

Manchester Academy

Behaviour Policy 2025 – 2026

Designated Lead Person(s)	<p>Mrs. G. McMullen - Vice Principal - Pastoral</p> <p>Ms. Rebecca Tempest – Assistant Vice Principal – Upper School (Y10 & 11)</p> <p>Ms. Shaila Trivedi - Assistant Vice Principal - Lower School (Y7 & Y9)</p>
Created/Reviewed	Created for use from September 2025 (Annually)
Date of last review and by whom	July 2025, Mrs. G McMullen
Link Governor (if applicable)	N/A
Ratification by Local Governing Body (date)	N/A

Next Review Date	July 2026
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Expectations

Manchester Academy is committed to taking a positive stand to ensure all students and staff in our community have a right to equality of opportunity and achievement regardless of race and ethnicity, faith, belief and religion, disability and access, ability, age, sex, sexual orientation, transsexualism and marital status. Equality of opportunity underlines our commitment to the protected characteristics and 'Best in Everyone' for **all** our stakeholders and is related to all aspects of the Academy's work.

At Manchester Academy, we aim to ensure that every student is well-educated; is able to attend university, an apprenticeship or employment and lead a happy and fulfilled life. We believe that to achieve this, students must work hard and act with integrity. Our behaviour policy aims to help students to change any behaviours that do not lead to success so that they adopt good habits which, in time, will become part of their character. We have high expectations of students because we believe all students can meet our high standards and ensure that students are well supported in meeting them. We use the phrase 'no excuses' as we believe that there are no excuses for poor behaviour and disruption to learning. There may be reasons but not excuses. We aim to create a positive environment based on kindness and good manners. We believe that every student deserves disruption-free learning, every minute of every lesson and we are firm in this belief because we know that the life chances of our students depend on it.

Our Key Prevention of Challenging Behaviour

Primary behaviour prevention is achieved by:

- The deployment of appropriate staff numbers
- The deployment of trained and competent staff
- Avoiding situations and triggers known to provoke challenging behaviour
- Creating opportunities for choice, achievement, praise and rewards for students
- Developing staff expertise through staff training

What is 'behaviour for learning'?

The Academy believes that world class teaching is a key component of reducing problems associated with poor behaviour. Well planned lessons, a meaningful and challenging curriculum, good inter-personal skills and emotional intelligence contribute to removing serious behaviour issues.

Behaviour for learning emphasises the crucial link between the way in which young people learn, their social knowledge and behaviour. Behaviour for learning is also explicitly taught by all staff (teaching and support staff) in the Academy through citing and modelling the MA Way consistently.

On applying this policy, Manchester Academy will take into account duties under the Equality Act 2010 regarding relevant characteristics protected by that act. It will also consider the needs of students with special educational needs. The school will also refer to the safeguarding policy where appropriate.

Policy Implementation

Our behaviour policy begins from the principle that learning in the classroom is where we want every student to be, but we must have disruption-free classrooms where teachers are able to teach to the best of their ability and students are able to learn. It places great responsibility on the student to meet expectations and follow instructions: we believe that every student can learn effectively and behave well. We do not accept any excuses for poor behaviour: we are ambitious for our students and set the highest standards for them and support them in meeting our expectations. We firmly believe that everyone has a right to feel secure and to be treated with respect, particularly the vulnerable, and harassment and bullying in any form will not be tolerated, including online, or outside of school. Furthermore, the Academy is strongly committed to promoting equal opportunities for all and takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with SEND. The responsibility for implementing, adhering to and supporting the policy is as follows:

All staff must implement the academy Behaviour Policy consistently and fairly throughout the Academy by setting the standards required to promote positive behaviour and enforce high expectations of students through reward and challenge where necessary.

The Senior Leadership Team of the Academy ensure all staff adhere to the behaviour policy and implement effective systems for keeping records of all reported incidents, reporting to governors and parents when required and to be a highly visible presence around the Academy engaging with all stake holders in setting and maintaining a positive behaviour culture.

Students are responsible for following the MA Way throughout the school day. Behaviour that does not meet the MA Way and our high expectations is challenged and modified according to student need and interventions will be secured by staff through our escalation processes. All students follow the MA Way in the Academy and beyond, including adhering to the Community 5 expectations when coming to or leaving the Academy.

Parents and carers are responsible for helping the Academy to develop and maintain good behaviour. To support the school, parents are encouraged to understand the school's behaviour policy and where possible, take part in the life of the school and its culture through our Community Hub and Information/Progress evenings and scheduled parent/carers meetings.

At Manchester Academy we value our close relationships with parents and carers and encourage parents/carers to work in partnership with the Academy to assist in maintaining high standards of behaviour both inside and outside of the Academy. The Academy expects parents/carers to support our values in matters such as attendance and punctuality, behaviour and conduct, uniform, standards of academic work, MA+ Enrichment activities, and independent learning.

