

Manchester Academy

‘Behaviour, Attitude to Learning and Anti-Bullying Policy’

2022 – 2023 (Draft)

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Status & Review Cycle: Whole School / Governors

Statutory (Annual Review - July)

Next Review Date: July 2023

Manchester Academy

Behaviour and Attitude to Learning Policy

Our Academy promotes equality of opportunity as we are a rights respecting Academy. We are committed to take a positive stand to ensure all in our communities 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 'Best in Everyone' for **all** our stakeholders and is related to all aspects of the Academy's work.

In our Academy our narrative is around 'The Manchester Academy Way' of doing things. We have devised a clear set of standards which all students should aspire to and which all staff should model and expect. Throughout the year, we will provide students with the opportunity to reflect on their own behaviour for learning and their behaviour as a community citizen of the Academy.

The Academy's Learning Principles:

The basic expectations of behaviour at Manchester Academy are:

- Students have a right to learn without having their learning disrupted – no lost learning time.
- Students follow teachers' instructions.
- We speak respectfully to each other, avoiding negative language and language which might cause upset.

The guiding principles in securing these expectations is that:

- 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.



Above are the Manchester Academy Learning Standards:

Aims of the Behaviour and Attitude to Learning Policy

- 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 ATL1.
- 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 lessons.

Foundation of the Behaviour and Attitude to Learning Policy

The foundations of the Academy's Behaviour for Learning Policy are threefold:

Respect – We will encourage students to develop a healthy self-respect through high expectations and through rewarding success. The Academy highly values the ethos that success is something to be proud of; there is no stigma attached to success in our Academy. We will also encourage students to show respect for all other members of the school community, staff, and students alike; we foster a sense of positive engagement. We believe we are part of one team working for a collective goal and facing challenges together.

Rights – Feedback from staff and students has indicated that every member of the Academy community feels that key rights underpin the Academy's learning principles:

- Students have a right to **learn** without having their learning disrupted – no lost learning time.
- Students follow teachers' instructions.
- We speak respectfully to each other, avoiding negative language and language that might cause upset.

Responsibilities – Underpinning these principles is the responsibility of all members of the Academy community to act in the best interests of staff and students alike. Teachers have the responsibility to go about their duties to their full ability and always to seek to improve their teaching; students have a responsibility to ensure that they focus on learning at all times. We strongly believe that students should, in addition to their academic subjects, learn ways in which they can become valuable members of society, where they can show care, consideration and kindness towards their fellow human beings.

Manchester Academy Magic Values we believe the fundamental foundation to help develop confident, resilient and responsible students driven through our student charter.

Beyond ordinary	M	Motivation
	A	ATL 1
	G	Grit
	I	Inspirational
	C	Community

MANCHESTER ACADEMY STUDENT CHARTER

As a student at Manchester Academy we expect:

M = Motivation

- I will volunteer my time on a leadership role
- I will take opportunities to develop my leadership and personal skills
- I will seek opportunities to equip myself with the skills to be a responsible, respectful, active citizen contributes to society
- I will make an effort in my Mini / Big Test / PPE and ensure I revise for my assessments

A = ATL1

- I will have excellent attendance and punctuality
- I will behave respectfully to others and promote respect to everyone
- I will work hard and have a good opportunity to learning

G = Grit

- I will complete my homework on time
- I will be on time for school

I = Inspirational

- I will engage in career, enrichment and cultural opportunities

C = Community

- I will attend extra-curricular activities/ clubs / sessions
- I will compete in inter form / subject / whole school events/ competitions
- I will contribute and support school events / charity events

Policy Implementation

All staff to implement the Academy policy consistently and fairly throughout the school by setting the highest standards required to promote positive behaviour. All staff to use Academy policy to enforce high expectations of students through reward and challenge where necessary.

The Senior Leadership Team of the Academy ensure the correct processes and systems are in place for all staff to adhere to and implement the behaviour policy. This will be via regular CPD training, line management meetings and effective record keeping. Regular reports to be shared with governors, parents and other key stakeholders when required.

Students are responsible for contributing to a disruption free learning environment in all lessons. This includes adhering to our Academy's learning standards, attending school and lessons on time, wearing uniform with pride, and being appropriately equipped for each lesson.

All members of the Academy community are to be treated with respect. Staff instructions are to be followed with 100% compliance, 100% of the time. Student movement around the building should be calm, orderly and purposeful, following the health and safety guidelines around bubble areas with strict adherence.

Students' conduct in the community to and from Academy must maintain the high standards enforced whilst within the school grounds. Students should be mindful that wearing their uniform outside of school means they continue to represent the Academy and they should represent well. The more mature students in the

Academy and those part of our school leadership forums are also expected to model to the rest of the cohort of students our high expectations around behaviour.

Behaviour that does not meet our standards is reflected upon and modified accordingly by each student once given time and opportunity to reflect and correct.

What is 'behaviour for learning'?

The Academy believes that outstanding 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 most 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 non-teaching) in the Academy through citing and modelling the school's learning values.

In doing this, the focus is upon establishing positive relationships across three elements of self, others and curriculum. The three sets of relationships which contribute to a culture/ethos of 'learning behaviours' are:

Relationship with Self: A student who feels confident as a learner is more likely to succeed and engage in the opportunity of challenge during learning in and out of the classroom. On the other hand, student who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a 'learner' will be more likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'

Relationship with Others: All 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by students is triggered as much by their interactions with others (students, teachers or other adults in schools/settings) as it is by factors internal to the child.

Relationship with the Curriculum: Student behaviour and curriculum progress are inextricably linked. We recognise that teachers who promote a meaningful curriculum, allows student to progress in their learning, and this will result in and promote a positive behavioural environment.

