

MANCHESTER HEALTH ACADEMY

BEHAVIOUR POLICY

BEHAVIOUR POLICY

Approval History

Approved By:	Date of Approval	Version Approved	Comments
DCSF	12 th May 2009	V2	
PSG	21 st May 2009	V2	- Produce an A4 summary - Under rewards & sanctions add "removal of discretionary activities" - Include "sexual orientation" on pg5
Academy Trust Board	1 st July 2009	v2	
Governing Body	12/02/15	V4	
Internal	06/10/16	V4.1	
Standards Committee	10/05/18	V5	

Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
12/05/09		V2	BASE DOCUMENT		
10/06/09		V3	- Table of Contents Added - A4 summary at end of document. - removal of discretionary activities" added - Included "sexual orientation" on pg5		KJ/AP
23/01/2015		V4	<ul style="list-style-type: none"> • IEU, Respite & Managed Moves • Off-site • Code of Conduct • Rewards 	N	PAJ/GFG
06/10/16		V4.1	Amendment section 8, to add final bullet point Removal of year of policy (cover page)		DO
May 2018		V5	Policy changed to include updated processes around Attitude to Learning and On Call system.	N	PT

1. Purpose

The Academy seeks to create an environment which encourages, reinforces and supports positive, acceptable behaviour. It is also recognised that the wider society expects acceptable behaviour as an important outcome of the educational process. This policy therefore sets out the Academy's expectations that all students should promote and display positive, appropriate behaviour and become role models for their peers. The policy also details the Academy's approach to the management of any behaviour issues which may arise.

2. Scope

This policy applies to all Academy staff and students attending Manchester Health Academy.

3. Responsibility

The promotion of positive behaviour is the responsibility of everyone involved with the Academy. There are however specific roles for different members of the Academy community.

- 3.1 The Governing Body should ensure the Academy has an appropriate and effective behaviour management policy in place.
- 3.2 The Principal has overall responsibility for the implementation and communication of the policy to establish an environment that encourages positive behaviour, discourages bullying and promotes diversity.
- 3.3 All school staff should ensure that the behaviour policy is consistently and fairly applied to all groups and communities, and that students are taught how to behave well. They should provide each other with encouragement and support, and model the high standards of behaviour expected of students.
- 3.4 All students have the responsibility to ensure that they understand the rules, behave appropriately and fully understand the rewards & consequences resulting from the decisions and actions they take. Students should promote the Academy's code of conduct, and support staff and other pupils, particularly by reporting incidents of bullying and other misbehaviour.
- 3.5 Parents and Carers should accept responsibility for their child's behaviour inside and outside of school and work in partnership with the Academy to maintain high standards of behaviour.

4. Our Approach

- 4.1 The Academy Behaviour Policy will pay heed to the national guidance found at; <http://www.gov.uk/schools-colleges-children-services>
- 4.2 The Academy as a learning community is committed to ensuring success for all. This means that in all work with young people we will aim to ensure that they:
 - Achieve their potential and enjoy their learning
 - Achieve economic well being
 - Stay healthy
 - Stay safe
 - Make a positive contribution to the school, the community and the wider world.

- 4.3 Manchester Health Academy is committed to working in partnership with other schools, parents and carers and wider Children's Services to ensure all members of the immediate and wider Academy community have the support and guidance they need to develop appropriate and positive behaviour.
- 4.4 The Academy recognises that in seeking to define acceptable behaviour it looks towards setting out a range of goals rather than fixed expectations. The Academy aims to offer a structure that will encourage the student's personal, social and moral ethos to develop in a positive way.
- 4.5 The Academy will promote standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility for self and others.