In the event of any behaviour issue, Manchester Academy will liaise closely with parents/carers and where practical and, if relevant, other local or national support agencies. The Academy is committed to the continuous reinforcement of the behaviour policy in all that we do to ensure that standards of behaviour are maintained and improved over time. In particular, the policy is reinforced in the following ways:

Staff Training: All staff are trained in implementing the behaviour policy in a consistent and fair manner. There are frequent refresher sessions to ensure that the message remains consistent and that high standards are maintained.

MA Way Posters: All classrooms display consistent behaviour posters – The MA Way to ensure that students are constantly reminded of what is expected of them.



The guiding principles, in securing these expectations are:

- Good behaviour can be taught.
- Students can learn how to improve their behaviour.
- Certainty of action is important to ensure consistency, fairness and maintain high expectations.

Assemblies and Form Time Lessons: These are used as an opportunity to reinforce high expectations of behaviour to students and to react to any issues that may arise.

Statement of partnership: This is signed by all students before they join the Academy and reinforces key messages about standards of behaviour and items that are banned from the Academy to students and parents/carers.

Form Time Booklet: This outlines behaviour expectations; standards; routines of the school day together with opportunities to track progress, enrichment; the MA Charter and rewards. It also provides information for revision techniques for PPE and Big Tests.

Student induction and re-integration: This helps students to understand what is expected of them as well as the rationale behind what we do to ensure that students see the link between behaviour in school and our outcomes. The MA Way is always re-enforced in parent/carers meetings.

Academy website: This also has a copy of the Behaviour Policy.

Behaviour expectations

The MA Way is designed to support students and colleagues to establish a consistent, calm and purposeful atmosphere that is conducive to learning:

The Routines and Basic Expectations for the Beginning of a Lesson for staff include:

- Seating plan in place for all lessons
- Students welcomed at the door - Uniform is checked upon on entry
- Students enter and settle purposefully with the 'Do now' activity
- Bags and coats are removed and placed safely underneath the desks
- Distribution of equipment packs/resources/books is managed effectively – Clear routines are in place
- Thoughtfully planned starter task or 'do now' engages students with learning quickly
- Any lateness is challenged with the number of minutes late recorded on Arbor

The Routines and Basic Expectations for the end of a lesson include:

- The teacher informs students when it is time to start learning
- Students ensure all equipment packs used are returned to the correct place in an orderly manner and all desks/work areas are clear and tidy
- Students stand behind chairs in silence and wait to be dismissed – either a row or a table at a time
- Outdoor coats are carried and not worn when leaving the classroom

During the lesson teachers should:

- Frequently and explicitly refer to the MA Way. Staff use this to positively re- direct students and encourage them to display these expectations.
- Encourage subject-specific language and use of full sentences in line with our MA oracy benchmarks both in and out of the classroom.
- Regular completion of Independent Practice Time (IPT) in the lesson to help students best prepare for Big Tests and PPEs.
- Reward correct use of language within marking and class feedback sheets. ○ Use positive ATL rewards within lessons and log this on the student(s) Arbor.

During Lessons

Students must attend lessons on time and sit in silence completing the 'do now' task. This helps ensure that the start of lessons is calm and that students are working from the beginning. If a student is disturbing their learning or the learning of others, they will be given a warning.

Overall, our Behaviour expectations include:

- To ensure that the Academy is a safe, inclusive environment that enables quality learning and progress for all students.
- To promote and recognise a positive attitude to learning that enables students to flourish, so that the maximum of 95% of students will be judged as an Excellent Learner with ATL 1
- To ensure that behaviour management is consistent and fair with an understanding and application across the Academy community.
- To promote and assist the moral and emotional development of students in terms of altruism and their sense of community.
- To ensure a calm, productive atmosphere that is conducive to learning.
- To help students understand that actions have consequences, both positive and negative, and to help students learn to be responsible for their actions.
- To identify early, students whose behaviour may adversely affect their learning, and to act quickly to rectify the situation.
- To work actively against any behaviour that damages the inclusive ethos of the Academy.
- To allow teachers to enjoy delivering outstanding world class lessons.

Our expectations of student's behaviour start with students being 'Lesson Ready'. All students at Manchester Academy are expected to be 'Lesson Ready' at the beginning of every lesson as this helps to ensure that learning time is maximised. The MA Way encompasses these expectations and is displayed in each classroom, in the student Form Time Booklet and are reinforced with students during assemblies, in student induction and re-integration.

