



## BEHAVIOUR POLICY

### Aim

This behaviour policy seeks to inform, guide and support staff, parents, governors and students through actively promoting positive behaviour, regular attendance, self-discipline and respect for others. Consistent, yet flexible implementation of the policy by all is vital, taking into consideration the needs and situations of vulnerable groups of students such as those with SEN, physical or mental health needs or looked-after children and ensuring equality with regard to race, religion, disability and gender.

### The Values of the Manor Learning Trust

The Manor Learning Trust aims to provide a caring and secure environment in which tolerance, understanding and respect for others are fostered. This is achieved through staff, students, governors and parents working in partnership to promote a positive culture of behaviour for learning and to encourage in all students a sense of responsibility to themselves, to the academy community and to the outside world. We aim to promote positive behaviour through active development of students' social, emotional and behavioural skills. We are committed to promoting the welfare of all of our students and ensuring that vulnerable students (e.g. SEN, mental health needs, looked after children) receive support and guidance according to their need. We seek to promote good relations across the school and local community. We are committed to eliminating discrimination, bullying and harassment. The Manor Learning Trust is committed to improving and maximising the academic outcomes of all students, by promoting equality of opportunity and ensuring 'success for all'.

### Expectations

At all times at Manor Learning Trust, both inside and outside lessons, **all students** are expected to respond to our positive behaviour for learning culture

- Arriving properly equipped and with a positive attitude
- Settling quickly and quietly
- Respecting staff and peers
- Making the positive choice at all times
- Listening and following instructions at all times
- To act as positive ambassadors for the academy when off the premises

**All staff** are expected to incorporate, reinforce and model these expectations in their everyday work, their teaching of lessons and their interactions with students. All staff are expected to be familiar with this policy, the academy's policies on attendance, anti-bullying and safeguarding, and to be aware of their responsibilities in their implementation. All staff are expected to follow the positive behaviour for learning approach and the choice card system. All staff should support, praise, and as appropriate, reward students' good behaviour.

**All parents** are expected to support their children to meet these expectations and to work in partnership with the academy to ensure regular attendance.

**The Principal and the Leadership Team** are expected to lead, support and monitor the consistent implementation of the policy throughout the academy, and ensure the policy is regularly reviewed and amended where and when appropriate. They will link regularly with external agencies and the local community through the service level agreement as appropriate.

**The Local governing Body** is expected to monitor the implementation of the policy ensuring equality for all and that the academy's defining principles are upheld.

### **Rewards**

The Manor Learning Trust firmly believes in the importance of a positive culture and the effectiveness of rewards to promote positive behaviour, regular attendance, self-discipline and respect for others.

Regular praise is the foundation of a positive culture and all staff, through new staff induction and whole staff inset days, will be trained in the importance of, and how to give, genuine, appropriate, specific and personal praise.

Students may be rewarded for exceptional achievement and/or for exhibiting consistently high standards of achievement or improvement in any area of the academy community, including behaviour, attendance, citizenship, and community service as well as academic, sporting or artistic achievement.

Rewards should be given in accordance with the Manor Learning Trust rewards scheme

### **Sanctions**

Sanctions may be necessary to promote positive behaviour and attendance through providing a deterrent as well as showing all students that there are consequences to actions that infringe upon others' rights within the academy. Sanctions are the key strand in our consequences system.

It is vital that sanctions are applied consistently, yet with regard to individual circumstances. In this way, sanctions will be seen to be fair and will, therefore, be more effective. In applying sanctions, staff should:

- Dissociate the behaviour from the person
- Encourage students to reflect on the effects of their actions upon others in the academy community
- Avoid early escalation to severe sanctions
- Avoid whole group sanctions that punish the innocent as well as the guilty

The academy has a responsibility when reviewing a student's behaviour to consider whether continuing disruptive behaviour might be the result of unmet educational needs. Where this is judged to be the case, the academy will explore a multi-agency approach. However, this process will take place alongside reasonable and proportionate sanctions as outlined in the consequences for poor behaviour section.

## **The powers of the academy**

Teachers have a statutory duty to discipline students whose behaviour they consider to be unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Discipline in schools –teachers’ powers – Department of Education – Feb 2014)

These powers apply to all paid staff with responsibility for students

Teachers can discipline students at all times the student is elsewhere or under the charge of a member of staff (for example; school visits, sports fixtures, school events)

All staff can discipline students when they are travelling to and from the school site, in school uniform. However, the sanctions must take place within the academy.

