



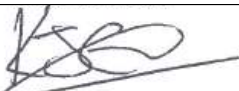
MANCHESTER  
HEALTH ACADEMY

# **MANCHESTER HEALTH ACADEMY**

BEHAVIOUR AND DISCIPLINE POLICY

2020-2021

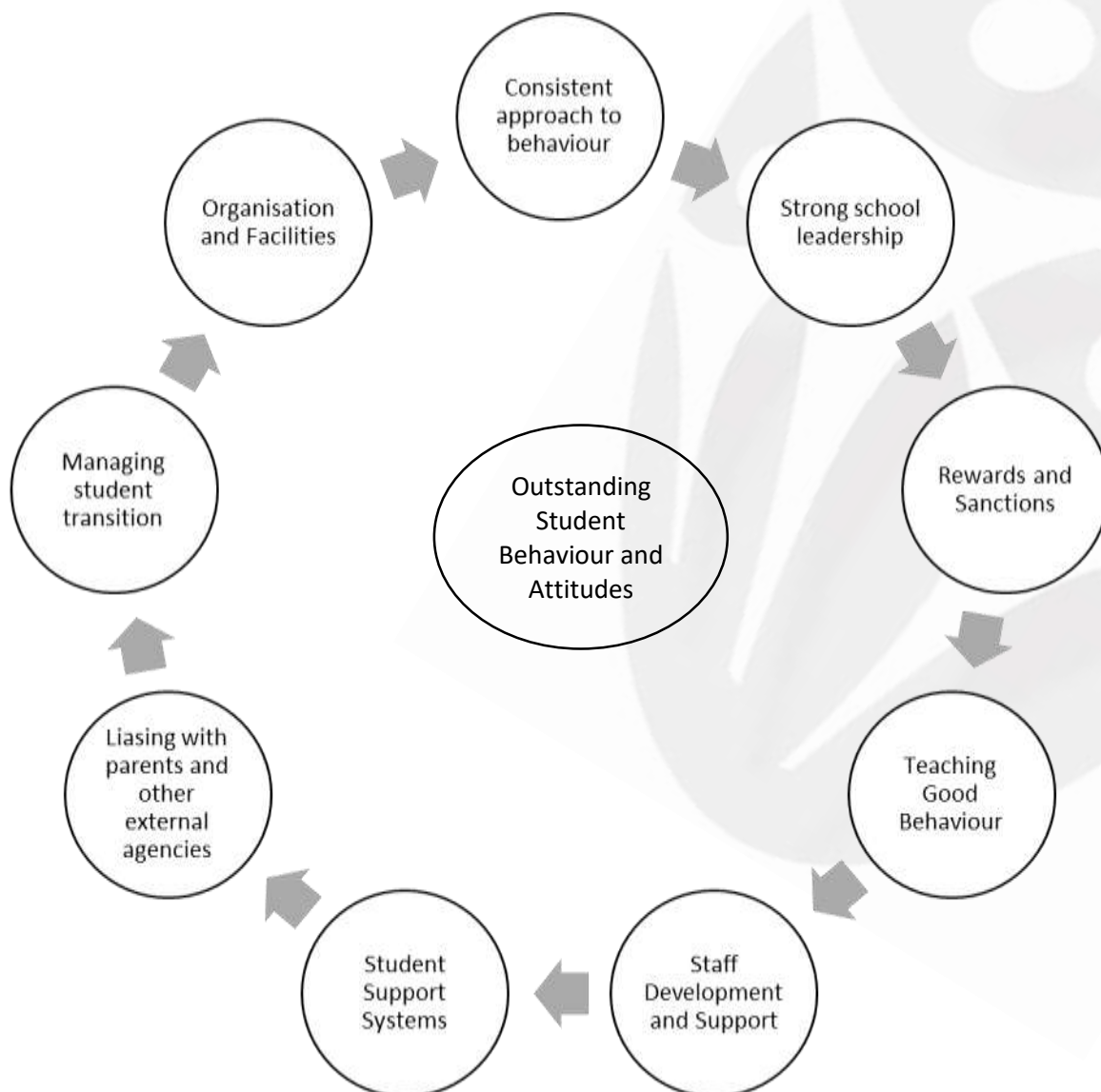
## BEHAVIOUR POLICY

<b>Date approved:</b>	October 2020
<b>Approved by:</b>	Kevin Green, Principal
<b>Signed:</b>	
<b>Review date:</b>	October 2021

## 1. Introduction

Manchester Health Academy seeks to promote outstanding behaviour amongst its students to create an excellent atmosphere for learning. This policy outlines the main ways we achieve this at Manchester Health Academy. This policy includes our *Code of Conduct* for students and our *Anti-Bullying Policy* that outline the rules and guidance which we expect staff and students to follow. 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 concludes by summarising the rewards and sanctions that we use.

