staff. They are not to be used to listen to music during lessons.

11. Resolution and Restoration

At Manor Community Academy we recognise that young people can and sometimes do act in emotionally charged ways and that on occasion behaviour can be impacted upon by circumstances outside of school. Staff are expected to adopt de-escalation strategies to promote the positive resolution of a situation. Examples of de-escalation strategies when a situation first occurs include:

- Deliberately lowering your voice and speaking quietly to a student
- Withdraw a student from the situation
- Allowing a student time to cool off before they are asked questions
- Ensuring that a student has personal space
- Avoiding the use of sarcasm or humour which could cause offence
- Addressing the incident in question rather than begin a discussion about the history of the student's behaviour (this may be discussed at a later date)
- Reminding the student of positive experiences/behaviour you have witnessed
- Asking the student to explain their behaviour to you
- Listening to the student

12. Manor Community Academy Sanctions

These will be used for students who do not adhere to the school's reasonable expectations of acceptable behaviour and who choose not to comply with the agreed Classroom Rules. Staff are responsible for ensuring that sanctions are deployed in a consistent manner. Parents should be notified of all detentions and persistent lower level sanctions.

Stage 1 – Five minutes cooling off period

Outside the classroom for 5 minutes maximum / removed from peer group. This is for students causing **continuous** disruption to learning in the classroom. A student could be given 5 minutes to cool off for the following reasons:-

- Speaking out of term
- Arguing with another student
- Aggressive voice/not threatening
- Repeated interruption
- Initial refusal to follow instructions
- Health & Safety
- General swearing - passive

Students should return to the classroom and return to work, they should be welcomed back into the room.

Stage 2 - Detention

a) 20-30 minutes set by the classroom teacher

This is to be given to students who continue to disrupt a lesson after returning from 5 minutes cooling off time outside the classroom. This should be supervised by the teacher.

Students may also receive a teacher detention for the following:

- Poor work/effort or homework
- Repeated lateness
- Not following classroom or whole school expectations
- Walking away during cooling off period
- Having a lack of respect for other members of the Manor community

b) 45 Minute Department Detention

This is to be organised by the Curriculum Leader and supervised by the curriculum team. Students should be given this detention for failing to attend teacher detention or for a serious matter:

- Missing teacher detention
- Constant disruption despite the opportunity to modify and resolve behaviour
- Lack of respect to other members of the Manor community.

c) Achievement Leader Detention

This should be given to students who display poor attitudes to learning across the curriculum and should be organised by the Achievement Leader

d) Pastoral Leader Detention

This should be given to students who display poor behaviour or attitudes across the school community and should be organised by the Pastoral Leader

The above detentions can be set after school, during break times or during the lunch hour.

Stage 3 – High Profile Detention

High Profile Detention will take place every evening and will be used for:

Persistent lateness

Significant incidents of poor behaviour for learning or repeated refusal to engage in positive behaviour for learning

Abusive language to peers

Significant poor/serious behaviour around school

Only Senior Leaders, Curriculum Leaders, Achievement Leaders and Pastoral Year Leaders can place a student in High Profile Detention. A detention slip will be completed and sent to parents informing them of the detention. If the incident is repetitive or warrants a more significant sanction, a two hour detention (Thursday) will be issued; this detention is issued via the Principal

Students who miss College Detention will be isolated internally the following day with the member of staff who originally placed them in College Detention.

Students who repeatedly miss College Detention will be placed in the Remove Room at the discretion of Senior Staff and Pastoral Leaders

Stage 4 – Remove

This is to be used for serious classroom disruption or serious incidents outside of the classroom after students have gone through the three stages detailed above.

Remove can only be authorised by Senior Leaders, Curriculum Leaders, Achievement Leaders and Pastoral Leaders.

- Students remain in Remove for 6 lessons, but can gain a lesson back for good behaviour (ie they can demonstrate good behaviour and reflection and only be in remove for five lessons)
- Lunch will be in Remove on the same day. Failure to attend will result in remove sanction being restarted.
- Students placed on Referral Report at the discretion of Achievement Leaders may be sent to Remove if their report indicates persistent disruption to learning.
- Students may be sent to Remove for longer periods at the discretion of the Principal.
- Parents will be informed of referrals to Remove and may speak to members of the Year Team and/or Curriculum Team involved in the referral. A letter informing parents of the referral to Remove will be sent and a copy given to the Achievement/Pastoral Leader
- Remove is managed by the Remove Co-ordinator
- Laptops and computers in Remove are to be used for SAM Learning, Fronter and other relevant work

- Students in KS4 are expected to complete coursework or access work from the appropriate lesson. Students in KS3 should complete relevant work set by the Remove Co-ordinator.
- Students should work in silence and work will be monitored regularly.

Stage 5 – Inclusion Provision

Students who chose to behave in a manner which makes it impossible to make effective provision for them will be referred to the school's inclusion provision (Link Learning Centre or BIP). This referral can only be initiated by the Deputy Headteacher or Principal and will be co-ordinated through Pastoral Leaders and or Achievement Leaders. A referral to inclusion provision means that at this particular time, a student has by their behaviour chosen to exclude themselves from the school community. Parents and students will be interviewed at the time of a referral to inclusion provision and the progress of students within inclusion provision will be closely monitored.