Attitude to Learning (ATL)

The Academy believes that a student's 'attitude to learning' is the most significant driver in them making good academic progress and learning to become an excellent community citizen. This policy seeks to support at least 95% of students being regularly recognised as having an Excellent Attitude to Learning-ATL1. (See ATL posters around school and on school website)

ATL1 Learner

COMMUNITY CITIZENS	ATTITUDE TO LEARNING
<ul style="list-style-type: none">• Are proud of their Academy and are role models for other students at all times.• Wear their uniform with pride, every day.• Are ambassadors for the Academy.• Attend regularly and are punctual every day.• Engage in a range Academy enrichment opportunity.• Are friendly and treat all members of the Manchester Academy community with kindness, respect and tolerance.	<ul style="list-style-type: none">• Take full responsibility for their own learning and take pride in producing quality work that is always well presented.• Thrive on challenge and demonstrate an eagerness to learn, both in the classroom and beyond.• Make every effort to do their best in assessments and tests by attending revision sessions and completing all tasks to a high standard.• Work with all staff and students to build positive relationships that support outstanding learning and teaching.• Engage fully with any support offered to improve their learning.

Recognition and Praise

Manchester Academy believes that specific recognition and positive reinforcement of good behaviour are crucial tools in the management of behaviour within and beyond the Academy. Recognition and praise should be used much more widely than warnings. All staff, teaching and non-teaching, will maintain a consistent approach to managing behaviour, actively seeking specific opportunities to recognising students' attitude to learning.

Rewards will be given in all areas of the Academy, regarding both personal development and through the curriculum, recognising a student's attitude to learning.

We ensure that these rewards are done both publicly and privately so achievements can be acknowledged by all students, parents and staff. In doing so, we believe that the aspirations of all students and culture of the Academy are lifted.

Creating a positive classroom culture

At the Academy there are 'MA Basic Expectations' 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 include:

- Seating plan in place for all lessons
- Students welcomed at the door - Uniform is checked upon on entry

- Students enter and settle purposefully
- Bags are removed and placed safely underneath the desks
- Distribution of equipment/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 Classcharts

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

- The teacher informs students when it is time to start clearing away
- Students ensure all equipment used is returned to the correct place in an orderly manner
- 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 return to the four key Learning Standards which includes language of ‘Attitude to Learning’. Staff use this to positively re-direct students and encourage them to display these values.
- Frequent use of encouraging subject-specific language and use of full sentences in line with our whole school literacy programme both in and out of the classroom.
- Rewarding correct use of language within marking and class feedback sheets.
- Recognition within the lesson by, for example, positive logs on Classcharts.

Subject Recognition

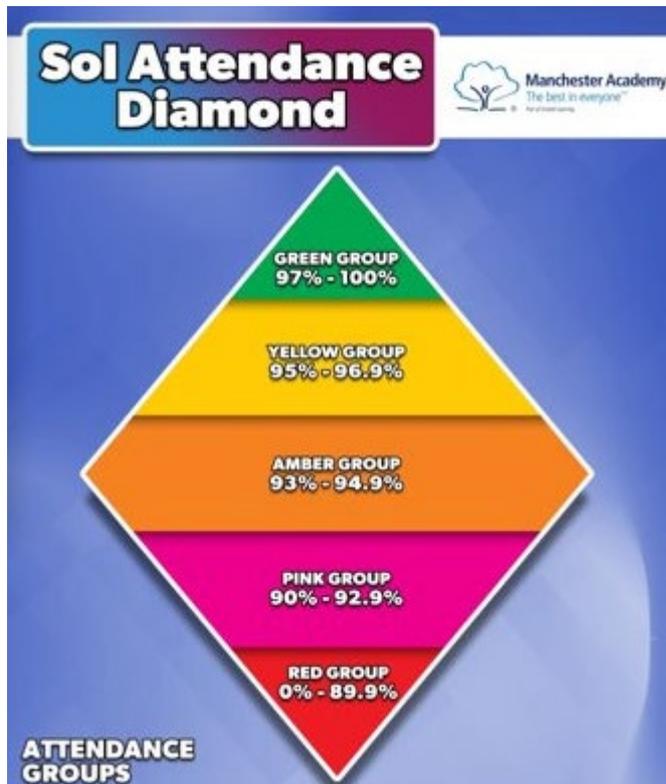
- Student will be rewarded via the curriculum strand of Pathway Pledges.
- Positive phone calls and post cards home recognising students when students have consistently shown the qualities of an excellent learner or have made significant improvements towards this achievement.
- Recognition Boards around the school or within the department, that indicate when students have been recognised as being an excellent learner or show when students or their work demonstrated the qualities of an excellent learner. These will be updated on a half termly basis.
- Students with an ATL of 1 within a subject area will qualify for personalised subject specific rewards. E.g. theatre trip within Drama, opportunity to try a new sport in PE.
- After Big Tests/ Progress tests, Curriculum and Assessment Leaders will recognise the most academically improved within each subject who will receive certificates in assembly.

Character Recognition

- In every subject area students’ attitude to learning grade will be collected every half term, this will be used to create an average ATL grade for every student:
 - ATL 1 Excellent Learner
 - ATL 2 Learner Requires Rapid Improvement

- ATL 3 Inadequate Learner

- Attendance will similarly judged by:



- 97% - 100% Green Group
- 95% - 96.9% Yellow Group
- 93% - 94.9% Amber Group
- 90% - 92.9% Pink Group
- 0 - 89.9% Red Group

- All students attitude to learning grade and attendance will be shared with the student's home on a half-termly basis.
- Students who have ATL 1 and good attendance will be rewarded:
 - At the **end of term** of the Spring term and Summer term, students will be eligible to attend a rewards trip or event that recognises their efforts through the whole school Personal Development Pledges initiative- those having ATL1.
 - Pop up prizes will be used to recognise students on a regular basis throughout each half term.
 - Character and Culture Directors will recognise students' attitude to learning in assembly each week, form tutors will similarly do so in form time.
- Teachers will recognise the elements of excellent learners by issuing merits in Class Charts for outstanding work/progress.

