



MANOR ACADEMY

Behaviour Policy and Statement of Behaviour Principles

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1. Principles

The Manor Academy is committed to ensuring that students are able to master the skills, knowledge and understanding to be successful academically and in the broadest sense of the word. We believe that by setting the highest expectations for students, building positive relationships between staff and students and by giving learners the autonomy to make the right choices, we will establish a climate and culture of achievement and success. We believe that by recognising positive learning behaviours and by establishing a restorative culture we will create an excellent climate for learning.

2. Aims

- Have the highest expectations of student behaviour in order to maximise their opportunity to achieve
- Ensure all students are 'ready to learn' and demonstrating positive learning habits at all times
- Build an intrinsic motivation in students but to recognise and celebrate good learning habits regularly
- Create an environment in which students are able to become mature, self-disciplined, and able to accept responsibility for their own actions
- Form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties

These aims are supported by regular and appropriate in-service training; close parental and community links; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities; a restorative approach and Academy social and celebration events.

3. Legislation & Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- When considering fixed term or permanent exclusions, the academy will comply with [DfE Exclusion Guidance September 2017](#)

This policy complies with our funding agreement and articles of association.

4. Practice

The school has four clear expectations/rules for all students at all times:

Expectation 1: Ready to learn

Being ready to learn is a key aspect of success. Students should wear perfect uniform at all times and have all of the expected equipment at all times; successful students arrive punctually to school and to lessons and follow the expectations of a 'strong start' and other school routines. Uniform and equipment lists as well as 'Ready to Learn' routines can be found on the Academy website.

Expectation 2: Respectful

Successful students will have respect for themselves and others. They will adhere to the Academy and trust values and speak to others in a respectful way. They will be caring towards others, act with kindness and empathy and display courtesy to staff at all times. Respectful students do not swear, physically hurt, or harm others, do not call names, or bully others and conduct themselves sensibly around site.

Expectation 3: Safe

To not harm ourselves or each other, and to not to anything that would put anyone in danger.

Expectation 4: First time, every time

Successful students will be able to follow instructions from staff at the first time of asking, every time. Schools are only able to function successfully when the authority of staff is clear and understood by all students. There should be no answering back or arguing with staff at any point and all instructions should be followed immediately by all students. This helps to maximise learning time, builds respect and positive relationships, and helps all to be successful in school.

4.1 Ready to Learn routines

The school has a set of routines that students are taught through instructional coaching to create deliberate practice throughout the school. These include: Strong start, Focused finish, Silent written tasks, passing sheets, SLANT, and feedback routines. These are fundamental to the practice at the Manor Academy and underpin everything we do.

4.2 Recognition and celebration

We want students to be motivated by the intrinsic value of achievement, however, we are committed to recognising and celebrating students who display positive learning behaviours and the school expectations.

Descriptive verbal praise

Around the Academy and in lessons, staff members use descriptive praise to demonstrate to students that they are demonstrating good learning behaviours and standards of conduct. Pastoral leaders and Heads of Year and other staff also contact home regularly to provide families with praise for their child. Each week, every member of staff will nominate a student to receive 'appreciations'. Students may be nominated for hard work, strong progress or for displaying a real commitment to the Academy values.

Achievement points

Students will receive achievement points as recognition of positive student behaviours. These achievement points will be specific to Academy expectations and positive learning behaviours.

Postcards / letters

Each week, the pastoral team will send postcards to the top students in their year group for achievement points and also to other students who have demonstrated positive learning behaviours / the Academy values. Faculties will also send postcards to students demonstrating success in their subject areas. Letters are also sent to students recognising success, commitment, and hard work.

Celebration assemblies

Each term, every year group has a celebration assembly where commitment to learning and the Academy values is recognised. Assemblies will include recognitions from faculties, subject teachers, and the pastoral team. The Manor Student Award will recognise students with 100% attendance, top 10% behaviour points and no behaviour points in a term. Students will receive recognition badges.

Badges

To recognise success, students will receive badges that correspond to the subjects / values / achievements they have made.

Progress reports

Progress reports provide an opportunity for students to gain recognition for their effort and progress across all subject areas over the Academic year.

4.3 Consequences and corrections

Where a student has failed to meet the Academy's high expectations, a consequence/correction is required to support the student to learn from their behaviour and to avoid similar mistakes in the future.