5. Academy Aims

- 5.1 Manchester Health Academy is a caring and positive place of learning where rules and standards are in the best interests of all. We are committed to ensuring that every member of the Academy behaves in a responsible and acceptable manner which demonstrates:
- Care, courtesy and respect for others, regardless of whether they are staff, students, friends or visitors
 - Care and respect for each other's property and belongings
 - Care and respect for the school environment
 - Pride in what ever a pupil takes part in within the Academy
- 5.2 Higher standards of achievement will result from a more effective environment for learning, supported by high standards of teaching which meet the needs of all individuals. As individuals, all students are entitled to their rights whilst at the same time having responsibilities to ensure the following:
- The right to be safe, valued and respected - free from disruptive violence, bullying and any form of harassment
 - The right to work and learn
 - The right to be seen as an individual
- 5.3 To enable a clear, consistent and agreed approach towards successful behaviour management, all students have the responsibility to ensure that they understand the rules, behave appropriately and fully understand the rewards & consequences resulting from the decisions and actions they take. Positive achievement is encouraged at all times with a whole range of rewards to recognise effort and achievement.
- 5.4 The Academy wishes to promote the partnership between staff, students and parents / carers to develop good relationships and have high expectations. Communication can be primarily made through the Form Tutor, and then a phone call to the Year Lead with responsibility for that year group. To these ends, we are committed to ensure that the Academy has:
- A Home school agreement agreed by staff, parents and students
 - A set of clearly defined rules and procedures
 - An agreed system of rewards and sanctions
 - A systematic approach to disciplinary matters
- 5.5 Bullying is always taken seriously and will not be tolerated from any member of the Manchester Health Academy community.
- 5.6 We will also ensure there is fair treatment for all regardless of age, gender, race, ability, sexual orientation and disability.

5.7 The Academy staff and students will aim to maintain the highest standard of behaviour at all times.

6. Developing excellent Attitudes to Learning in the classroom

6.1 Developing excellent behaviour for learning at Manchester Health Academy is based on the following 5 principles: -

- All staff acting as role models for the behaviours and attitudes we seek to develop in students.
- Explicitly teaching the behaviours and attitudes we seek to develop in our students, recognising those students who consistently “do the right thing” together with those who demonstrate improvements.
- Creating an emotionally intelligent environment, where positive staff – student relationships are based on mutual respect and a calm, compassionate and resilient approach to students.
- Encouraging a consistency of response to both positive and negative behaviour.
- Restorative approaches to managing behaviour are used by staff when a problem arises, which rely on the strength of staff-student relationships.

6.2 At the core of our work is our Attitude to Learning Criteria, which provides clarity over the behaviour and attitude we are expecting of our students. It is important that this is part of the language used in every lesson, being displayed and explicitly referred to by staff. This will ensure students are clear on what consists of a Grade 4 Attitude to Learning for that lesson as well as the opportunity to reflect and to be able to target areas for improvement.

DEVELOPING EXCELLENT ATTITUDES TO LEARNING AT MANCHESTER HEALTH ACADEMY	
<p>GRADE 4 EXCELLENT</p>	<ul style="list-style-type: none"> • An example to other students, leading through actions. • Have excellent focus in lessons. • Enjoys a challenge in their learning, shows resilience. • Always completes work to the best of their ability, aiming for excellence. • Uses feedback well to improve. • Always cooperates and collaborates with staff and other students.
<p>GRADE 3 GOOD</p>	<ul style="list-style-type: none"> • Completes all work to a good standard, taking pride in their work. • Settles to work quickly and without delay. • Always equipped for lessons. • Follows instructions from members of staff, is polite and respectful. • Meets deadlines for work. • Responds to feedback and uses it to improve work, showing aspiration. • Shows resilience in their learning.
<p>GRADE 2 REQUIRES ACTION</p>	<ul style="list-style-type: none"> • Needs reminders to focus on learning. • Avoids challenging tasks, gives up easily. • Usually polite and respectful, but will need occasional reminders. • Has missed deadlines for work. • Puts inconsistent effort into their work.
<p>GRADE 1 POOR</p>	<ul style="list-style-type: none"> • Behaviour affects their own learning and that of other students. • Disrupts the learning environment. • Produce work which is often incomplete or inadequate, in relation to their ability. • Does not act upon feedback.