Consequences:

At times students will fail to meet the high expectations of the Academy and consequences will need to be put in place. We believe that most negative behaviour can be addressed by effective lesson planning, exciting

learning opportunities, seating plans and teacher impact. However, a small minority of our students will still display negative behaviours despite excellent planning.

Staff use a consequence system to manage negative behaviour. This staged approach offers students opportunities to change their behaviours and ensures they are made aware that they are failing to meet our high expectations. This tiered approach should ensure that most negative behaviour is challenged and addressed quickly and so does not escalate.

In the Academy we work together to tackle negative behaviour. We support each other and do not turn our back on negative behaviour or a colleague who needs support. We understand that consistency is vital for our students, so boundaries are clear, and they feel secure.

In order for the consequences – C2s to make an impact, it is vital that students are made aware when they have crossed the threshold of each stage so that students can see they have triggered a consequence through negative behaviour.

The consequences are directly linked to the rights explained above. It is important that negative behaviour is logged using the Academy's recording processes but simply recording an incident is not an action to resolve the problem. **When recording an incident, it is important that the action taken is also identified.** Where specific details of an incident need to be logged, staff can do this via the individual student profile on Class charts. All logged incidents must be recorded in a factual and professional way, suitable for being reviewed by all stakeholders.

Behaviour expectations

The following behaviours are '**red lines**' in the school which 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 exclusion whether internal, fixed term or permanent. (See Arbor for details as all information on student is logged here)

Minor behaviours which fall short of the behaviour standard include:

- Incorrect uniform
- Lateness
- Low- level disruption in lessons
- Poor corridor/social time conduct
- Failure to follow staff instructions

Such behaviours (dependent on the context) will result in a student being required to exit from their lesson to ensure disruption free learning can take place; social time/after school detention and or a parent/carer phone call. (See minor incidents protocol document).

Where behaviour repeatedly falls below our standards, a parental meeting is held and a student is placed on a 2-week report to the Behaviour team lead, with an interim review after one- week. If this behaviour is still persistent, the report is escalated to a SLT report. In addition to this, where concerns are linked to a student's ATL, students will be placed on a DCC (Director of Culture and Character) report. Where behaviour involves anti-social behaviour and or safeguarding concerns referrals can be made to multi-agencies. (See behaviour report protocol documents - reports)

The Attitude for Learning stages are as follows:

CHOICE (C1): Classroom teacher

The student's negative behaviour has not stopped and is impacting on learning - at this stage the classroom teacher should explain that the student is choosing not to take notice of the first warning. **An intervention should now be implemented** which can include the following:

- Moving seats (*COVID restrictions must be adhered to as a priority*)
- *Speaking to the student one-to-one (*see note below*).
- Student is kept behind to complete work to the correct and or improve standard.

The Academy believed that the implementation of a 'choice' must be **clearly communicated** to the student, and they must be given clear instructions on **how to correct their behaviour** (with clear reference to the learning values) and make them aware that the next step if they continue will result in a C2- consequence, which will result in the student leaving the learning environment to move to the "Respect Room".

No student should be sent out of a classroom onto a corridor except where it is necessary for the students' wellbeing or for the wellbeing of other students in the group. **If a student needs to 'cool down' outside the classroom they must be in full view of the teacher and outside for no longer than two minutes. If this is necessary, immediate intervention must occur to ensure the student is adequately supervised.*

CONSEQUENCE (C2): Buddy Out

If a student's behaviour is persistently negative despite being given a 'choice/C1' then the teacher should indicate that the student should be sent to the Respect Room, using Classcharts or if it is a serious incident the classroom phone. This transition should be managed in a low-key manner so that other students' learning is not disrupted. The student should wait inside the classroom to be collected by the classroom support team. This system is designed to reduce conflict and allow students to maintain learning.

Any incident who reaches a C2 must be recorded on Classcharts.

Following the incident

1. The student will complete the remainder of that lesson and the next social time in the Respect Room, where they will continue their learning from the lesson, so they do not fall behind.
2. A C2 will mean that the student completes an after-school detention for (a minimum of) 30 minutes.
3. The class teacher should use the whole school detention as the place to conduct a restorative justice with the student (Leader of climate and behaviour can support with this if needed).

4. The teacher will make a phone call home to brief parents of the student's behaviour and seek support. The leader for climate and behaviour for the year group can support with this if needed, but in the first instance, phone calls should be made by the class teacher. They should then take action to ensure improvement in behaviour for learning in the next lesson, for example adapt pedagogy, seek further support from CAL etc.
5. An automatic letter home will be sent home whenever a student receives a C2 and attends the Respect Room from the Respect Room Manager.

Sanctions

The sanctions used at the Manchester Academy are graduated in approach, following the 2Cs approach. Teaching and learning strategies will embed strong classroom culture and routines and use of non-verbal cues as a first wave of intervention and means to de-escalate and correct unwanted behaviour.

If there is an incident where a student is disrupting the learning in any way, they will receive a CHOICE. This is the teacher informing them formally that their behaviour needs correcting. The support staff on roaming may follow this up to also with a preventative conversation. If behaviour persists, the student will then receive a CONSEQUENCE where they will be required to exit from the lesson and placed in the Respect Room for the duration of the lesson.

- For more serious incidents, students will be placed in the school's Respect Room for a given number of sessions (decided on a case-by-case basis).
- Students can also be given a fixed term exclusion for a given number of days, decided by the Principal, on a case-by-case basis.
- Alternative Provision places can also be provided for students who are repeatedly causing disruption. This is done in conjunction with the school's complex student lead and is designed to help meet both the academic and inclusive needs of the student. Different provision is available to account for SEN and complex safeguarding concerns. During their time at alternative provision, students are still closely monitored by a team of staff in school who take part in reviews and set plans in place for reintegration back into school where applicable.

Malicious accusations against staff

A pupil 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:

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

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 pupil is:

- 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.