C1 – Choice and C2 - Consequence. Warnings are given in lessons for any behaviour that either stops a student learning or stops others from learning. This can include the following:

Warning C1 is issued for	Immediate referral to the Respect Room C2 is issued for:
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<p>Lateness</p> <p>Low-level disruption</p> <p>Calling/ shouting out</p> <p>Off-task chatter</p> <p>Talking over a teacher (or after a countdown)</p> <p>Distracting others</p> <p>Bickering or unkindness</p> <p>Rudeness</p> <p>Physical contact Inappropriate language</p> <p>Inappropriate response to a warning</p> <p>Refusal to follow instructions immediately</p> <p>Shouting Not 'tracking' the teacher when asked</p> <p>Refusal to work</p> <p>Throwing an object</p> <p>Lack of equipment</p> <p>Leaving seat without permission</p> <p>Chewing gum or eating in class</p>	<p>Fighting</p> <p>Abusive or offensive language</p> <p>Dangerous or violent behaviour</p> <p>Highly disruptive behaviour</p> <p>Repeatedly and deliberately ignoring staff instructions.</p>
<p>Use or sound of mobile phone / headphones</p> <p>Damaging equipment or property</p> <p>Swinging on chair</p> <p>Turning around on seat</p> <p>Failing to sit up straight and pay attention</p>	

This is not a definitive list but provides guidance for students, staff and parents/carers.

An example of the script used when giving warnings can be seen below:

A C1 (Choice)

[Student name], you are disturbing your learning by [specific reason for the warning]. This does not meet our expectations because [reason, e.g. it is stopping you from working and is disturbing others from learning]. I cannot allow you to do this, so I am giving you a warning – C1. Do you understand?

If there is further disruption, the student will be sent to the Respect Room - C2.

A C2 (Consequence)

This should be completed by verbalizing the following to a student: [Student name] you have further disrupted learning by [specific reason for the warning]. Unfortunately, you have been fighting in my lesson, so you will now be picked up to be escorted to the Respect Room.

At Manchester Academy, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. The Academy is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour. We aim to provide interventions as an entitlement to students when needed, rather than as compensation later. We also recognise that poor behaviour may be a symptom of other needs that a student may have, and we aim to address these as soon as they are identified.

Parents/Carers will receive an email each day outlining the number of C2's consequences, their child receives. Continued concerns or repeated C2's may lead to further action from Senior Leaders or the Year Team if a student's behaviour does not reflect the MA Way.

Respect Room

The student will arrive at the Respect Room after being picked up by on-call. Once in the Respect Room, the student will go into Whole School Detention. Parents/ carers will be informed the night before the detention and students will be notified on the day.

Parents/carers will be contacted to tell them their child has been referred to the Respect Room. Here, the student will be expected to address their poor behaviour choice and to reflect sincerely. Whilst in the Respect Room, students will complete learning which is linked to the curriculum and Rights Respecting behaviours.

'Red Line' Behaviour

There are certain behaviours that will not be tolerated and ones for which a student is likely to receive a suspension from school: Here are some examples given below:

- Refusal to go to the Respect Room when sent by a member of staff.
- Failing to meet expectations in the Respect Room.
- Swearing at a member of staff.
- Defying a member of staff by walking away from them when being spoken to.
- Physically attacking another student.

Behaviour expectations

The following serious behaviours will result in the most serious consequences:

- Verbal and or physical abuse to staff
- Physical assault to a student
- Theft
- Racist abuse
- Sexual assault/harassment
- Dangerous behaviour
- Drug/alcohol use
- Persistent defiance
- Bullying (including cyber bullying)
- Truancy

These behaviours will result in a parental meeting and some form of suspension and may even lead to permanent exclusions. This list is not exhaustive and any behaviour which puts students or staff at risk or undermines the reputation of the Academy may be deemed serious. (See Arbor for student information)

Malicious accusations against staff

A student can be suspended based on false allegations made against a member of staff, this is guidance taken from the DfE. However, each situation will be handled on a case-by-case basis and may result:

- Time in the Respect Room
- In a fixed term suspension
- Permanent exclusion

Behaviour incidents online

When considering behaviour incidents online we are clear that the behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Instances of prohibited online behaviour may include:

- Damage to the Academy or its reputation, even indirectly.
- Use that may defame Academy staff or any third party.
- Use that may harass, bully or unlawfully discriminate against staff, other students or third parties.
- False or misleading statements.
- Use that impersonates staff, other pupils or third parties.
- Expressing opinions on the Academy's behalf.
- Using Academy logos or trademarks.

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another student, staff and/or could have repercussions for the orderly running of the Academy when the pupil is identifiable as a member of the Academy or if the behaviour could adversely affect the reputation of the Academy. Misuse of social media can be reported to a child's Year Director and Year Leader or a member of the Personal Development Team who are best placed to then support with resolving any concerns raised. Student involvement in behaviour incidents online is likely to lead to students being sanctioned for this behaviour. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within Academy is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as applied offline and everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the designated safeguarding lead or deputy safeguarding lead who will act to ensure that students are appropriately safeguarded.