Teachers have the power to impose detentions outside school hours (See section – Detentions)

Teachers have the power to confiscate the property of students (See section – Confiscation of students’ property)

The academy will not tolerate violence, threatening behaviour or abuse by students or parents/carers towards staff or other students. If a parent/carer does not conduct themselves appropriately, the academy may ban them from the site and if the parent/carer continues to cause a nuisance or disturbance they may be liable to prosecution.

The academy will take firm action against students who harass or denigrate teachers or other academy staff on or off the school premises engaging the support of the police where appropriate.

## **Detentions**

Teachers have the right to issue detentions in line with the consequence system or for any behaviour where they judge it is an appropriate sanction.

Parental consent is not required when a detention is issued (Department of Education statutory guidance – ‘Behaviour and discipline in schools’ – Feb 2014).

Staff should consider that a student would need time to eat their lunch, although this could take place anywhere in the school, and go to the toilet when necessary.

When issuing an after school detention the academy will endeavour to work with parents and carers to take account of known caring responsibilities and whether a child can get home safely.

The academy is not required to take account of the inconvenience a detention may cause a family beyond that of the safety of the child. However, staff will try to work with parents and carers if this is appropriate.

## **Internal Exclusion**

Internal exclusions will be only issued by the Principal, the leadership team, directors of learning and faculty heads.

They will be issued for serious breaches of the academy's behaviour policy (appendix 3 – exclusion policy) or repeated failure to complete less serious sanctions e.g. detentions (see appendix 1 – consequences and refusal to comply).

They will take place in the alternative learning centre or in a room designated by each faculty.

Students will be supervised and provided with work throughout the duration of the internal exclusion.

Parents/carers will be informed that the internal exclusion is taking place and the reasons why.

Students will have their lunch in internal exclusion and will be allowed to go to the toilet as they necessary.

## **Confiscation of students' property**

Teachers have the right to search students without their consent for prohibited items. These include:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been, or is likely to, commit an offence, cause an injury or damage property

This should be done, where possible and where appropriate, by a member of the same gender. However, this may not be possible in an emergency

Teachers have the right to confiscate, retain or dispose of a student's property as a punishment or for the safety of the child or others within the academy

## **Power to use reasonable force**

Members of staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.

The Principal and authorised staff may also use reasonable force when conducting a search without consent for knives, weapons, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images or articles that could be used to commit an offence or cause harm

**Should expectations not be met, the following Consequences system should be implemented:**

**Governors’ statement of principles**

**Rights and Responsibilities**

It is a statutory requirement that the Governors produce a statement of principles which reflect a commitment by the academy to:

- Improving outcomes for all students
- Eliminating discrimination, harassment and bullying
- Promoting equality of opportunity
- Promoting the welfare of students
- Promoting good relations (across the whole community, within the local community)
- Ensuring that vulnerable students (e.g. SEN, mental health needs, looked after children) receive behavioural support according to their need

The Governors believe that an understanding of the rights and responsibilities of the academy, its students and their parents will underpin the statutory policies that provide the framework for it to discharge its duty of care and achieve our mission statement ‘Success for All’

<b>ACADEMIES</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To make clear the academy’s statutory power to discipline students and that students and parents will need to respect this.</li> <li>• To enforce their school-behaviour policy – including rules and disciplinary measures.</li> <li>• To expect students’ and parents’ cooperation in maintaining an orderly climate for learning.</li> <li>• To expect students to respect the rights of other students and adults in the academy.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure the whole academy community is consulted about the principles of the academy-behaviour policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To cooperate and agree appropriate protocols with other schools in the local <u>school partnership for behaviour and persistent absence</u>.</li> <li>• To ensure the academy-behaviour policy does not</li> </ul>

<ul style="list-style-type: none"> <li>• Not to tolerate violence, threatening behaviour or abuse by students or parents. If a parent does not conduct himself/herself properly, a academy may ban them from the academy premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>• To take firm action against students who harass or denigrate teachers or other academy staff on or off premises – engaging external- support services, including the police, as appropriate.</li> <li>• To search students for any item banned under the academy rules.</li> <li>• To search students or their possessions (without consent) where they suspect the student has certain prohibited items- knives or weapons, alcohol, illegal drugs and stolen items. Staff can seize any banned or prohibited item found as a result of a search which is considered harmful or detrimental to academy discipline.</li> </ul>	<p>discriminate against any student on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.</p> <ul style="list-style-type: none"> <li>• To ensure teachers' roles in academy discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• If a student or their possessions need to be searched then the member of staff will be of the same gender as the student they need to search and there will be a witness also of the same gender where at all possible.</li> <li>• To support, praise and, as appropriate, reward students' good behaviour.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of</li> </ul>
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SEN, disability and the needs of vulnerable children, and offering support as appropriate.