Even where the four conditions above do not apply, the behaviour policy can extend to any misbehaviour which could have repercussions for the orderly running of the school, pose a threat to another pupil, or member of the public, or could adversely affect the reputation of the school, and that broad definition should

be included to give the school maximum control over issues such as bullying. Consider whether there are specific circumstances that should be included such as cyber-bullying.

Use of social media

The school has strict use around appropriate use of social media and education through PSHE helps to inform students on what appropriate use and inappropriate use is, this includes means of reporting inappropriate use. Bullying through the use of 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 inappropriate use of social media must be reported 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 parent/carers and put the 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.

Detentions

Please note that 24 hours' notice of a detention is no longer required, therefore parental permission is not required. Provided that:

Staff must consider:

- The welfare of the child
- Whether the child has caring responsibilities
- Whether parents should be informed of the detention, any travel arrangements. Inconvenience to the parents does not matter as long as the child has a means to get home safely.

Specify that:

The permitted times for detentions are:

- Any school day when the pupil does not have permission to be absent
- Weekends but not those at the beginning and end of half term holidays
- Teacher training days.

Any teaching member of staff, other adult in the classroom and pastoral team (Director of Culture and Character, Director of Climate and Behaviour and Behaviour Team Leaders) can issue a detention. Any detention during a break or lunch-time detention must allow a reasonable time for the child to eat, drink and use the toilet.

Whole School Detention

The Academy will run a whole school detention after school each day to provide a consistent and immediate response to students who fall below our expected standards. A student can be placed in the whole school detention for the following:

- Unauthorised late to school (Friday)
- Late to lesson (arrives after the 2nd bell) (Friday)
- Poor corridor conduct (Tuesday/Thursday)
- Poor behaviour during social time
- Receiving a C2 from lesson (Tuesday/Thursday)
- Incorrect uniform (Wednesday)

A message will be sent out to parents/carers on the day notifying them of their child's whole school detention.

The detention will be an opportunity for the student to reflect on their behaviour and continue with purposeful learning. Staff can use this time to complete RJs with students.

Punctuality to lesson

Students who are late to lesson, after the second bell, will be allowed into the lesson but will complete a detention after school in the whole school detention.

Staff will log the lateness and minutes late on class charts.

Persistent poor punctuality will lead to the student losing social times, being placed on an attendance/punctuality report to the Director of Character and Culture. Meetings with parents where, if necessary, action will be taken in terms of the student choosing to miss learning time.

Behaviour around the building and during Break/Lunchtimes

Students need to manage and regulate their own behavior so that they move around the Academy building in a safe, sensible way at all times. This means:

- They should walk calmly to lessons-there should be no running inside the Academy building
- If needed students should wait patiently in line in an orderly manner-they should not push or jostle other students.

At social times students should enjoy socialising with their peers in a composed manner or respectfully participate in active games such as basketball, football, table tennis etc. Physical play is not acceptable – pushing, pulling, wrestling, etc. – because it can lead to students being injured. This is in line with our school Learning Standard of 'hands-off'. If students are playing sport, then physical contact must be minimal as students are wearing their Academy uniform and games are not formally refereed. All students must always remain within the grounds of the Academy during breaks and lunchtimes.

The Sports Hall is reserved for Year 7 only at break and this space should not be used by older students at this time.

When students behave in an anti-social manner it adversely affects not only their behavior but also the climate of the academy, this consequently hinders the learning of others. Any instances of anti-social behavior will not be tolerated. Minor breaches will result in attendance of students to the whole school detention or in the Respect Room, other instances will be dealt under the Academy's consequence system.

Curriculum and Assessment Leaders (CALs)

If a student is persistently disrupting or displaying negative behaviours, then the CAL is required intervene to support the teaching. The CAL may decide to conduct a parent/carer meeting, or student can be placed on subject report, or it may be necessary to review student groupings. 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 turn around negative behaviour. It is important that the student is closely monitored for a period of lessons so that the impact of new strategies is measured. Parents/carers should be kept informed of progress. Students' 'Attitude to Learning' should be a standing item on faculty meetings and be raised with the SLT line manager or SLT Performance Leader. CALs regularly monitor the Classcharts behaviour management system so that they can identify and resolve patterns of referrals, assisted by the SLT Performance Leader. SLT line managers are regularly updated on the success of interventions and actively support Curriculum Leaders to impact on persistent misbehaviour.

Climate and Behaviour Team

Where negative behaviour is being exhibited by a student across a number of subjects, or behaviour increases in challenge or is prolonged, the Climate and Behaviour Team will lead a co-ordinated approach, bringing together teachers and, if necessary, other agencies and specialist support. Close monitoring of Classcharts and the use of a cross-curricular pastoral report should be in place.

1. The first point of contact at this stage is the Form Tutor who should issue and monitor a Form Tutor report in the first instance. Short term targets should be set, and the Form Tutor should monitor performance against these targets closely.
2. When instances of poor behaviour become frequent or extreme the climate and behaviour team will arrange parental meetings, ensure RJ meetings are held and that use of RR/FTE is purposeful and effective. At all times parents/carers should be closely involved in the process and positive rewards should be given if performance is addressed and improves. If necessary:
 - A mentor from the team will be sought, someone with a positive influence on the student, to engage in positive ways, for example therapies designed to help students develop social skills, manage emotion/anger, develop optimism
 - Strategic scrutiny of negative behaviour will look to target the areas/subjects where behaviour is most problematic leading to in-class support focusing on supporting behaviour and emotion. Subject staff should inform staff of the most effective strategies and current progress with the student.
 - When a student's negative behaviours are linked to out-of-class activities, such as anti-social behaviour or bullying, then an integrated approach will also be taken.
 - The tiered behaviour system consists of: Form Tutor report/Leaders for Climate and Behaviour report/Directors of Culture and Character Report/ SLT Report/IBP (Individual

Behaviour Plan)/PSP (Pastoral Support Plan). This allows students to correct poor choices within a clear certain escalation system of support.