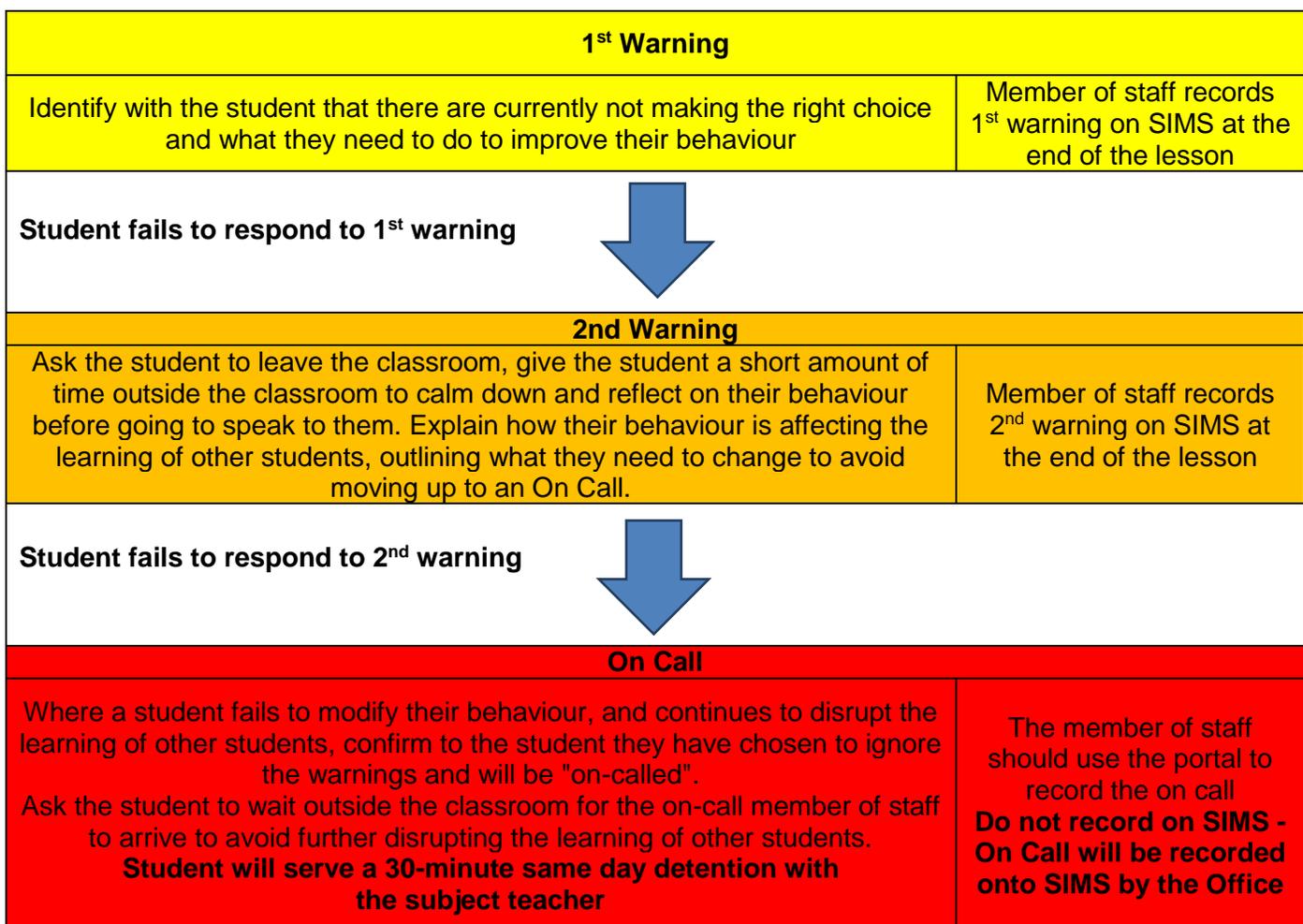
7. Behaviour management in the classroom for all students in all lessons

7.1 Good behaviour management is essential if we are to guarantee excellent teaching and learning across the Academy.

- Greet students at the door at the start of the lesson, controlling the entrance to the classroom, whilst assessing the mood of students as they arrive
- Having an unconditional positive regard for students, showing warmth and valuing them as an individual.
- Have an activity ready on the board, on desks or given to students as they enter.
- Use a seating plan and enforce it.
- Develop clear class routines at the beginning of the academic year and enforce them consistently.
- Have high expectations of all students based on promoting excellent attitudes to learning.
- Engage students through high quality first teaching from the first minute of the lesson to the last.
- Dealing with issues in a calm and assertive manner - be consistent, persistent and insistent.