We aim to provide a culture of success and excellence where ALL students have the right to learn and ALL teachers have the right to teach.



## **2. Responsibility**

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

The promotion of positive behaviour is the responsibility of everyone involved with the Academy:

- The Governing Body will ensure the Academy has an appropriate and effective behaviour management policy in place.
- The Principal has overall responsibility for the implementation and communication of the policy to establish a culture that encourages positive behaviour, promotes diversity and does not tolerate bullying or discrimination.
- All school staff will ensure that the behaviour policy is consistently and fairly applied to all groups and communities, and that students are taught how to behave well. Staff will provide each other with encouragement and support, and model the high standards of behaviour expected of students.
- All students have the responsibility to ensure they understand the rules, behave appropriately and fully understand the rewards and consequences resulting from the decisions and actions they take. Students will abide by the Academy's code of conduct, and support staff and other pupils, particularly by reporting incidents of bullying, discrimination and other misbehaviour.
- Parents and Carers will be responsible for their child's behaviour inside and outside of school and work in partnership with the Academy to maintain high standards of behaviour.

## **3. Aims**

Manchester Health Academy is committed to ensuring that every member of the Academy behaves in a responsible and acceptable manner that 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 and outside of the Academy
- Tolerance and fair treatment for all regardless of background, age, gender, race, ability, sexual orientation and disability.
- Staff and students maintaining the highest standard of behaviour at all times.

As individuals, all students are entitled to their rights whilst at the same time having responsibility to ensure the following:

- The right to be safe, valued and respected
- The right to work and learn
- The right to be seen as an individual

#### **4. Code of Conduct for Students**

At Manchester Health Academy, students are expected to treat others as they would wish to be treated themselves, showing courtesy and consideration to fellow students, staff, visitors and local residents. The Code exists to ensure that students are able to concentrate on their learning in a safe, orderly and stimulating environment. The Code of Conduct is even more important when students are representing Manchester Health Academy, including on the way to and from school, whether walking, cycling or using public transport.

#### **5. In Class**

- Arrive to lessons punctually and wait in single file outside the room until instructed to enter by a member of staff.
- Bring all the necessary equipment (Bag, Planner, Pen, Pencil, and Ruler) so that you do not have to borrow from others. Equipment checks will take place during tutor time each day.
- Listen carefully to your teachers: follow their instructions and always try to answer their questions.
- Take part in class and group discussions. Make your own contributions and listen to other students showing respect for their views and opinions.
- Work to the best of your ability and aim to complete all the tasks you have been set.
- Take pride in the appearance of your work.
- Ask for help if you do not understand or you are unsure of what to do.
- When working individually, concentrate on your own task; do not disturb other students.
- When working as part of a group or team, support and cooperate with fellow students.
- Complete and hand in all of your home learning and independent learning projects on time.
- Be aware of the targets your teachers have set to improve your performance and push yourself to achieve them.
- In practical areas, obey all safety rules and use appropriate safety equipment.
- Play your part in creating a stimulating environment for learning

#### **6. Around the School and in the Community**

- Enter and leave school sensibly via the student entrance.
- Ride your bicycle sensibly both to and from school, dismounting as you arrive at the student entrance and pushing your bike to the appropriate lock up area.
- Walk on the left-hand side of the corridors and especially on the stairways.
- Walk around the school building in a safe and orderly manner playing your part to maintain a calm transition at the start and end of the day and between lesson change over.
- Leave toilet areas clean and tidy and encourage others to do the same.
- Help keep the school site and surrounding streets attractive by not dropping litter; use the bins provided.

- Food and drinks must be finished in the canteen before going to lessons. You may drink bottled water in lessons, except in areas such as Science labs or computer rooms. No chewing gum or energy drinks are allowed on the school premises.
- Smoking or vaping is not allowed on school premises. Students should not smoke or vape on the way to or from school or in school uniform. Smoking materials will be confiscated if found in school
- Mobile phones are not permitted in classrooms or on the corridors. If mobile phones are seen or heard by a staff member in these areas during the day, it will be confiscated and handed to the Vice Principal's P.A.