- Use of the role of the safeguarding team may be needed in order to triangulate support.

Senior Leadership Team (SLT)

If an incident is serious then it might be referred to a senior member of staff immediately, for instance, a serious act of verbal aggression or a serious fight. This level of intervention is also appropriate to persistently negative students who have not responded to the other interventions we have put in place to address their negative behaviour. At this level many of the interventions are like those deployed elsewhere. Students might be placed upon report, close monitoring of lessons might take place, parents/carers will be brought in for a discussion of the best way forward.

Where a student is repeatedly failing to respond to Academy actions so improvements in behaviour are not secured and/or their behaviour effect both the education of individual but also have an impact on that of others or the academy culture the Principal, Vice Principal- Personal Development , Assistant Vice Principal- Personal Development SENCO and the Directors of Climate and Behaviour will consider:

- SEN Assessment.
 - Step out provision (Offsite Direction)
 - Alternative accreditation/vocational pathway.
 - Short term respite or long-term provision from part- or full-time alternative education
 - Educational Psychologist and the securing of an HCP Plan
 - Planned and strategic use of suspension to manage/plan for the impact of their behaviour on themselves and the school community.
 - If the students' needs cannot be met or their impact cannot be managed consideration of PEX
- 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' – July 2022 – Department of Education and Manchester Academy - Suspension and Permanent Exclusion Policy 2022 - 2023

The Principal

The Principal might choose to intervene through discussion with the student and their family. If the incident is serious then the Principal, might take the decision to issue a fixed term exclusion. The Academy seeks to avoid using exclusion but in some circumstances the Academy will take firm action and use fix term exclusion. Examples of when we might decide a fix term exclusion is required include where students' behaviour has been dangerous, where defiance has been persistent and unsafe and where violent has been used or any behaviours which brings the Academy, its students, staff and/or reputation into disrepute. The Academy seeks to avoid the most serious sanction of permanent exclusion but if a student persistently breaches the expectations of the Academy or is involved in a serious one-off incident then the ultimate sanction of permanent exclusion might be issued.

Searching, Screening and Confiscation

Ensuring all school staff and pupils feel safe and secure, it is vital to establish a calm and supportive environment that is conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps the school establish an environment where everyone is safe. The safeguarding of children is paramount, and the Academy follows statutory guidance from 'Working together to safeguard children and Keeping Children Safe in Education'. Which makes clear all school staff have a responsibility to provide a safe environment in which pupil learn.

Manchester Academy: Prohibited items:

The following items must not be brought into Manchester Academy:

Any offensive weapons (knives, guns or any object that can be used as an offensive weapon or to intentionally harm another student), illicit drugs including 'legal highs' or drug paraphernalia, alcoholic beverages, laser pens, or any item that could direct a laser beam at a person, fizzy drinks - especially high-caffeine energy drinks, offensive material (pornographic, racist, homophobic etc.) Fireworks or any item that could potentially cause a fire risk (such as a cigarette lighter), cigarettes or any other tobacco product, e-cigarettes, vapes and any other item that puts the health and safety of students and staff at risk or disrupts the smooth running of the Academy day.

If staff believe that a student is in possession of any of the above items, then a search will be instigated. Please see Searching, Screening and Confiscation - July 2022 Department of Education for more details of this process.

If any student brings banned items into the Academy to sell to other students, the items will be seized and confiscated, and parents will be informed, these are not subject to be returned. If an offence has occurred, then the police will also be informed. Selling any items to other students contravenes the Academy safeguarding values and incidences will be dealt with seriously.

Please note that students must not sell or exchange any goods on the Academy site and students seeking to do this will be sanctioned.

Searches

Any staff authorised to carry out searches must have had sufficient training to enable them to carry out their responsibilities. The Academy will consider the age and needs of the student being searched and screened including SEND students. The Designated Safeguarding Lead (DSL) is always informed of any searching incidents where the member of staff had reasonable grounds to suspect a student was in possession of a prohibited item as listed in this policy. If the student is at risk of harm, the DSL should make a referral to children's social care services immediately.

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:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers / also e-cigarettes or vapes
- Items for sale such as food and drink items
- Fireworks
- Pornographic/Racist/Homophobic images
- Any article that the member of staff suspects has been, or is likely to be, used:

i) to commit an offence,

ii) to cause personal injury to, or damage to the property of, any person (including the pupil).

The Behaviour Policy includes other items that may be searched for e.g., mobile phones, cameras etc. Again, keep in mind that searches for things not specified in the policy without consent are unlawful.

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 e-cigarettes, vapes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for other items that a school has decided to ban under its behaviour policy. However physical resistance by a student to a search for those latter items can itself be subject to behavioural sanctions.

Before a member of staff carries out a search without consent, the member of staff must suspect that the student has the prohibited item in his/her possession. Only staff members authorised by the Principal, may carry out searches without consent. The law states that the member of staff conducting the search must be of the same sex as the student. Under limited circumstances can a member of staff search a pupil of the opposite sex if (i) the member of staff carrying out the search believes there is risk that serious harm will be caused to a person if the search is not carried out (ii) if the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.

Where an item prohibited by this behaviour policy is seized as the result of a search and it is an electronic device such as a mobile telephone, the member of staff who seized the item may inspect the data on it, if he/she thinks that there is a good reason to do so. For this purpose, the member of staff has a good reason if he/she suspects 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. The school also reserves the right to inspect data on any electronic device which is confiscated by a member of staff. The school is entitled to retain the device if it contains material which has been or could be used to cause harm to disrupt teaching or break the school rules.

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

Searches with consent

The school may search students with their consent for any item. A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious 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 person conducting the search may not require the pupil 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' includes hats; shoes; boots; gloves and scarves. 'Possessions' means any goods over which the pupil has or appears to have control – this includes bags, lockers and desks. It is a condition of having a locker in school that the student gives their consent to it being searched.

All student searches will be recorded on CPOMS.