Mobile Phones

Mobile phones and smart watches are not allowed by students at any time on site. If a mobile phone is seen or heard, it will be confiscated and passed to Student Services. The phone will be retained until a parent comes to school to collect it or if the member of staff returns this at the end of the school day.

During the Academy Day students' mobile phones and headphones should always be switched off and out of sight. If a student fails to keep their phone or headphones switched off and out of sight or if the student does not comply with the mobile phones policy, the matter will be dealt with as open defiance, and the student will face the appropriate sanction in line with the MA Way.

The Academy accepts **NO** responsibility for mobile phones or any other digital devices that are brought into the Academy and students do so at their own risk. Mobile phones are expensive items and parents must understand that we will not be liable for their safekeeping. Parents who allow their child to bring a phone into the Academy must understand that the responsibility for the safe keeping of the device is entirely the child's and if a parent believes a child cannot look after the device safely, they should not permit the child to bring it into school.

Use of social media

Students should consistently follow the MA Way.

The school has outlined clear appropriate use of social media and education through PSHE and Form Time lessons. This helps to inform students on what is appropriate use and inappropriate use of social media. Bullying using social media is treated in the same way as other means of bullying where evidence is shown.

Prohibited use includes (but is not limited to):

- Damage to the school or its reputation, even indirectly
- Use that may defame school staff or any third party
- Use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties
- False or misleading statements
- Use that impersonates staff, other pupils or third parties
- Expressing opinions on the school's behalf

- Using school logos or trademarks.

Any issues around the inappropriate use of social media must be reported to a behaviour team lead or senior member of staff. Where other staff members are informed, the information must be passed onto the above-mentioned staff who will then gather witness statements, inform parents/carers and put an appropriate and proportionate sanction in place. Stringent controls and filters are put in place to ensure that children are kept safe from terrorist and extremist material. This is in line with Prevent and government guidance.

Curriculum and Assessment Leaders (CALs) - Department/ Subject

If a student is **persistently disrupting** or displaying negative behaviour choices, then the CAL is expected to intervene to support the teaching. The CAL may decide to conduct a parent/carer meeting, or the student can be placed on subject report. A combination of these approaches might be deployed. Contact should be made with parents/carers. The CAL should liaise with the classroom teacher to check that behaviour for learning strategies are being deployed and work with the teacher to implement new strategies to enforce positive discipline. It is important that the student is closely monitored over two weeks so that the impact of new strategies can be measured, and parents/carers should be contacted by the CAL to update them.

The CAL must work with the Personal Development Team and Quality of Education to improve behaviour in the department/subject. Parents/carers should be kept informed of progress. Students' 'Attitude to Learning' should be a standing item in Department meetings and be raised with the SLT line manager who also informs the SLT Personal Development. CALs must regularly monitor the Arbor management system so that they can identify and resolve patterns of referrals. SLT line managers/ CAL and Year Directors and Year Leaders are regularly updated on the success of interventions and actively support Curriculum Leaders to impact on persistent misbehaviour in their department. All CALs must support colleagues in their department if the teacher requires support in the Whole School Detention.

The Manchester Academy Tiered Behaviour Support System: - Student Reports – Personal Development

Report Escalation	Time period	Escalation Table
Form Tutor report	2 weeks	2

Pastoral Report – Year Leader report	2 weeks	2-3
Pastoral Report – Year Directors Report	2 weeks	2-3
SLT Report – Assistant Vice Principal	2 weeks	3-4
SLT Report – Vice Principal	2 weeks	3-4
IBP (Individual Behaviour Plan).	6 weeks	4 - 4+
PSP (Pastoral Support Plan	16 weeks	4 - 4+

Please note: In exceptional circumstances and at the discretion of the SLT – VP/AVP the student may be required to de-escalate through the report system from SLT – Assistant Vice Principal to Year Leader. However, in some cases a Panel Meeting may also be required with the Vice Principal or Principal.

Form Tutor responsibilities

The first point of contact with students following the entering at the Academy gates is the Form Tutor who must take prompt and accurate registration whilst checking student's uniform daily. Form Tutors must contact home for persistent uniform issues and log communication home with clear actions via Arbor. Form Tutors must issue a Form Tutor report in the first instance for students who fail to not adhere to the MA Way, this must be communicated home and logged on Arbor. Short term targets should be set, and the Form Tutor should monitor performance against these targets closely. Weekly phone calls home will be made to keep parents/carers updated.

The Year Director and AVP will then monitor student behaviour on a weekly basis to check whether the student is required to move up or down the escalation of behaviour.

Year Directors (YD) / Year Leaders (YL)

A Year Director and Year Leader are attached to a year group. To combat poor behaviour in their year group Year Directors and Year Leaders will monitor behaviour daily with the use of Arbor and roaming. If poor behaviour persists an escalation of reports will take place as noted. Regular contact with parents will take place by phone calls home and parental/carer meetings to outline the root of the problem and to work together to resolve the poor behaviour issues.