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

## **7. Personal Appearance and Property**

- Always wear the correct school uniform, including blazer. Remember that a smart appearance helps create a good image for yourself and the school.
- Follow the guidelines on jewellery in the school uniform policy and avoid extreme hairstyles. If you are not sure what will be acceptable ask your Director of Standards.
- Outdoor coats, scarves or gloves should not be worn around the school building.
- Look after your own belongings and respect those of other people.
- Do not bring dangerous items to school, such as matches/lighters, blades, knives/weapons or fireworks. These items are banned in school and bringing these, or any other items to school that are deemed within this dangerous category, could result in a fixed term or permanent exclusion from school. This list of items is not exhaustive and if the school deems an item to be dangerous it has the right to issue a fixed term or permanent exclusion.

If you bring medication to school, it must be handed in to the Main School Reception. Remember that staff can only give you medicine if they have received consent from a parent/guardian.

We aim to provide a culture of success and excellence where ALL students have the right to learn and ALL teachers have the right to teach.

## **8. Poor Behaviour Outside of School**

At Manchester Health Academy, we expect high standards of behaviour from our students outside of the Academy gates. Students should conduct themselves in such a way that reflects positively on the Manchester Health Academy Community by maintaining good order on transport, educational visits or work experience placements. In order to provide reassurance to members of the public about the care and control over students and thus protect the reputation of all at the Academy we expect students to demonstrate behaviour that does not threaten the health and safety of students, staff or members of the public when off site.

When dealing with an 'out of school' incident, the Director of Standards or Welfare Coordinator will investigate and consult the appropriate member of the Senior Leadership Team regarding action to be taken.

Students may be disciplined for misbehaviour when:

- Taking part in any school organised/school related activity
- Travelling to or from school wearing school uniform or your own clothes

Students could receive a fixed term or permanent exclusion when:

- You are in some way identified as being a member of the Manchester Health Academy community.
- Your behaviour could have repercussions for the orderly running of the school.
- Your behaviour is threatening to another student, member of staff or a member of the public.
- You post threatening or abusive material on social media towards another student / member of staff.
- Your behaviour could adversely affect the reputation of the school.
- You are seen smoking or vaping on the way to and from school.
- You record or post images/videos without individuals permission on social media.
- You have carried out any form of emotional, physical or online bullying as per our *Bullying Policy*.
- You have been verbally or physically abusive towards another person on the grounds of race, gender, age, sexual orientation, disability, ability or background.

Many extended school activities take place on Academy premises. Behaviour during such activities will 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 further taking part in a sports event led by another school or work experience placements.

## **9. Home and School Communication**

The huge majority of our students receive rewards throughout their time at Manchester Health Academy because they continue to be well motivated, self-disciplined and hard working. However, some students do experience problems or go through a difficult time at some point in their school careers. Loss of motivation or deterioration in behaviour have a variety of causes and we always try to establish the precise circumstances of each individual case. Whenever possible, we aim to avoid the use of serious punishments by contacting home and inviting parents into school to discuss what is going wrong and how it can be put right. By working together at an early stage, we can usually sort out the problem. Families should consider Early Help Assessments as a form of support and can request this through school.



## 10. Rewards

We expect all students to behave well, work hard and achieve their full potential. All students like to be praised for their effort and achievement; therefore, students should expect to receive recognition for their contribution to Academy life. As a result, the academic, sporting, social and cultural achievements of students are celebrated in many ways.

All staff should use the rewards systems to acknowledge achievement and positive behaviour and should encourage students to value and participate in the rewards systems.

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.

## 11. The Rewards System

The online rewards system is applied electronically through ClassCharts. Staff award students electronic Credit points for a range of commendable reasons such as:

- Achieving 100% attendance in school
- Positive engagement in lessons or extended school events
- Content and presentation of both classwork and homework, which can be graded above our expected standard
- Being a positive role model
- Demonstrating a 'can do' attitude
- Acting as an ambassador for Manchester Health Academy
- Improvement in one or more of the following areas: literacy, numeracy and presentation
- Positive community participation

ClassCharts credits should be used consistently and fairly across the whole school and will be regularly monitored by the Senior Leadership Team, Director of Standards and Form Tutors. Students should be encouraged to see the value of the rewards system and therefore strive to collect ClassCharts credits in order to spend in the ClassCharts shop, achieve nominations for the Principal's Peloton Award and achievement certificates in celebration assemblies.