- To make alternative provision from day six for fixed-period excluded students, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-period exclusion.
- To take all reasonable measures to protect the safety and well-being of staff and students, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.
- To ensure staff model good behaviour and never denigrate students or colleagues.
- To promote positive behaviour through active development of students' social, emotional and behavioural skills.
- To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.
- To work with other agencies to promote community cohesion

<b>STUDENTS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the academy behaviour policy.</li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption.</li> <li>• To expect appropriate action from the academy to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment.</li> <li>• To appeal to the Principal/ governors, and beyond that to the Secretary of State, if they believe the academy has exercised its disciplinary authority unreasonably.</li> </ul>	<ul style="list-style-type: none"> <li>• To follow instructions by academy staff, obey academy rules and accept sanctions in an appropriate way.</li> <li>• To act as positive ambassadors for the academy when off academy premises.</li> <li>• Not to bring inappropriate or unlawful items to the academy.</li> <li>• To show respect to academy staff, fellow students, academy property and the academy environment.</li> <li>• Never to denigrate, harm or bully other students or staff.</li> <li>• To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts.</li> </ul>
	and safety.

<b>PARENTS</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"> <li>• To contribute to the development of the academy behaviour policy.</li> <li>• To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>• To expect their children to be safe, secure and respected in the</li> </ul>	<ul style="list-style-type: none"> <li>• To respect the academy's behaviour policy and the disciplinary authority of academy staff.</li> <li>• To help ensure that their child follows reasonable instructions given by academy staff and adheres to academy rules.</li> </ul>

academy.

- To have any complaint they make about their child being bullied taken seriously by the academy and investigated/resolved as necessary.
- To appeal to the Principal/governors, and beyond that to the Secretary of State, if they believe the academy has exercised its disciplinary authority unreasonably.
- To appeal against a decision to exclude their child, first to the governing body of the academy and then, in cases of permanent exclusion, to an independent appeal panel.

- To send their child to academy each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.
- To ensure academy staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.
- To be prepared to work with the academy to support their child's positive behaviour.
- To attend meetings with the Principal or other academy staff, if requested, to discuss their child's behaviour.
- To adhere to the terms of any [Parenting Contract or Order](#) relating to their child's behaviour.
- If their child is excluded from the academy, to ensure the child is not found in a public place during academy hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the academy at the end of a fixed period [exclusion](#).

**The 'Choice Steps' are displayed in every classroom.**

**Step 1**

We expect all our children to be following our school values. When doing this they will have numerous opportunities for celebration and reward. These are regularly shared with peers, parents and the school community.

**Step 2**

Children who choose not to follow school values will be given a verbal warning. If a verbal warning is ignored the child's initials will be placed on the 'Choice Board', and may be asked to move to another desk or to the end of a row in Assembly.

**Step 3**

If child continues with their poor behaviour they will be escorted to another class to complete set work. If child refuses to move or complete the set work they will be given a detention.

**Step 4**

If a detention is issued parents/carers will be informed by the class teacher in the form of a note in the child's planner. Parents/carers must ensure they read and acknowledge this.

**Step 5**

If a child receives more than one detention for the same poor behaviour a Senior Teacher, Vice-Principal or Principal will meet with the child. Parents/carers will be informed as in Stage 4, using the child's planner and a formal meeting may be requested to discuss this.

**Step 6**

Class teacher and PSO will meet with parents/carers. An Individual Behaviour Plan will be agreed and put in place with immediate effect. Timely reviews of the Plan will be in place in conjunction with the Vice-Principal. Vice-Principal, Class Teacher and PSO will meet with parents/carers to assess outcome of plan.

**Step 7**

If Stages 1 to 6 fails to encourage a change in behaviour an Internal Exclusion at St. Peter's or Manor will be introduced.