Senior Leadership Team (SLT)

If an incident is serious then it might be referred to a senior member of staff immediately. This level of intervention is required for students who persistently fail to adhere to the MA Way and have not responded to the interventions and reports systems.

Students will be placed on an SLT report – AVP/VP with close monitoring of student behaviour and regular parental contact. All communication is logged on Arbor.

Where a student is repeatedly failing to respond to Academy actions and/or their behaviour impacts on both the education of individuals but also has an impact on that of others and the culture of the Academy, the Principal, SLT– Vice Principal and Assistant Vice Principal along with Year Directors and SENCO will consider:

- SEN Assessment.
- Alternative accreditation/vocational pathway.
- Educational Psychologist and the securing of an EHCP Plan
- If the students' needs cannot be met or their impact cannot be managed consideration of PEX will take place

For some students failing to respond to Academy actions and/or behaviour strategies, the Principal will also consider:

- Short term respite or long-term provision from part- or full-time alternative education – Offsite Direction

Please note: If all approaches to behaviour management have been exhausted at Manchester Academy, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in a safe, calm and supportive environment. The Principal will refer to guidance from the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' – August 2024 – Department of Education and Manchester Academy - Suspension and Permanent Exclusion Policy 2025 – 2026. On rare occasions a 'one-off' incident may cause a permanent exclusion to be signed off by the Principal.

Community 5 Expectations

We expect students at Manchester Academy to be the best advertisement for Manchester Academy that they can always be. We want students at this school to have an outstanding reputation for the way that they behave and treat others. Students are expected to demonstrate an exemplary standard of conduct on the journey to and from school, on school visits and when representing the school. Students are to be mindful that they represent the Academy and are expected to positively promote themselves and the Academy.

Our Community 5 Expectations of students are that they:

1. **Walk sensibly and leave promptly** - Move with pace and purpose directly home.
2. **Respect Others** - Do not use inappropriate language or physical contact and do not raise your voice above speaking volume.
3. **Respect the property of others:** Do not lean on cars or walls, enter private property, disturb local businesses, or drop litter.
4. **Follow instructions the first time** - Do not lean on cars or walls, enter private property, disturb local businesses, or drop litter.
5. **Be an outstanding ambassador for Manchester Academy:** Wear uniform correctly and be polite, kind and respectful to everyone.

Disciplining beyond the school gate covers the Academy's response to all poor behaviour and bullying which occurs anywhere off the Academy premises and which is witnessed by a member of staff or reported to the Academy.

The power to discipline beyond the school gate

Be aware and specify that the behaviour policy can extend to activities outside the school day and off the school premises when the student is failing to represent the MA Way outside of school grounds. Sanctions reflect behaviour including any forms of bullying:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.
- or for behaviour which at any time:
 - could have repercussions for the running of the school.
 - poses a threat to another student or member of the public.
 - could adversely affect the reputation of the Academy.

Bullying

(Refer to Anti-Bullying Policy)

At Manchester Academy we believe that every child has the right to feel safe and secure, to learn in an environment where bullying is not tolerated. We aim to create and maintain an ethos in which students feel safe to report bullying and confident in our ability to deal with bullying quickly and effectively. We take all claims of bullying extremely seriously, resolve individual issues promptly, fairly and with a view to teaching positive behaviours for the future.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It may involve an imbalance of power between the perpetrator and the victim. Bullying will not be tolerated at the Academy. Students who feel they are being bullied either in or outside the Academy must report this to any member of staff. Students are encouraged to report any concerns to the Personal Development/ Safeguarding Team. This also applies to parents/carers who are encouraged to report any incidents of bullying to the Academy, usually this will be done via the child's Year Team, where a thorough investigation will take place. Any student seen to be the perpetrator of bullying (as defined by the definition above) will be sanctioned according to the Behaviour Policy at the Academy.

To reduce the risk of bullying, including cyberbullying, prejudice-based and discriminatory bullying, and to ensure that where students experience bullying behaviour they are supported, at Manchester Academy we ensure the following:

- Students are informed of which members of staff to speak to if they are experiencing bullying behaviour. This is regularly reinforced and visible around the Academy.
- We ensure that every student is listened to, that every student is taken seriously and that every student is cared for and supported.
- Where bullying behaviour has been identified, restorative meetings between the perpetrator and the victim are conducted by the Personal Development Team.

Contextual Safeguarding

At Manchester Academy, we always consider the context and motive of a student's misbehaviour and whether it raises any concerns for the welfare of the student. Where a member of staff reasonably suspects that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of school, they will follow the procedures set out in the Safeguarding Policy and discuss their concerns with the school's Designated Safeguarding Lead, without delay. Where disruptive behaviour might be the result of unmet educational needs, or any other needs, Manchester Academy will discuss concerns with the students' parents accordingly and implement support for the student which allows for students to successfully meet expectations.