8. Dealing effectively with a student whose behaviour falls below our expectations in a lesson

8.1 Where a student's behaviour falls below our high expectations and are not responding positively to the behaviour management techniques above, staff should follow the Academy protocol.



8.2 Serious incident within a lesson

If there is a serious incident within a lesson, the teacher should inform On Call before completing a “Serious Incident” report form, to be sent to the SLT link, Vice Principal (Behaviour and Ethos), Faculty Leader and Attitude to Learning Leader and as soon as possible after the incident.

9. **Dealing effectively with a student whose behaviour falls below our expectations over a number of lessons in one subject**

9.1 If a student’s behaviour becomes an ongoing concern across a number of lessons in a subject, it is important that there is an increase in the response to aim to quickly and effectively resolve the issue, with the class teacher and Faculty Leader maintaining ownership and responsibility. This will be of benefit to the student themselves in developing a better attitude to learning, the member of staff being able to focus on high quality teaching and of the other students in the class being able to learn.

- Class teacher to discuss the student to the Faculty Leader, outlining the action they have taken already.
- Faculty Leader to speak to the student, along with the class teacher. There should be a clear expression of what is needed to improve and what will happen if there is no improvement.
- If there is no improvement, the student to go onto Faculty Report for two weeks – to be completed for any lessons in that faculty area. Faculty Leader to monitor this report.
- If there is no improvement, Faculty Leader to discuss this further with the SLT Link for the year group.

10. **Academy Sanctions**

10.1 We use a range of sanctions as a consequence to poor behaviour or failure to follow Academy rules. The may include: -

- Detention (break / lunch / after the Academy day).
- Removal from a lesson
- Using the academy behaviour report system
- Parental meeting
- Being placed in Remove / Internal Exclusion, depending on the nature of the incident.

10.2 In exceptional circumstances the Academy may:

- Use of a period of ‘respite’ at a partner school for a specified length of time.
- Initiate a ‘Managed Move’ where, with the agreement of the parent/carer, a pupil will be given the opportunity to re-start their education at a partner secondary school.
- Utilise a Pupil Referral Unit or other alternative provision as appropriate.
- Excludes student on the grounds of serious & persistent breaches of behaviour guidelines.

10.3 For some students their behaviour difficulties may be so severe and complex that they may require a statement of special educational needs. This will be determined by the Special Educational Needs Service.

11. Exclusions

11.1 The academy uses exclusion as a sanction following a serious incident or repeated and persistent failure to follow Academy rules, at the discretion of the Principal. This could include: -

- Physical assault against student
- Physical assault against adult
- Verbal abuse/threatening behaviour against student
- Verbal abuse/threatening behaviour against adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft

11.2 Internal Exclusion which can be used to defuse situations which require a pupil to be removed from class but may not require removal from the academy premises. The internal exclusion is a designated area within the Academy, with appropriate support and supervision.

11.3 External Exclusion is always followed by a readmission meeting with parents/carer and the student. A Return from Exclusion plan will be put into place upon the student's return to the Academy.

11.4 The Academy reserves the right to use CCTV in the investigation of any incident, and as evidence in issuing a sanction.

12. Incidents during unstructured times

12.1 Students are expected to behave in an appropriate manner at all times throughout the Academy day to ensure the orderly and safe environment. If there is an incident during unstructured times, the member of staff should report this to the Behaviour Team / SLT link / Welfare Coordinator. The sanctions can include a detention or being isolated at unstructured times for a period of time, depending on the nature and severity of the incident.