Strip Search

Members of staff at Manchester Academy cannot conduct a strip search on the school premises but must retain a duty of care to the student(s) if this is to take place. The police under the Police and Criminal Evidence Act PACE Code A and PACE Code C - 1984 can carry out strip searches in school. Before calling the police, school staff should assess and balance the risk of a potential strip search on the student's mental and physical wellbeing and the risk of not recovering the suspected item. If a strip search is to take place, parents should be informed by staff once the strip search has taken place. The Academy should keep a record of all strip searches that have been conducted on the premises.

All student strip searches will be recorded on CPOMS.

Recording searches whether or not the item is found – must include :-date, time and location of the search / pupil(s) were searched / who conducted the search and any other adults or pupils 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

Informing Parents

Parents should always be informed of any search for a prohibited item listed above that has taken place, and the outcome of the search as soon as it is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

Any formal complaints about searches should be made in accordance with the school's usual complaints policy.

Confiscation of articles

School staff have the power to confiscate property from students under their general right to discipline contained in s91 of the Education and Inspections Act 2006. The Academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for Schools July 2022

Disposal or retention of articles confiscated from students

The Academy will follow the Department for Education guidance 'Screening Searching and Confiscation - advice for Schools July 2022

(<https://www.gov.uk/government/publications/searching-screening-and-confiscation>) in deciding what to do with confiscated items.

Drugs

The school has a zero policy on drug use and only in exceptional circumstances are the consequences looked at on a case-by-case basis. The school 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 legal highs. The school should make this broad definition clear. Over the counter and prescription medicines are dealt with in the medical treatment section of this policy.

The school has used the guidance issued by the Department for Education to help inform the policy. The school 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 incidents will be reported to the governors for their consideration.

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 permanent or fixed term exclusion from school. Dealing with illegal drugs will, except in exceptional circumstances, lead to permanent exclusion. Using illegal drugs will, except in exceptional circumstances lead to exclusion which may be permanent. This distinction between dealing and using is particularly important operationally. Sometimes, it will also be necessary to involve the police. The school will discuss this and take advice, as necessary.

Confiscation of drugs

Any drugs found 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 such as needles will be disposed of in a prudent manner. The school may carry out searches for drugs in accordance with the Department for Education guidance 'Screening Searching and Confiscation - advice for Schools July 2022

Parental involvement

Usually the school 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 decision not to inform parents. Such a decision will be taken very seriously and usually with the benefit of legal advice.

Use of reasonable force

Here at Manchester Academy, we follow the Department of Education advice 'Use of Reasonable Force - advice for school leaders, staff and governing bodies' (<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>).

Members of staff have the power to use reasonable force and the policy can provide that they may use reasonable force to prevent pupils from committing an offence, injuring themselves or others, to prevent damage to property and to maintain discipline.

Make sure that the description of use of force works alongside and cross refers to the use of force during searches described in the separate section on searches above.

Where the use of force, i.e., restrictive physical intervention has been used more than once with a particular child it starts to become a foreseeable risk and therefore requires planning to reduce the chances of it being used again. Where restrictive physical intervention has been used more than once with a particular child, the school will write a positive handling plan (essentially an appendix to a behaviour plan) and share this with the parents.

Mobile Phones and other Digital Technology

Manchester Academy recognises that parents wish their children to possess mobile phones for safety on the journey to and from school. **During the Academy day students' mobile phones and headphones should be switched off and out of site at all times.** If a student fails to keep their phone or headphones switched off and out of sight, it will be confiscated by the members of staff and placed in student services where from it may be collected at the close of the school day. If any student refuses to comply with this request, support will be sought, the student will be placed in the respect room until the end of the social time and then a parent will be requested to collect the phone. 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.

The Academy accepts **NO** responsibility for mobile phones or any other digital device 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 to school 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.

Mobile phones or digital cameras or any other device which can record images or video must not be used in the Academy at any time without permission from a member of the Senior Leadership Team. If any student who records an image or video on a device without this permission, the device will be confiscated, and parents asked to collect it. The file must be deleted in the presence of a senior member of staff.

Smoking

Manchester Academy site is a non-smoking site, and we recognise the huge health issues caused by students trying cigarettes or developing a smoking habit. We will seek to support students who do develop an addiction to cigarettes, but we will not tolerate smoking on the premises. This includes the use of e-cigarettes. No student should bring into the Academy matches or a cigarette lighter due to the Health and Safety issues created by such items. Students who persistently defy the Academy's anti-smoking policy will be sanctioned seriously and may face exclusion. We wish to provide a fantastic future for all our students and the health risks of smoking have no place in this vision.

Screening

Screening at Manchester Academy takes place during Big Test, PPE examinations and external examinations. Staff use a hand-held metal detector (or wand) to scan for items students should not bring into exam rooms. Items banned from the exam rooms include - a mobile phone, a watch, iPod, notes, or other electronic devices for example, as these items would break JCQ Exam Board rules and the student's future examination results may be in jeopardy. If a student is caught with prohibited items – their details will be reported to JCQ.

Behaviour Outside of the Academy

The power to discipline beyond the school gate:

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

Any bad behaviour when a student is:

- Taking part in any Academy-organised or Academy-related activity or
- Travelling to or from the Academy or
- Wearing Academy uniform or
- In some other way identifiable as a student at the Academy

or, misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy, or
- Poses a threat to another student or member of the public, or
- Could adversely affect the reputation of the Academy

Will be subject to the Academy's Behaviour for Learning Policy and sanctions at the appropriate level of the policy can be imposed for such behaviour.

In all of these circumstances, the Principal, will consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in their Local Authority of the actions taken against a student. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, Academy staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the Academy staff should follow the safeguarding policy.

Manchester Academy Uniform

It is United Learning's view that there are many benefits to the whole school/academy community in individual students being required to comply with a uniform policy, including the fostering of a sense of belonging and self-esteem.