In addition to ClassCharts credits, several other methods of rewarding students on a daily and weekly basis is encouraged. Examples of rewards that staff are encouraged to use for academic achievement, appropriate behaviour and outstanding effort include:

- General praise and encouragement in lessons
- Nominations for praise through events such as the Principal's Peloton Award, Presentation Evenings and rewards assembly nominations
- Student's work is displayed in classrooms and on Excellence, Aspiration, Leadership & Success (EALS) noticeboards
- A letter / praise postcard home to parents to be used more frequently covering a wide range of academic and non-academic achievements
- Termly certificates awarded for students achieving individual attendance targets



- Certificates and prizes awarded to students in each year group for academic achievement
- Prizes issued to tutor groups and year groups linked to behaviour and attendance achievements
- Prizes issued for attendance and effort at Period 6 and Saturday Academy
- Trips and visits to local and national areas of interest

## **12. Assemblies**

Directors of Standards should use the weekly year group assembly to celebrate success and promote the culture and ethos of the school and their individual house.

Assemblies will be themed each week to reflect on the Global Calendar and to recognise key cultural events.

Directors of Standards should review students' attendance weekly and announce and congratulate the tutor group with the highest attendance for the week and individual improvements / achievements.

Attendance certificates should be awarded half-termly to those students with 100% attendance.

## **13. Display of Student's Achievements**

Classroom displays - students' work should be praised and displayed to their class at the time of completion. All staff should showcase students' work in their classroom area.

Newspaper coverage – outstanding or unusual achievements should be referred to the Principal's P.A, in order that the local newspaper can be invited to cover the story; to acknowledge the achievements of individuals and to reinforce the positive profile of Manchester Health Academy.

In-house promotion of positive achievement should also be shared with the social media and marketing team to ensure coverage via social media e.g. the school website; Facebook; The Word; Twitter.

## **14. Academy Awards Evenings**

Students achieving significant personal success in any aspect of the school curriculum will be invited with their parents to join one of the Awards Evenings scheduled throughout the year, focusing on specific areas of curriculum study. Curriculum and Subject Leaders are asked to nominate high achieving students in each year group who will receive a celebratory certificate and trophy, focusing on either personal achievement or effort. The PE department will nominate a student who has demonstrated excellent sporting endeavour for the Steve Mycio award. In addition, Directors of Standards and SLT will nominate one student overall who will be awarded the 'Jodie Dixon Award'.

## **15. Annual Presentation Evening**

This is held in December where former students are invited to school to celebrate all of their successes during their time at Manchester Health Academy and to receive their GCSE certificates. Prizes are awarded on this occasion to students for their academic, creative, social and sporting achievements throughout their time at Manchester Health Academy and those students who have made a significant contribution to the school community. All staff are invited to contribute nominations for these prizes. In addition to these awards one student is presented with the Lee Collier Award that was instigated in 2010. The award is named in the memory of Lee Collier who was an ex-pupil at Brookway High School (Manchester Heath Academy was built on the site of this school, which closed in 2009). After his death, Lee's parents kindly donated a trophy in his memory to be awarded for academic excellence. Each year, this trophy is awarded to the highest achieving Year 11 student at the Academy

## **16. Detentions**

The majority of students complete their school careers without ever receiving a school detention. However, if a student is sanctioned with a C3, a one-hour afterschool detention will be issued via ClassCharts. Students will be supervised and an appropriate task to complete. The pastoral team will inform parents where possible via text that a detention will take place. All detentions must be completed, and it is the student's responsibility to check if they have a detention, if their name is on the detention register for the day they will be expected to attend. If a student fails to attend a detention, they will be placed into internal exclusion the following day. Occasionally the texts that are sent to parents/carers are not received due to a variety of reasons e.g. phone numbers have been changed or people are out of signal, this does not mean the detention won't stand, we expect students to inform their parents as well that they have a detention so they are taking ownership of their behaviour as we, as a school, expect all of our teachers to inform students if they have a detention.

## **17. Student Support**

Manchester Health Academy recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of an individual student.

The Academy's special educational needs coordinator (SENCO) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, the educational psychologist, medical practitioners and/or other professionals, to identify or support specific needs.

When acute needs of behaviour are identified in a student, we will create an *Access to Learning Plan* or *A Student Profile* to support the student. This plan will be created with the students and parents, and where appropriate in liaison with external agencies, and will be reviewed regularly.

## **18. Managed Move**

In extreme circumstances, the school may discuss with parents the need to carry out a Managed Move for their child. This is suggested as a way of avoiding Permanent Exclusion and of providing students whose behaviour either has been repeatedly below expectation or has been extreme; this is an opportunity to have a fresh start. A Managed Move is dependent on another local school agreeing to take the student and a place is usually offered on a six week or twelve-week trial before the student is formally taken on to the roll of the new school. During that period both schools work together to monitor behaviour and progress to ensure the move is successful.