Rewards

At the heart of any successful behavioural policy there has to be a system that recognises, reinforces and rewards positive behaviour and achievement. Students are praised when they exceed our basic expectations of them. In the classroom, this is done verbally using specific and meaningful praise at the end of lesson e.g. 'Well done! (student name), your opening paragraph is creative and uses good vocabulary!'

At the end of a lesson for students in Year 7 – Year 11, the teacher will issue a 'Golden Ticket' which is awarded to two students only and never to a student who requests the 'Golden Ticket' in the lesson. This demonstrates that the students in receipt of the 'Golden Ticket' were the number one student in the lesson on that day. The 'Golden Tickets' are linked to our Subject achievement, where students demonstrate excellent progress in lessons. Students can collect these 'Golden Tickets' across the academic year and the students with the highest number of 'Golden Tickets' at set points in the year will receive a selection of rewards. Golden tickets contain personalised comments to students from members of staff which students can take home to show to their parents/carers.

Each week in assembly, the start of the assembly consists of praise for students for the previous week. Students may also be given a positive phone call or a postcard home from their Year Director/Year Leader.

Each half term, pin badges are awarded to students for ATL1 - performance in subjects and for sustained participation in MA Charter, Student Leadership and Magic Values. Post-cards are also sent home by Departments and Year Teams to give specific praise to individual students.

Each term, students will have the opportunity to show appreciation to a member of staff who has helped them in some way in the form of a postcard. This is completed through Form Time lessons.

MA Values

Motivated

Motivated - we are motivated to succeed; eager to learn, take up opportunities and be role models.

Academic

Academic - we value learning and the success it helps us achieve.

Global

Global - we are part of a global community so we can navigate and contribute to an interconnected world.

Inclusive

Inclusive - we are seen, heard and valued, everyone is celebrated and part of the MA family.

Community

Community - we support and celebrate our community and represent it with pride.

Attitude to Learning

An ATL 1 learner is a student who has outstanding Behaviour and Attitude to Learning and:

- Follows the MA Way
- Arrives promptly to lessons and immediately settles in to learning.
- Actively listens to their teachers' explanations, tracking the teacher and the teacher wall.
- Answers questions in a thoughtful manner, responding in full sentences.
- Demonstrates high levels of engagement; there are no aspects of passive learning.
- Frequently contributes their ideas to class discussion and is keen to read aloud in lessons.
- Is well-equipped and well-prepared for learning.
- Shows pride in the presentation of their work.
- Completes IPT to a high standard in every lesson.
- Responds to teachers' feedback in all purple progress and green sheet activities.
- Sensible exits from lessons, wearing correct uniform smartly.

The Academy believes that a student's 'attitude to learning' is the most significant driver in them making good academic progress and a valuable member of the school community. This policy seeks to support at least 95% of students being regularly recognised as having an Excellent Attitude to Learning-ATL1.

Subject recognition fulfilling the MA Way means:

ATL1 – Excellent Learner

ATL2 – Learner requires rapid improvement

ATL3 – Inadequate

Sanctions

In applying sanctions, especially those with serious consequences, the school undertakes to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the school's obligations under the Equality Act 2010. When sanctioning, the behaviour of pupils with SEND will be carefully considered which means that:

- a consideration of whether behaviour on a particular occasion was affected by their SEND, this being a question of judgement based on the facts of the situation.
- Where it is considered that the pupil's SEND did contribute to the misbehaviour, that a sanction will be imposed where it is considered appropriate and lawful to do so.

- a consideration of whether any reasonable adjustments need to be made to the sanction in response to any SEND the pupil may have. It is important to note that this does not mean that students with an identified SEND do not receive sanctions here at Manchester Academy, but rather that these sanctions are carefully considered to ensure that they are appropriate and that they have considered the needs of the student.

Behaviour in Schools - Advice for headteachers and school staff Feb 2024
(publishing.service.gov.uk)

Whole School Detention

Detentions are centralized in classrooms at Manchester Academy and will always take place the day after school. Form Tutors will notify students if they are in WSD. Students are also responsible to check the WSD list via the WSD noticeboard by student services.

All students complete a 45-minute detention for late to lesson or C2.

Parents/ Carers are notified by text/email Arbor the day before their child is in the WSD.

Following the DFE guidance 'Behaviour and Discipline in Schools' [Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) parental consent or prior notice is not required for detentions, but we will endeavour to contact parents by email to inform them of the detentions.

Use of reasonable force

At Manchester Academy, our Behaviour Policy follows the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff, and governing bodies.' The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case. Teachers and members of staff authorised by the Principal have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline. Members of staff may also use such reasonable force at any time off the school premises when they have lawful charge of the pupil elsewhere (e.g., on a school trip or other authorised out-of-school activity, or on their journey to and from school).