At Manchester Academy, a high standard of personal appearance is expected. All students from Year 7 – Year 11 are to wear the same uniform. It is important that children should appear tidy, well-groomed, and suitably dressed for learning.

We believe that we must continue to present a good image both inside and outside the school and prepare your child for the world of further education and work by instilling good routines and standards.

Manchester Academy uniform:

Blazer – Manchester Academy blazer with school logo.

Trousers – Tailored black plain trousers (not cords or jeans).

Skirt – Plain black, A line knee length skirt.

Shirt/Blouse – Regulation (not polo shirts).

Knitted Tank Top (OPTIONAL) – Include Make Manchester Magic logo.

Tie – Year 7 – Blue stripe, Year 8 – Green stripe, Year 9 – Gold stripe, Year 10 – Red stripe, Year 11 – Purple stripe and Prefect – Silver stripe.

Socks – Plain black socks

Shoes – Plain black, polishable with a small heel (no coloured or white trims, boots or trainers)

Headscarf - Plain black or navy blue with no embellishments.

PE Kit - Navy t-shirt with Manchester Academy logo, Navy hooded top with Manchester Academy logo (optional), plain navy shorts or plain navy tracksuit pants/navy sports leggings, plain blue football socks, training shoes.

- **Visible/obvious make up** including false eyelashes and nail varnish are not allowed.
- **Jewellery**, for health and safety reasons is limited to one ear piercing (stud). Any other facial piercing is not allowed. **Watch only and during ANY examination a watch must not be worn.** It is illegal for people under the age of 18 to get a tattoo. This legislation was brought in under the Tattooing of Minors Act 1969. This is the case even if the minor is accompanied by their parents. A student with a tattoo will be referred to the Academy safeguarding team.
- **Extreme hairstyles** are not in keeping with our good standard of appearance. Judging whether a haircut is acceptable or not is a subjective and difficult task. However, we are firm in our opinion that haircuts should not be extreme. By this we mean that 'fashionable' haircuts such as 'steps', shaving the sides or all of the head, putting lines or patterns in the hair, or other variations on these styles are unacceptable in this school. As a Health and Safety measure, long hair should be tied back from the face during lessons where there is a potential Health and Safety risk, e.g., Food Technology or a Science experiment where a Bunsen burner is used. This applies to both boys and girls.
- In addition to this, extreme colours of hair are not permitted – other than traditional natural hair-coloured highlights. We expect all pupils to have neat and tidy hair styles and ensure that long hair

is tied back. We also request that hair adornments are kept to a simple black hair slide or black hair band.

- **Hooded Tops** - In adverse weather students should wear a school coat, a hooded top is not a substitute for a coat. Throughout the Academy Day, hooded tops should not be worn, if they are worn, they will be confiscated then placed in student services. Students may collect them at the end of the school day. If a student does not comply with the request. If any student refuses to comply with this request, support will be sought, the student will be placed in the respect room until the end of the social time and then a parent will be requested to collect the phone. If the student does not comply the matter will be dealt with as open defiance and the student will face the appropriate sanction.
- Students who arrive at the Academy inappropriately dressed may be asked to return home to change with their parent's permission. Alternatively, parents might be contacted to ensure that the correct uniform is brought into the Academy so that the student can be dressed correctly.

Please note:

- We are no longer selling uniform at Manchester Academy.
- All uniform items are now available from M.C.S. Stores, 220-222 Fog Lane, Didsbury, Manchester, M20 6EL.
- M.C.S. is open from Monday to Saturday from 11am until 5.30pm. Wednesdays is 1pm until 5pm. Telephone: (0161) 445 7740 or email: sales@mcsstores.co.uk
- Manchester Academy uniform can be found on their website at www.mcsstores.co.uk

Upholding the standard of Uniform

At the start of each day form tutors, and Directors of Character and Culture will address the standard of uniform:

- Any student who is unable to wear the full Academy uniform on a particular day should bring a note from home.
- When students are not wearing the correct uniform, it will be recorded on class charts and students will go to their Leader of Climate and Behaviour where they will borrow uniform for the school day. A letter/ or message will be sent home to notify parents.
- When students deliberately or persistently choose not to be part of the Academy's culture and fail to wear the correct uniform. The Director of Character and Culture / Leaders of Climate and Behaviour will contact home and implement a sanction such as whole school detention, loss of social time etc. (information on ClassCharts)
- In cases of hardship, they will inform the Vice Principal for Pastoral who will authorise the Behaviour and Climate team to source the correct uniform from the Academies suppliers.

It is the role of all staff to ensure that the standard of uniform is high throughout the day, on the playground, on corridors and in the classroom, staff should encourage students to dress with pride, ensuring they wear full school uniform appropriately. SLT will conduct spot checks during the school day to uphold the standard

of uniform, any student who does not have correct uniform will be attending Whole School Detention and parents will be contacted.

Manchester Academy Anti-Bullying Strategy

Manchester Academy believes bullying ruins lives and we will not tolerate any form of bullying within the Academy. Our definition of bullying is:

‘Deliberate, persistent behaviour that causes another person/s upset.’

Deliberate means that the person involved chose to make the decision to upset someone. **Persistent** means that it happens on more than one occasion. A person could be very upset by a serious one-off incident and this type of incident will be dealt with seriously if it contravenes the Academy’s expectations of behaviour. Bullying is horrible because it means a person is being upset regularly and because a person or a group of people is/are **deliberately** choosing to upset someone.

Bullying can be physical, verbal, written, emotional, discriminatory and/or electronic. If you feel you are a victim of bullying, please do not keep your upset to yourself. Talk to someone. If you’re a student talk to your Form Tutor, the Pastoral Support Leader/Year Director for your year group, the safeguarding team, a counsellor, a member of the Senior Leadership Team, the Principal – **ANY** adult in the Academy you feel you can talk to. If we don’t know about the problem, then we can’t work to make it better. Sometimes students don’t report bullying because they feel that by mentioning it things will get worse. Sometimes things don’t improve completely straight away but we will stop bullying so please don’t keep your pain to yourself.