## **19. Exclusions**

The formal exclusion of a student as a temporary or permanent measure is the strongest sanction available and one which will never be used without considerable thought. The academy uses exclusions as a sanction following a serious incident or repeated and persistent failure to follow Academy rules, at the discretion of the Principal.

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

Internal exclusion is a provision for students who have misbehaved and 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. 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.

## **20. Internal Exclusion**

Internal Exclusion is used when a serious incident occurs, a student receives multiple incidents from the day before or a student misses a detention. A student who is in internal exclusion will report immediately to internal exclusion upon the sounding of the first bell at 8.37am and will work in isolation, supervised by designated staff, throughout the day. All students are expected to hand in their mobile phone upon entry of internal exclusion. Work from the core subjects will be provided whilst in internal exclusion to support their learning and progress. They may also spend part of this time discussing the reason for their internal exclusion and agreeing a way to move forward. Students will be allowed comfort breaks but will not be allowed to have a break or lunch time with other students. Students will be supervised throughout lunch time in the internal exclusion area. Students will be given a choice of meal deals to order for their lunch or they can bring their own. Students will spend five sessions which includes one break and one lunchtime in the consequence room. This can be extended by the Senior Leadership Team. Parents will be notified by the end of the day if their child has been placed in internal exclusion via a phone call. If a student misbehaves in or refuses to attend internal exclusion, then a repeat day in the internal exclusion room or a fixed term exclusion will be issued and the time in internal exclusion will start again upon their return.

Reasons for a student being placed into internal exclusion could include:

- Missing a detention without a valid reason.
- Play fighting.
- Removal from a class and continuing to disrupt the learning in another room.
- Refusing to be placed in another classroom when on a C3 removal.
- Suspicion of discrimination and / or bullying
- Dangerous conduct on corridors

## **21. Confiscation**

Any prohibited items found in students' possession will be confiscated. These items will not be returned to the students directly. We will also confiscate any item that is harmful or detrimental to school discipline. Students are issued with a locker and we reserve the right to search these without warning. Where it is appropriate we will work with parents to inform of any decision to search a child's locker however this cannot always be guaranteed. Any confiscated items will be returned to students after discussion with the Director of Standards, SLT and parents, as appropriate. Searching and screening students is conducted in line with the DfE's last guidance on '*searching, screening and confiscation*'.

## **22. Restraint Procedure**

Physical Intervention should only be used where it is reasonable to do so to prevent harm occurring to the child or others and it is this philosophical stance that links the legal framework with good practice.

*The 2006 Education and Inspections Act 2006 (Part 7)* stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the Academy or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere (this includes authorised out-of-academy activities);
- Self-injuring or placing him or herself at risk.
- Injuring others.
- Causing serious damage to property.
- Committing a criminal offence (even if the student is below the age of criminal responsibility).

The Principal and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, vaping material and e-cigarettes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

### **23. Fixed Term Exclusions**

The school should provide our students with an environment in which they can develop as valued members of society; that environment must be harmonious, safe, calm, and ordered. The sanction of exclusion will only be used when a student threatens to seriously disrupt the maintenance of that environment; it is a provision to maintain high standards of behaviour in an orderly environment. The serious nature of exclusion means that it should act as a deterrent to those students who do not meet the standards of behaviour expected in a school.

Reasons for a student receiving a fixed term exclusion could include all of those stated above for internal exclusion and:

- Refusing to follow instructions in internal exclusion.
- Physical assault against another student or adult.
- Verbal abuse / threatening behaviour against another student.
- Verbal abuse / threatening behaviour against an adult.
- Swearing directly at a member of staff.
- Bullying in the form of repeated physical, verbal or emotional abuse.
- Racist abuse in the form of physical, verbal or discrimination of any kind.
- Homophobia in the form of physical, verbal or discrimination of any kind.
- Transphobia in the form of physical, verbal or discrimination of any kind.
- Sexual misconduct including peer on peer abuse.
- Drug and alcohol related incidents.
- Damage to property.
- Theft.
- Being in possession of a vape or tobacco.
- Smoking tobacco or vaping in school or on school grounds.
- Recording or posting images/videos of staff and students.
- Persistent disruption of lessons.
- Persistent dangerous conduct when moving around the Academy.
- An action or actions that threatens the safety or well-being of a student, students or member of staff.
- An action that poses a significant reputational risk to the Academy.