Prohibited items and searches

The law relating to searches Principals and authorised members of staff have the statutory power to undertake a search of a pupil or their possessions (without their consent) if there are reasonable grounds to believe that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession e.g. a weapon or illegal drug. The Principal or a member of school staff authorised by the Principal can undertake the search of a pupil. When undertaking a search there will be a witness who is also a staff member. The person carrying out the search should be the same sex as the pupil being searched, as, ideally should be the witness. There is a limited exception to this rule (where a search can be carried out on a pupil of the opposite sex and / or without a witness) only where the Principal or authorised member of staff reasonably believes that there is a risk that serious harm will be caused to the person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff. Searches without Consent The following items are banned in school and students may be searched for them without their consent and without the consent of their parents:

- Weapons – or any object that could be used with the intention of harming another person
- Alcohol
- Cigarettes, Tobacco and/or smoking materials (including vapes and other liquid electronic smoking materials)
- Illegal drugs (see Home Office controlled drugs list) including drugs paraphernalia
- “Legal high” drugs including those which are edible (regardless of whether they are technically legal or illegal) and/ or anything pertaining to be a drug
- Stolen items
- Fireworks
- Pornographic images and material – including digital images/film
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence
 - to cause personal injury to, or damage to the property of, any person (including the pupil)
- Any item which could cause injury or threat
- Lighters, matches or any article which could be used to start a fire
- Stink bombs and water bombs
- Mobile phones that are heard or visible
- Bluetooth speakers or headphones that are visible
- Aerosols
- Bandanas

- Hooded sweatshirts
- Chewing gum

Refusal to consent to a search by a student is likely to result in a disciplinary sanction being applied

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

A member of staff can conduct this search without consent where there is reasonable suspicion that the student has any of the listed prohibited item(s) in his/her possession. Only staff members authorised by the Principal, may carry out searches without consent.

Where an item prohibited by the behaviour policy is seized as the result of a search and it is an electronic device such as a mobile phone or tablet, the member of staff who seized the item may inspect the data on it, if there is a good reason to do so. For this purpose, the member of staff has a good reason to do so if they reasonably suspect that the data or file on the device in question has been or could be used to cause harm, to disrupt teaching or break the school rules. Manchester Academy reserves the right to inspect data on any electronic device confiscated by a staff member- SLT Personal Development and Safeguarding are informed.

Any decision to search a student's device should be based on the professional judgement of the Principal and should always comply with the Safeguarding Policy. The Academy may erase any data or files from the device if the school considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the Academy Policy (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the Academy can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the Safeguarding Policy, and may then sanction the student in accordance with this policy, where appropriate.

Academy staff can seize any prohibited item found as a result of a search and can also seize any item, however found, which they consider harmful or detrimental to Academy discipline. When deciding what to do with a prohibited item, the Academy will act in line with statutory guidance issued by the Department for Education.

Searches with consent

Manchester Academy may search students with their consent for any item. A student's possessions will only be searched in the presence of the student and another member of staff, except where there is a risk that seriously may harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

Extent of search

The member of staff conducting the search may not require the student to remove any clothing other than outer clothing. 'Outer clothing' means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear, but 'outer clothing' can also include hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes all types of bags – school / PE Kit.

Recording searches whether the item is found – key information must be recorded on CPOMS by the lead member of staff. This must include: - date, time and location of the search / student(s) who were searched / staff member who conducted the search and any other adults or students present / what was being searched for / the reason for searching / what items, if any, were found / and – what follow-up action was taken as a consequence of the search.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in section 91 of the Education and Inspections Act 2006.

Manchester Academy will follow the Department for Education guidance **'Screening Searching and Confiscation - advice for headteachers, staff and governing bodies'** in deciding what to do with confiscated items.

Drugs

Manchester Academy operates a zero-tolerance policy on drugs for the health and safety of all staff, pupils and visitors. The Academy policy on drugs applies to all school and school-related activities whether on or off site. This includes the journey to and from school. The word 'drugs'

used in this policy does not just mean illegal drugs. It extends to alcohol, tobacco products, volatile substances and so-called 'legal highs', and any substance pertaining to be a drug. Over the counter and prescription medicines are dealt with separately and students and parents should inform a member of the year team or the first aid if they are in possession/likely to be in possession of over the counter and/or prescription medication so that these can be appropriately handled, and students can be appropriately safeguarded.