Stage 5 – Exclusion

This is a significant school sanction and will be used with careful consideration for all serious and significant incidents. An exclusion will result in a pupil being sent home for a period of time and can only be authorised by the Principal (delegated to the Deputy Headteacher if the Principal is unavailable). All incidents of exclusion will result in a formal meeting with parents which will be conducted by the Principal or Deputy Headteacher significant periods of exclusion will also involve a meeting with the governing body.

Students can by-pass all stages of school sanctions and be excluded for violent behaviour, verbal abuse or extreme cases of misbehaviour.

13. Step Discipline System

Every student in Manor is placed on a step from step 0 up to Step 5. Student behaviour and punctuality across School will be reviewed by Year Teams every half term. The steps are as follows:-

Step Zero

Students who have no sanctions

Step One

Students who are beginning to cause concern (persistent low level disruption, a few detentions etc) are to be placed on Step One. Achievement Leaders and Pastoral Leaders will inform parents with a letter home.

Step Two

Students who continue to cause concern, missing detentions, late for School, will be placed on Step Two. Achievement Leaders and Pastoral Leaders will send a letter home and arrange a meeting with their parent/guardian. Students will spend time on a monitoring report until improvement is shown

Step Three

Students who continue to cause disruption will be placed on a Fast Tracking System. Parents will be informed of the system. Fast Tracking is aimed at intensive monitoring. Students on Step Three are not allowed to take part in trips or represent the School in any extra-curricular activities.

Whilst on Step Three the following Fast Tracking rules apply:

| | |
|---------------------|---|
| 2 sanctions | College Detention |
| 1 further sanction | Remove half day plus lunch |
| 1 further sanction | Referral to Inclusion Provision (1 day) |
| 3 further sanctions | Formal exclusion 3 day |

Step Four

If no improvement is made in a pupil's behaviour, then a referral will be made to the Deputy Principal and the student will be monitored directly by Senior Staff. A more rigorous, system of monitoring will be implemented which will involve immediate sanctions. If a student fails to respond to Step Four Provision, a referral will be made to the Governing Body.

Step Five

Step Five will result in a student's educational provision being made using alternative provision. This will involve alternative educational providers and the use of Inclusion Provision via BIP.

SIMS

SIMS is the school management system and is used to record, monitor and produce reports for all data relating to student behaviour for learning and behaviour around school. This aspect of the school's work is monitored by the data team and is reviewed weekly. ALL staff have a responsibility to record all student behaviour incidents using SIMS; staff should record a behaviour type and an action taken.

Behaviour Types should be recorded for all incidents of poor behaviour around school.

| SIMS behaviour type | Additional Clarification |
|--|---|
| Abusive Language/Swearing | When swearing is used at another student and language is not acceptable. When a student swears at a member of staff |
| Unprovoked attack - pupil | When a student attacks another student without provocation and a fight has not been arranged |
| Assault- Staff | When a student physically puts hands onto a member of staff |
| Bullying | |
| Coursework Catch up | When a student fails to meet deadlines or complete work and a sanction is required |
| Damage – Property | |
| Behaviour for Learning | All incidents in the classroom when poor attitudes to learning are evident |
| Failure/Refusal to follow instructions | |
| Fighting | When students actively engage in violence (ie not an unprovoked attack) |
| Homophobic Incident | |
| Referral to Governors | |
| Illicit Substances | |
| Inappropriate language | When students use disrespectful language or less serious swearing (not directed at staff) |
| Insolence | |
| Late to registration | |
| Late to lesson | |
| Left lesson without permission | |
| Missed department detention | |
| Missed detention | |
| Missed teacher detention | |
| Racist incident | |
| Sexual misconduct | |
| Smoking | |
| Step Discipline Update | |
| Theft | |
| Truancy | |
| Unsafe Behaviour | |
| Uniform/Jewellery/Equipment | All incidents relating to incorrect uniform, wearing jewellery or lack of equipment (including planners) |

Actions Taken must be recorded against all behaviour types logged on SIMS

| Action Taken | Clarification |
|----------------------------------|---|
| Additional Intervention | |
| Attend BIP – ½ day | |
| Attend BIP – full day | |
| Attend Link – one lesson | |
| Attend Link – ½ day | |
| Attend Link – full day | |
| Attend LS1 – one lesson | |
| Classroom Support | |
| Cooling Off Period | 5 minute outside of classroom |
| Coursework Lesson | Used by staff when additional intervention (after hours and outside of College Detention is used) |
| Daily Report | |
| Detention – College | |
| Detention – Coursework | |
| Detention – Departmental | |
| Detention – Lates (Monday night) | |
| Detention Pastoral | Only used by Pastoral Leaders |
| Detention Teacher | |
| Discussed with Pupil | |
| Fixed Period Exclusion | NOT BIP or LINK |
| For Information Only | |
| Governor's Behaviour Committee | |
| Isolation | Removed from lessons with form tutor, within a department etc |
| Meeting with parents | |
| Moved to Step 1 | |
| Moved to Step 2 | |
| Moved to Step 3 | |
| Moved to Step 4 | |
| No Further Action Required | |
| Permanent Exclusion | |
| Refer to Achievement Leader | |
| Refer to Curriculum Leader | |
| Refer to Principal | |
| Refer to Pastoral Leader | |
| Refer to SLT | |
| Remain on Step 1 | |
| Remain on Step 2 | |
| Remain on Step 3 | |
| Remain on Step 4 | |
| Remove | Only to be actioned by CL, PL. AL and SLT |
| Taken off step | |
| Teacher Reprimand | |