### **24. Permanent Exclusions**

This is the most severe sanction available to a school. As such it is rarely used at Manchester Health Academy and is reserved for the most grave or repeated breaches of discipline, where the Principal feels that the relationship between the school and student has entirely broken down, or that the student represents such a threat to the education or safety of others in the school that the only solution is a fresh start at another establishment.

Reasons for a student receiving a permanent exclusion could include all of those stated above for a fixed term exclusion and:

- Persistent breaches of the Academy's behaviour policy

## 25. Appeals

Parents have the right to appeal to the Local Authority at all stages of exclusion from school. The local Authority has the power to reinstate a student who is excluded where the exclusion is for more than five days or permanent, or where the exclusion involves the loss of an opportunity to sit a public examination. Parents must be informed of their right to appeal against an exclusion to the Governing Body or the LA. If the student is excluded permanently, parents have a formal right to appeal in an independent appeals committee.

## 26. Consequence System

In all classrooms, we aim for praise to outweigh consequences. This should be an 80/20 ratio. We need to concentrate on positive aspects of behaviour.

At Manchester Health Academy, we expect to see from all our staff, governors and visitors the following adult behaviours: calmness, humour, empathy, consistency, reflective practice, catching students being positive in addition to recognising and praising good conduct publicly. When students behave inappropriately staff will provide them with what students don't want – a cool, mechanical, emotionless response. Emotion, passion, enthusiasm and excitement should be used when it has most impact – when students behave appropriately.

If negative behaviour continues and escalates, it is not ignored. Staff will reference it and reassure the rest of the group that it will be dealt with. When students have been given the support and opportunities to make the right choices, but do not modify their behaviour, staff will use the agreed consequences:

Consequences / Behaviour	Behaviour Management Dialogue / Strategies
<p>C1 Warning – Rule Reminder This will be a verbal warning where the teacher is required to describe the required behaviour expected of the student. This will be recorded onto ClassCharts. A rule reminder can be given to a group of individuals and also a class for reasons including:</p> <ul style="list-style-type: none"><li>– Students not being ready to learn</li><li>– Students talking upon entering the classroom</li><li>– General lack of focus</li></ul> <p>Where the behaviour is particular to one student a blanket warning cannot be given for example: “The behaviour of this class is not good enough” or “The class is not completing enough work”</p>	<p>At this stage the member of staff cannot issue a straight C3.</p> <p>State what is happening and give rule reminders</p> <p>Try and identify behaviour that is proactive/positive</p> <p>Staff do not have to write the student's name on the board at this point</p> <p>At every opportunity staff should positively reinforce when a students' behaviour meets our high expectations through verbal open praise</p>



<p>C2 Warning – further negative behaviour</p> <p>This information will also be recorded on ClassCharts and the student will receive a one-hour detention set for the following day.</p> <p>The student will not be removed from the lesson at this point and would be expected to continue their learning whilst conforming to Academy expectations.</p> <p>Parents will be informed before the detention takes place, via text message where possible. Students are responsible for checking if they have a detention through their form tutor. If a student does not attend a detention because they are ill, the student must rearrange the detention when they return.</p>	<p>“David that is a C2 I would like you to now move seats as I don’t want you to get a C3”</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions to how they can modify their behaviour:</p> <ul style="list-style-type: none"> <li>– Set time markers for completing work “you are here now and when I come back you should be here”, mark with the time</li> <li>– Move seats – offer this if possible</li> <li>– Offer different activities</li> <li>– Ask them to take a minute to think about their behaviour</li> </ul>
<p>C3 – Repeated negative behaviour</p> <p>Teachers must personally inform students that they have a C3 removal.</p>	<p>“Jade you have now moved to a C3 because ... which means you must now wait outside the classroom”</p> <p>At this point, the student must now wait outside the classroom. The teacher must immediately issue an ‘on-call’ via ClassCharts and a member of the Senior Leadership Team will come to collect the student and place them into an another room within the department. Students will also receive a one-hour detention after school. Parents will be informed before the detention takes place, via text message where possible. Students are responsible for checking if they have a detention on the student notice board. If a student does not attend a detention because they are ill, the student must rearrange the detention when they return.</p>
<p>C4 – Fourth negative behaviour or immediate C4 for:</p> <p>Missing a detention without a valid reason. Play fighting. Removal from a class and continuing to disrupt the learning in another room. Refusing to be placed in another classroom when on a C3 removal. Suspicion of discrimination and / or bullying Persistent dangerous conduct on corridors.</p>	<p>Fourth misbehaviour (in the buddied department room or if returned to the classroom) or an immediate C4 means that the student is sent to internal exclusion immediately for five sessions including 1 break and 1 lunch.</p> <p>Teachers must inform SLT immediately of a C4 consequence via an on-call on ClassCharts</p> <p>The information is now recorded on the student’s record on ClassCharts.</p>