Behaviour pathway

Students will first be given a warning, which specifically details the negative behaviour being shown. Students will then be given a yellow correction if they fail to correct their behaviour, and a red correction if they fail to correct it again. If a student continues to fail to follow behaviour expectations, if the lesson is being disrupted and cannot continue, or if there has been a serious incident, then a teacher will issue a 'red line'.

Conduct cards

Students are expected to carry with them their 'Conduct Card' at all times. These are checked weekly by tutors and there will be a pastoral detention where more than once incident of conduct or uniform has not met expectations for the week – for example: shirt untucked, loud/disruptive movement between lessons.

Red line

The concept of the 'red line' has been devised to signal to students that a member of staff has a serious concern about a student's behaviour and to give students an opportunity to self-regulate before a situation escalates into something more serious. A 'red line' may be given when:

- The student has not responded to a yellow/red correction, they will be asked whether or not they are going to cross the 'red line'.
- The student has seriously challenged the dignity of a member of staff or another student at which point the teacher issues a 'red line'
- If a serious incident has occurred and the lesson cannot continue, the teacher will issue a 'red line'

Where the 'red line' has been crossed, the on-call member of staff will be called, and the student taken to the on-call room within the faculty area. A leadership correction will be issued, and family will be contacted. In addition, where appropriate, a student may receive an internal isolation in the Academy MIU or a Fixed Term Exclusion. On these occasions, a student will not be allowed to re-join lessons until a restorative meeting has taken place with a member of the pastoral team, SLT or faculty leader, a written record of the meeting will be sent to the family. Staff at the Manor Academy will not hold a grudge and students will be welcomed positively back into the learning environment following an isolation or exclusion.

Serious incident protocol

Where a serious incident has occurred at the Academy, a full investigation will be undertaken. This will involve taking statements from students and staff where needed. Families will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation. Following the investigation, the Academy will decide on the correction/consequence required.

4.4 Restorative Practice

The Manor Academy is committed to restorative practice to ensure that students are given the opportunity to learn from mistakes and negative behaviours and develop as individuals. During a correction, students will be encouraged to reflect and take part in restorative conversations / actions to support their development.

5. Roles & Responsibilities

5.1 The Local Governing Body (LGB)

The LGB is responsible for reviewing and approving the Academy behaviour policy and ensuring that it adheres to the principles outlined in this document.

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the LGB giving due consideration to the Academy values (see appendix one) The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

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5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific needs of particular pupils
- Recording achievement / behaviour incidents on SIMS
- Following all Academy routines and expectations

The Pastoral Team and Senior Leadership Team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Academy expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Consequences and Corrections

Consequence table

| Consequence | Behaviour |
|--|--|
| Warning | <ul style="list-style-type: none"> • Failure to meet the Academy expectations (Ready to learn, respectful, first time, every time) • Failing to follow SLANT • Off task during lesson |
| Yellow correction (15 minutes) | <ul style="list-style-type: none"> • Not responding to expectation / SLANT / off task reminder • No equipment in lesson / on arrival at school • Missing a homework deadline • Late to lesson • Eating / drinking in lesson • Failure to follow the Academy dress-code policy • Inappropriate language overheard by staff member |
| Red correction (30 minutes) After school | <ul style="list-style-type: none"> • Repeated failure to respond to expectation / SLANT / off task reminder • Failed yellow correction • Misuse of school equipment • Dropping litter |
| Pastoral detention | <ul style="list-style-type: none"> • Late to the Academy • 2 conduct incidents in a week • Disruptive behaviour in unstructured times |
| Leadership correction (60 minutes) After school | <ul style="list-style-type: none"> • 'Red line' removal from lesson • Failed red correction • Walking out of lesson • Truancy • Abusive language to another student • Walking away from a member of staff • Inappropriate use of IT / social media • Bullying |
| Manor Inclusion Unit (Isolation during the day + 60 minutes) This consequence can be for multiple days For serious incidents, the school may use the inclusion unit of a partner school for up to two weeks. | <ul style="list-style-type: none"> • Failed leadership correction • Failure to hand in mobile phone when requested • Smoking / vaping on the school grounds • Harmful sexual behaviour (HSB) / racial harassment • Assaulting a student • Assaulting a staff member • Beyond the control of the Academy • Walking away from a member of staff • Threatening behaviour • Bullying • Possession / used cigarettes / vape on school grounds • Dangerous behaviour / bringing illegal objects into the Academy) • Inappropriate IT use / social media |
| Fixed Term / Permanent Exclusion | <p>For serious incidents mentioned as an MIU above</p> <ul style="list-style-type: none"> • Assault of a staff member • Possession / use of drugs on the school grounds • Possession of an illegal object on the school grounds |