If still no improvement a fixed-term exclusion or permanent inclusion will be given.

**Exceptions:**

If a child is fighting; using violent or persistent aggressive behaviour; defiance towards any staff member; bad language or swearing; vandalising school property or theft the sanction will be determined by the severity of the behaviour.

Significant incidents that act against the academy's aim to provide a caring and secure environment are considered a serious breach of this behaviour policy. Any serious breach of this behaviour policy will result in exclusion (internal / external, fixed term / permanent). This includes, but is not exclusive to, acts of physical aggression, verbal abuse, misuse of

alcohol and/or prohibited drugs (including possession or supply), persistent and sustained refusal to meet expectations and behaviour putting a student beyond the care and control of the academy. Exclusions (including 'supported transfer via a managed move protocol' and permanent exclusion) will be considered in cases of serious or persistent breaches of the behaviour policy in accordance with the academy's Policy on Exclusions (Appendix 3).

## **Appendix 3**

### **Rewards system**

#### **Rationale**

Manor Trust firmly believes in the importance of a positive culture and the effectiveness of rewards to promote positive behaviour, regular attendance, self discipline and respect for others. The Rewards Scheme is designed to provide a method of rewarding students that:

- is consistently applied across the whole academy
- is flexible, to allow different areas of the academy to reward in a way that is appropriate to their work
- recognises consistently high standards of behaviour and attendance
- is valued by all students
- is understood and supported by parents and governors

#### **Structure**

Regular praise is the foundation of a positive culture and all staff, through new staff induction and whole staff inset days, will be trained in the importance of and how to give genuine, appropriate, specific, personal praise. This is the first stage in the rewards process.

- Merits are earned by meeting the expectations of the positive behaviour for learning expectations and following the Christian Values during the school year. The achievement points totals are included in the House Challenge competitions held on an annual basis

### **There are a range of individual praise rewards and include the following**

- Verbal praise – given by all
- Praise cards – sent by individual staff, faculties or Heads of House
- Class Teacher rewards
- 5 Achievement assemblies throughout the year
- Celebration of achievement evenings

## **Exclusions Policy**

Internal exclusion, fixed term exclusion, supported transfer via managed move protocol and permanent exclusion form the higher echelons of the Manor School Sports College hierarchy of sanctions as outlined in the academy's behaviour policy.

This policy is based on the following guidance:

- The School Discipline (Pupil exclusions and reviews) (England) Regulations 2012
- Department of Education statutory guidance: Exclusion from maintained schools, Academies and pupil referral units: Oct 2012

### **Exclusion may be appropriate if a student**

- a) Commits a serious breach of the academy's Behaviour Policy as outlined in that policy,
- b) Repeatedly fails to follow the expectations required of students at Manor School Sports College as published in the academy's behaviour policy,
- c) Repeatedly fails to follow sanctions imposed as a consequence of the student's chosen behaviour, thereby putting themselves beyond the care and control of the academy, or
- d) Repeatedly fails to follow reasonable requests made of them by staff at the academy, working in line with academy policies, thereby putting themselves beyond the care and control of the academy.

### **Exclusion will not be used in the following circumstances**

- i. Minor incidents such as failure to do homework
- ii. Lateness, truancy or poor attendance
- iii. Punishing students for behaviour of parents

### **Responsibilities**

The academy will provide parents/carers with written confirmation of any exclusion and will supply suitable work for students excluded for 2 days or more.

In all possible cases, a re-integration meeting should precede the student's return to academy. Parents/Carers are asked to support their child and the academy by attending this meeting to agree support strategies for the student.

### **Exclusion stages**

Students who misbehave may be placed upon any of the following stages depending on the nature of their behaviour.

Continued poor behaviour will result in the student rising up the exclusion stage system. Once a term, the Assistant Principal (Behaviour Care and Guidance) or Director of Learning (Pastoral Care) will meet to review the exclusion stage of each student in the year and meet with parents where necessary.