<p><b>C5 Referral – Fixed Term Exclusion</b></p> <p>The following things will not be tolerated and could result in a C5, this list is not exhaustive and only examples:</p> <p>Swearing directly at staff  Violence or threatening behaviour towards others  Violence or threatening behaviour towards staff  Physical assault against another student  Theft  Homophobic / Transphobic / Racist / Religious / Bullying incidents  Smoking or Vaping on site  Bringing banned items into school  Bringing the school into disrepute whilst travelling to or from school i.e. smoking/vaping in school uniform, being rude or threatening to members of the community</p>	<p>A C5 will be issued once the recommendation has been reviewed by the Vice Principal – Culture and Ethos and approved by the Principal.</p> <p>If there is a situation that warrants exclusion, then a fixed term exclusion will be issued. A phone call will be made home to inform parents/carers of the C5</p> <p>Where possible the student will be informed of the reason for the exclusion before leaving school.</p> <p>Students, where possible, will always be given a work pack to take home. The relevant Director of Standards will arrange the reintegration meeting and let the parents know when the student should return to school. Upon return the student will have a reintegration meeting and will spend time with a designated mentor to whom they will go on a five day report to.</p> <p>Before issuing a C5 the school will ensure all other support mechanisms and sanctions have been exhausted, issuing a C5 is the last available short term sanction to support a student with modifying their behaviour and will be used accordingly.</p>
<p><b>Internal Exclusion</b></p>	<p>The list of students expected into Internal Exclusion will be emailed to staff each morning. The rule when in internal exclusion is to ‘occupy and ignore’. They must sit up and complete a minimum of 8 A4 pages of work. Work packs from the core subjects will be readily available for students to work through whilst in Internal Exclusion</p>
<p><b>C3 Other</b></p> <p>‘C3 Other’ are immediate detentions where a student does not need to escalate through the system. This will last for 30 minutes and run from 2.45pm-3.15pm. Students do not have to leave the lesson if they are given a ‘C3 Other’, they also fall outside the reporting protocol, unless repetitive.</p> <p>The teacher must inform the student directly if they have issued a C3 Other.</p>	<p><b>Reasons for a C3 Other:</b></p> <p>Smoking by association  Inappropriate behaviour in the canteen/in-between lessons  Being late to lesson (5 minutes)  Uniform issues / make-up / nail polish  Using ICT inappropriately – games etc.  Health &amp; Safety  Use of inappropriate language  Not bringing the correct equipment to lessons</p>

<p>C4 Truancy</p> <p>The teacher must inform the student directly if they have issued a C4 Truancy</p>	<p>This is given for a student not attending your lesson even though they are in school. Please ensure lesson-to-lesson registration is accurate and completed timely. Check your registers to identify whether absent students have been absent all day. This can also be issued if a student leaves your lesson without permission, or you see a student around the school anywhere they should not be.</p>
<p>Re-integration meeting</p>	<p>Reintegration meetings are held between the Principal and/or a member of SLT, any other pastoral staff as appropriate, the student and the parent/carer when a student returns from exclusion. At this meeting the student's behaviour will be discussed and ways to modify the behaviour will be explored.</p>

#### Guidance for refusing to follow instructions

Refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not mean that students are immediately given a consequence, but are asked twice to comply:

“Phillip, can you please ...”

“Phillip, you are refusing to follow a reasonable request to ...”

“Phillip, you have refused to follow a reasonable request, this has resulted in a C1”

#### **To avoid the consequences system staff will:**

Be a positive role model – smile, be enthusiastic about working with the students and about the content/context of the lessons. Discuss how successful learners deal with the frustrations and create a calm atmosphere.

Give achievements and praise – apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly.

Start each day with a clean slate – make sure that incidents have been dealt with from prior lessons.

Be consistent – use this and only this approach with all students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions e.g. “Why are you talking?” Rather, “I’ve asked you not to talk, C1”. Ensure that students know it is your priority to maintain the pace of the lesson for the benefit of all students.