13 Mobile phones and other technical equipment

13.1 The use of mobile phones are not permitted on the Academy site. If mobile phones are in view of individual member of staff during the day, it will be confiscated. The equipment will be returned at the end of the Academy day.

13.2 N.B. loss and damage

The Academy will not accept legal responsibility for loss, theft, damage to property whilst on academy premises. It is suggested that parents cover clothing and property on their household insurance.

14. Rewarding consistently positive attitudes to learning

14.1 At Manchester Health Academy, we consider it to be important for praise and rewards to have a considerable emphasis within the Academy; therefore, students should expect to achieve recognition for their positive contribution to Academy life.

- 14.2 However, the use of our Academy rewards systems should not be limited to those whose academic work is outstanding but should also be used as acknowledgement of hard work, determination, good citizenship, acts of kindness and other actions worthy of reward and nurture.
- 14.3 It is expected that good standards of behaviour are encouraged through the adherence of the Attitude to Learning criteria and are supported by a balanced combination of rewards and sanctions within a constructive academy ethos. It is important to develop and maintain consistency in the application of the reward system.
- 14.4 Examples of rewards which staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:
- Issuing Achievement Points to students
 - General praise and encouragement in lessons.
 - Nomination for praise through events such as the Principal's Stars of the Week award, Presentation Evenings, Hot Chocolate Friday, Positive Phone Calls etc.
 - Students' work to be displayed in classrooms and on Excellence Aspiration Leadership Success (EALS) noticeboards.
 - Referral, via Faculty Leader / SLT link, for praise meeting with Principal.
 - A letter / postcard home to parents to be used more frequently covering a wide variety of academic and non-academic achievements.
 - Recognition of success of differing kinds e.g. certificates be given in assembly.
 - Termly certificates are to be issued based on information obtained from student report data.
 - Certificates issued termly for students achieving individual attendance targets.
 - Rewards issued to tutor groups and year groups linked to behaviour and attendance achievement

15. Student behaviour away from the Academy site

- 15.1 An effective policy on Academy discipline and student behaviour should also set expectations for positive behaviour off the Academy site. This includes behaviour on activities arranged by the Academy, such as:
- Work-related learning placements, educational visits and sporting events
 - Behaviour on the way to and from the Academy
 - Behaviour when wearing Academy uniform in a public place.

16. Criteria for regulating off-site behaviour

- 16.1 The Academy will act reasonably both in relation to expectations of student 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 staff 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 student or member of staff (e.g. bullying another student 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 student was on 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 other students in the future.

- 16.2 Applying such factors, there would, for example, be a strong case for a serious sanction for a student who harasses a member of staff off the Academy premises, including through the internet. There would also be a strong case for a serious sanction for a student who verbally abuses members of the public on a bus on the way to or from the Academy. However, the case for punishing a student for verbally abusing somebody who had no connection with the Academy at a weekend would be much weaker. This is not of course to say that the Academy should take no interest in behaviour it does not regulate.
- 16.3 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.

17. **Objectives for regulating off-site behaviour**

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

18. **Communicating the rules on behaviour out of school**

- 18.1 Expectations of behaviour on public transport will be made clear through a 'safe travel' assembly.
- 18.2 The Academy may discuss policies relating to off-site 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.
- 18.3 The Academy encourages, through standard communication routes, how parents, carers and the community can:
- report poor off-site 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.
- 18.4 A standard procedure for applications for educational visits should include clear statements to parents and pupils about behaviour standards and processes.
- 18.5 It is made clear to staff, students and parents/carers the expectations and procedures related to transport, educational visits, work related placements and college placements. It should also make clear to staff, procedures related to poor conduct by students off-site.

19. Related Documents

19.1 This policy is linked to the Academy Anti-Bullying, CCTV, Data Protection, Complaints, Attendance, Safeguarding & Child Protection Policies.

20. Reviewing this policy

20.1 This policy will be reviewed annually or in response to a change in legislation.