In addition, the following consequences may also be used to correct student behaviour:

- A verbal reprimand
- Removal of IT rights (e.g., email & Academy internet access)
- Confiscation of items
- Restorative conversations / tasks
- Not allowing students to attend events
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Meetings with parents
- A behaviour support plan
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of free time during the Academy day
- Not being allowed out during breaks/lunchtimes
- Leadership / Governor Panel meetings
- Directing the student to an Alternative Provision / Managed Move

The Academy will make the final decision on any consequence / correction issued. Whilst staff will listen to representations from parents, decision on consequences cannot be changed or opted-out of by parents.

The Academy will contact parents to arrange after-school consequences. If a detention on that day is not possible, staff will give 24 hours' notice of the detention, setting it for the next day, without exception.

6.1 MIU

The MIU manager is Mrs Ruth Barratt

The Academy has the power to use the MIU reflection and isolation room as a disciplinary sanction, often as a way of avoiding Fixed Term Exclusions. On occasion, the Academy may work with another partner school to provide an isolation room. We will ensure that time spent in such room is used as constructively as possible and that students are allowed to eat, drink, and use the toilet. The MIU day runs from 10.30am until 4.30pm.

6.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school. A student may be regarded as representing the school at any point when wearing the school uniform on their way to or from school.

6.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

7. Behaviour Management

The Academy's approach to the management of behaviour begins with recognising good behaviour and rewarding it. Both rewards and sanctions should be focussed on encouraging positive learning behaviours.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Academy Expectations

7.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

7.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.4 Prohibited items

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vaping equipment
- Pornographic images
- Any article that is likely to be used to commit an offence, cause personal injury, or damage property
- Mobile phones, smart watches, handheld devices, and earphones
- Hoodies
- Fizzy drinks, energy drinks, sweets, and unhealthy snacks

In the case of anything illegal, the items will be handed to the police. The Headteacher can authorise the use of force to conduct a search without consent for illegal items or those which may cause offence or harm (e.g., pornography, knives, illegal drugs)

7.5 Special Educational Needs

The Manor Academy is a highly inclusive school, and our ethos is that of supporting students to achieve their potential whatever their background or need.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. All students with SEND will have a 'Pupil Passport' to enable teachers to understand and support children with additional needs.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions and days with staff from the Academy. In addition, staff members hold transition meetings and there may be extra transition if other needs require support.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

9. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 1.

10. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and LGB every year. At each review, the policy will be approved by the Headteacher.¹² Links with other policies.

This behaviour policy is linked to the following policies:

- Exclusion's policy
- Safeguarding policy
- Physical restraint policy
- SEND policy
- Anti-bullying policy
- Equality and diversity policy

11. Exclusions Policy

The use of exclusion as a disciplinary sanction is only to be used by the Headteacher or a member of the SLT where acting in the Headteacher's absence.

The Academy will adhere to [The Two Counties Trust Exclusion Policy](#) when considering fixed term or permanent exclusions; the academy will also comply with [DfE Exclusion Guidance September 2017](#).

Internal exclusions

The school runs the Manor Inclusion Unit as a facility to work in a positive way with students in order to rectify poor behaviour. A Head of Year can recommend that a student serves an internal exclusion for behaviour which is unacceptable, but which does not warrant a fixed term exclusion.

Fixed term exclusions

A decision to exclude a pupil should be taken only: a) In response to serious breaches of the school's behaviour policy; and b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Permanent exclusions

A decision to exclude a child permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include: a) Serious actual or threatened violence against another pupil or a member of staff b) Harmful sexual behaviour (HSB) c) Supplying an illegal drug d) Carrying an offensive weapon

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a headteacher has permanently excluded a pupil for: a) One of the above offences; or b) Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises; the Secretary of State would not normally expect the governing body or an Independent Appeals Panel to overturn the decision to exclude.

Appendix 1. Staff Training Log

| Training received | Date completed | Trainer/training organisation | Trainer's signature | Staff member's signature | Suggested review date |
|-------------------|----------------|-------------------------------|---------------------|--------------------------|-----------------------|
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Appendix 2. Detention Letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____