In addition to the above staff will continually set the scene for positive behaviour by:

- Implementing agreed school routines including standing in a V shape at your classroom door at every changeover
- Being consistent in the context of an understanding of the students’ emotional and social backgrounds
- Building positive relationships with young people and be relentlessly optimistic

- Appreciating that one's professional actions can impact on the work of others – positively or negatively:
  - Use the 'lighthouse effect' / eyes in the back of head, remaining vigilant and knowing what students are doing at all times
  - Take direct and prompt action on inappropriate behaviours in line with the behaviour policy
  - Insist on courtesy and politeness and model this
  - Keep things in perspective
  - Do not back children physically or figuratively into corners
  - Contribute to ensuring the highest standards of behaviour and manners outside lessons
  - Practice and encourage mutual respect, fairness and friendliness
  - Always take opportunities to challenge prejudice
  - Never hold grudges
- Modelling our expectations
- Being a role model and active whilst on duty and using this time as an opportunity to praise good behaviour and reinforce expectations
- Applying school policies fairly and consistently

## **27. Interventions**

In order to further support students, Manchester Health Academy offers an extensive range of interventions related to social, emotional and behavioural needs. Below are some examples of the different interventions your child may be offered where additional support has been identified:

- Behaviour Contract outlining targets for moving forward.
- Behaviour Report to form tutor / Director of Standards / SLT Link.
- School counsellor.
- MUFC Foundation Mentoring.
- Adaptation of timetable.

Parents will always be informed where an intervention is scheduled to take place and of the progress made by their child throughout the intervention programme.

## APPENDIX 1

### WHAT THE LAW ALLOWS IN SCHOOLS

#### **Punishing Poor Behaviour:**

All paid staff can discipline students whose conduct falls below the standard which could reasonably be expected of them. This means that if a student misbehaves, breaks a school rule or fails to follow a reasonable instruction the member of staff can impose a punishment on that student.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to sanction a student must be made by a paid member of school staff or a member of staff authorised by the Principal.
- The decision to punish the student and the punishment itself must be made on the school premises or while the student is under the charge of the member of staff.
- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, *Section 91 of the Education and Inspections Act 2006* says the penalty must be reasonable in all the circumstances and that account must be taken of the student's age, any special educational needs or disability they may have, and any religious requirements affecting them. All students in mainstream environment are subject to the same sanctions and rewards. The Principal may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip.

#### **Corporal punishment is illegal in all circumstances:**

Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multiagency assessment is necessary.

#### **Students conduct outside the school gates – teachers' powers. What the law allows:**

Teachers have the power to discipline students for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspectors Act 2006* gives Head teachers a specific statutory power to regulate student behaviour in these circumstances to such an extent as is reasonable.

#### **Detentions – what the law allows:**

Teachers have the power to issue a detention to students (aged under-18). Schools must make clear to students and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when a detention can be given (the 'permitted day of detention') include:

- Any school day where the student does not have permission to be absent;
- Weekends – except the weekend preceding or following the half term break; and

- Non-teaching days – usually referred to a ‘training days’, ‘INSET days’, or ‘non-contact days’.

The Principal can decide which members of staff can put students in detention. For example, they can limit the power to Directors of Standards or department only or they can decide that all members of staff can impose detentions.

**Matters schools should consider when imposing detentions:**

- Parental consent is not required for detentions.
- As with any disciplinary penalty a member of staff must act reasonably given all the circumstances.
- With lunchtime detentions, staff should allow reasonable time for the student to eat, drink and use the toilet.

**Detentions outside of school hours:**

School staff should not issue a detention where they know that doing so would compromise a child’s safety.

**Confiscation of inappropriate items:**

There are two sets of legal provision which enable staff to confiscate items from students:

- The general power to discipline:  
This enables a member of staff to confiscate, retain or dispose of a student’s property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.
- Power to search without consent for ‘prohibited items’  
Knives and weapons.  
Alcohol.  
Illegal drugs.  
Stolen items.  
Tobacco, cigarette papers, Vapes and E-cigarettes.  
Fireworks.  
Pornographic images.  
Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; an  
Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme child pornography and illegal drugs must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

**Use of isolation:**

School can adopt a policy which allows disruptive students to be placed in isolation away from other students for a limited period. If a school uses isolation rooms as a disciplinary penalty this should be made clear in the behaviour policy.

As with other disciplinary penalties, schools must act lawfully reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and

other students. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. The school must ensure the health and safety of students and any requirements in relation to safeguarding and student welfare.

It is for individual schools to decide how long a student should be kept in isolation and for the staff member in charge to determine what students may and may not do during the time that they are in there. Schools should ensure that students are kept in isolation no longer than is necessary and that their time spent in there is used as constructively as possible. Schools must allow students time to eat or use the toilet.