Manchester Academy will monitor and deal with any drugs issues promptly and be proactive in trying to prevent any future drugs incidents. Pupils will receive drugs education as part of the PSHE programme and the school will also involve outside agencies such as drugs education charities. Any pupil found to be involved in a drugs-related incident will be disciplined in accordance with the school's behaviour policy. The sanction is likely to include a suspension or permanent exclusion from school, but the decision will be taken case-by-case. Sometimes, it will also be necessary to involve the police. Manchester Academy will take advice as necessary. It is important to note that whilst the Academy may, on the balance of probabilities, label behaviour as the supply of drugs (i.e. "dealing") this does not in any way confer a criminal judgment or conviction. Manchester Academy takes a contextual approach to where pupils are affected by their own or other drug misuse, which may include early access to support through the Academy and other local services as appropriate.

Confiscation of drugs

Any drugs or suspected drugs found during a search will be confiscated by staff who will dispose of them in accordance with guidance issued by the Department for Education. Similarly, any drugs-related paraphernalia will also be disposed of. Manchester Academy may carry out searches for drugs in accordance with this policy.

Parental involvement

Usually the Academy will inform parents/carers when their child has been found to be involved in drugs but where there are potential safeguarding issues the school must act in the best interests of the child which may mean a Manchester Academy decision not to inform parents/carers. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Return To Learn:

Students who are at serious risk of suspension and for whom the reporting system and other bespoke intervention may not have been effective may spend a period of time, typically six weeks, respite in the Return to Learn Programme. This is an internal intervention run by the Inclusion Centre staff and teaching / support staff within the Academy. Behaviour Strategies

as well as academic learning are the key to this programme. Students may return from this provision to a supported approach to returning to mainstream lessons.

Offsite Direction:

Students who are at serious risk of suspension and for whom the full range of Academy interventions may not have been effective will spend one – two weeks, at respite in another Manchester School where they will access the curriculum and continue learning. Students return from this provision to a supported approach to returning to mainstream lessons.

Offsite Direction:

Manchester Academy participates fully in this process in the City of Manchester which involves students transferring to another Manchester school on a trial basis, either as an alternative to permanent exclusion or where there has been a serious breakdown in the relationship between a student and the Academy. The Academy also receives students under this scheme and has successfully integrated many students on this basis. The decision for this directive is made by the Principal and only when it is in the best interests of the student.

Offsite Direction:

When a student is at serious risk of exclusion or consistently failing to engage with the Academy, alternative provision is considered. This may be in the form of an alternative education provider or a college placement. This may be a flexible part-time or full-time provision depending on the student's needs. Where possible, this will be done with the support of parents, but under the DFE Alternative Provision Guidance 2013, the Academy may direct a student without parental agreement, where it is in the best interests Manchester Academy

Monitoring and Review

At Manchester Academy we monitor behavioural issues and evaluate the effectiveness of the behaviour policy. This helps to ensure that we consider whether there are patterns of concerning, problematic or inappropriate behaviour among students which may indicate that there are possible cultural issues within the school which may be enabling inappropriate behaviour to occur. When patterns are identified, the Academy will decide on an appropriate course of action, which may include more staff training, re-inducting students through PSHE lessons, assemblies or amending the policy. Child-on-child sexual violence and sexual harassment in every aspect of Manchester Academy, sexual violence and sexual harassment are never acceptable and will not be tolerated. Students whose behaviour falls below our expectations both in language as well as action will be sanctioned. This can include suspension and up to permanent exclusion. This is because we strongly believe that all students and staff

deserve to be in an environment which is free of the risk of sexual harassment and sexual violence.

Behaviour incidents online

When considering behaviour incidents online we are clear that the behaviour policy applies to all activity online including all forms of social media and that they apply to online activity for both school purposes and personal use that may affect the school, pupils or staff in any way.

Instances of prohibited online behaviour may include:

- damage to the school or its reputation, even indirectly.
- use that may defame school staff or any third party. This may or may not include the use of Artificial Intelligence (AI)
- use that may harass, bully or unlawfully discriminate against staff, other pupils or third parties.
- false or misleading statements.
- use that impersonates staff, other pupils or third parties.
- expressing opinions on the school's behalf.
- using school logos or trademarks.

Even where a student commits inappropriate online behaviour whilst not at school, these actions may be considered under the behaviour policy where that behaviour poses a threat or causes harm to another pupil, staff and/or could have repercussions for the orderly running of the school when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Misuse of social media can be reported to a child's head of year or a member of the pastoral year team who are best placed to then support with resolving any concerns raised. Student involvement in behaviour incidents online is likely to lead to students being sanctioned for this behaviour. In line with government guidance relating to the Prevent Duty, children must be kept safe from terrorist and extremist material and suitable filtering within school is in place. Even though the online space differs in many ways, the same standards of behaviour are expected online as applied offline and everyone should be treated with kindness, respect and dignity. Where an incident involves nudes or semi-nude images and/or videos, this will be referred to the designated safeguarding lead or deputy safeguarding lead who will act to ensure that students are appropriately safeguarded.