## Exclusion Stages

<u>Examples of student behaviour that might place them at this stage...</u>	Stage System	<u>How the academy might support students at this stage...</u>
<ul style="list-style-type: none"> <li>• Continued low-level disruption of lessons.</li> <li>• Failure to attend faculty and academy detention</li> </ul>	<p><b>Stage 1</b> recognition of a persistent behaviour issue. Student is at risk of an internal exclusion</p>	<ul style="list-style-type: none"> <li>• Department Report</li> <li>• Positive Report</li> <li>• Target Report</li> <li>• Telephone call between teacher/ /tutor/HoH and parent/carer</li> </ul>
<ul style="list-style-type: none"> <li>• Rudeness to staff</li> <li>• Refusal to follow instructions</li> <li>• Reckless behaviour</li> <li>• Failure to attend faculty detention</li> </ul>	<p><b>Stage 2</b> Internal exclusion</p>	<ul style="list-style-type: none"> <li>• Referral to Connexions</li> <li>• Meeting between HoH, parent/carer and student</li> <li>• Meeting between student and Head of House or Director of Learning (Pastoral Care)</li> <li>• Production of a Behaviour Intervention Plan (BIP) <b>or</b> Individual Education Plan (IEP) for students with SEN</li> </ul>
<ul style="list-style-type: none"> <li>• Verbal abuse to staff</li> <li>• Fighting</li> <li>• Dangerous behaviour</li> <li>• Physical aggression to another student</li> <li>• Seriously disruptive behaviour, preventing the progress of learning</li> <li>• Significant sexual/racial harassment</li> <li>• Intimidation of others</li> <li>• Repeated refusal to meet expectations</li> </ul>	<p><b>Stage 3</b> Fixed term exclusion (&lt;5 days cumulative)</p>	<ul style="list-style-type: none"> <li>• Production of a Pastoral Support Programme (PSP)</li> <li>• Referral to ALC</li> <li>• Meeting between Parent/Carer and Director of Learning/Assistant Principal and student</li> <li>• Introduction of behaviour contract to clarify expectations</li> </ul>
<ul style="list-style-type: none"> <li>• Illegal activities on the academy site e.g. possession of illegal drugs, malicious criminal damage.</li> <li>• Persistently poor behaviour resulting in Stage 3 exclusions</li> <li>• Continued open defiance and refusal to meet academy expectations</li> </ul>	<p><b>Stage 4</b> Lengthy fixed term Exclusion or multiple exclusions (may result in Governors' Discipline Committee hearing)</p>	<ul style="list-style-type: none"> <li>• Possible referral to EP</li> <li>• Possible referral to Complementary Education</li> <li>• Seeking alternative curriculum (e.g. extended work experience, college courses) where appropriate</li> <li>• Meeting between Parent/Carer, DoL</li> </ul>

		member of LT, governor and student to clarify gravity of situation <ul style="list-style-type: none"> <li>• Consideration of supported transfer via managed move protocol</li> </ul>
<ul style="list-style-type: none"> <li>• Serious actual or threatened violence against another student or member of staff.</li> <li>• Possession of illegal weapons.</li> <li>• Sexual abuse</li> <li>• Serious malicious criminal damage.</li> <li>• Persistent and malicious disruptive behaviour</li> <li>• Supplying illegal drugs</li> </ul>	<p style="text-align: center;"><b>Stage 5</b> Permanent Exclusion (academy will follow protocol in accordance with new guidance)</p>	<ul style="list-style-type: none"> <li>• Referral to and cooperation with Educational Entitlement Service to ensure continuity of education.</li> </ul>

We also have a service level agreement with members of the local community. This includes the local police and the courts. As part of this partnership the academy will attempt to manage any bail conditions set for students who commit offences. If the student fails to adhere to these conditions it will lead to permanent exclusion. The Principal has the right in extreme situations to override these criteria and permanently exclude a student at their discretion.

### Review

This policy is subject to annual review.

Next review due: Summer 2017

### Other policies

This policy does not stand alone. For further detail on how the academy promotes a positive culture and encourages in all students a sense of responsibility to themselves, to the academy community and to the outside world, please refer to the following policies, included on the web site at [www.manorschool.northants.sch.uk](http://www.manorschool.northants.sch.uk):

### Policy

Attendance Anti  
- Bullying  
Equality and Diversity

Key Manager	<b>Assistant Principal – Behaviour, Care and Guidance</b>
Key Governor Committee	
Ratified by Governors	<b>Feb 2014</b>
Review Dates:	<b>Summer 2017</b>
Location of Policy:	<b>P:\STAFF\Policy Documents</b> <a href="http://www.manorschool.northants.sch.uk">http://www.manorschool.northants.sch.uk</a>
Access to Policy:	<b>Open</b>