We treat bullying seriously and this means the sanctions for bullying are serious ones and might include, in the worst instances, permanent exclusion from Manchester Academy.

How do we address bullying?

Sometimes we talk to the victim then to the alleged bullies separately, explaining why their behaviour is bullying and the hurt it causes. Occasionally, if the victim feels it might be useful, we get everyone involved together in a restorative justice discussion to make sure everyone is clear that the most important outcome we need is for the bullying to stop so that hurt feelings can heal and the victim’s self-esteem can be repaired.

If bullying continues after the Academy has intervened, then this becomes more serious. For example, a victim reports bullying, and a member of staff intervenes and puts in place measures to stop the bullying. Everything is fine for a few weeks and then the bullying starts again. This now is a **VERY** serious matter. Bullying hurts because victims feel they cannot control their lives safely and healthily. If bullying stops the victim will feel better and see hope for the future; if this hope is shattered because the bullies ignore advice, the victim will feel worse than they did when they reported the original bullying. The Academy will now have to take serious action.

What should staff and students look for when they are concerned about bullying?

There is not a complete list of signs that a person might be a victim of bullying, but the following could be indicators that someone is suffering:

- Suddenly becoming quiet or withdrawn

- A change in character – becoming angry or tearful in a situation where previously they would have been okay or starts attention-seeking in bizarre ways
- Starts to isolate themselves, keeping away from other people and not mixing with friends or bigger social groups
- Changes routines to avoid certain situations, for example taking an unnecessarily long route to school or hanging around at the end of the day until all the other students have left
- Begins to change their appearance in unpredictable ways or begins to self-harm. Self-harming is when people deliberately hurt themselves because they feel very low about their self-esteem

These behaviours may not be linked to bullying but they can be important signs that someone is suffering. If we see a friend or anyone displaying these behaviours, we can approach them ourselves and ask if they are okay. If you don't feel comfortable doing this, then you can approach an adult or a colleague and report your concerns.

Bullying ruins lives so it is better to report it and perhaps misread some of the signs than leave it because you fear being wrong. People who are suffering bullying can feel incredibly isolated so someone showing concern for them might make them feel a lot better. Don't let anyone suffer in silence.

Who do I talk to?

Anyone! **What's vital is you tell SOMEONE who is able to make the situation better.** Don't suffer in silence. Who could this be?

- Another student, one you Academy and know will be supportive
- Your parents
- A member of your family or a family friend
- Your Form Tutor
- Your Pastoral Support Leader
- Your Year Director
- Any of your teachers / support staff
- A member of the Safeguarding team or an Academy Counsellor
- A Learning Support Assistant
- A member of the Senior Leadership Team (SLT)
- The Principal

The member of staff who the bullying was disclosed to, should always pass this information on to the Pastoral team of that year group. They will log the incident, and this will be recorded on Classcharts. Victims of bullying should understand that it will be taken seriously, this will be investigated, and appropriate action will be taken. The bullying behaviour, or threats of bullying, must be investigated and the bullying stopped quickly. The Pastoral team will investigate the allegation and depending on the severity of the case, there will be an appropriate sanction in line with the Academy Behaviour for Learning Policy.

Different types of bullying

Bullying is deliberate and persistent, and it can be done in different ways, or a combination of different ways. Here are some of the different types of bullying:

- **Physical**

This is when someone is physically hurt or intimidated by the bully. Often bullies are cowards and will threaten physical violence to scare someone but never actually use force. It doesn't matter – being scared is horrible and affects a person's whole life. Hurting another person deliberately is an offence and is a horrible way to treat another person. Physical bullying is never right and can put the victim in danger. As with all bullying, it must be reported immediately.

- **Emotional**

This is often the worst kind of bullying. Nothing is done physically; nothing is said verbally but a person is left out persistently and deliberately. Perhaps they are pushed out of a friendship group, maybe they aren't invited to a social event. At its worst emotional bullying can destroy someone's self-esteem as they begin to believe they are worthless and dislikeable. Emotional bullying can be easily covered up as behaviours change when adults appear. Being an emotional bully makes someone feel more powerful than they really are, and it needs addressing quickly.

- **Verbal**

This is name-calling and making nasty comments. Sometimes this can be direct to the victim's face, sometimes the comments are made to make the victim feel silly or ugly or isolated. There is an old phrase that says, 'sticks and stones may break my bones, but names will never harm me'. Manchester Academy does not agree with this. Persistent and deliberate name-calling is cruel, vicious and the hateful words spoken can stay with someone for a long, long time after the name calling stops.

- **Discriminatory**

We are all different. Some people are tall, some people are small. We have different characteristics, such as hair, noses and ears. Some people are gay, others are straight, some people are Christians and others are Muslims. It would be a very dull world if we were all the same. Prejudice is when a person or a group of people are cruel to another person because of how they look, or because of their ethnicity or their sexuality. Racism - prejudice because of ethnicity; homophobia - prejudice because of sexuality, are both monitored by each Academy and dealt with seriously. Some bullies can be cruel to people with learning difficulties or different accents. As we grow up, we like to fit in, and any difference can sometimes be exploited by people who intend to hurt others. In our Academy we believe in equal opportunities for all, this means prejudice and discrimination has no place in any of our Academies.

- **Cyber bullying**

We believe cyber bullying is the use of a mobile phone or the internet to deliberately upset another person by spreading lies and rumours online; by sending or forwarding mean messages via instant messages, text or on social networks; by posting photographs without consent and by tricking others to reveal personal information.

Facebook, Snapchat, iMessage, Instagram, Twitter – we now have a host of new ways to communicate and so, sadly, these exciting digital tools can be used for bullying. Electronic bullying can be emotional and often has the same impact. Messages can be sent in seconds but can leave damage that takes longer to heal. If you think you are a victim of electronic bullying, keep a record of any abuse you have received. Notify the company, such as Facebook and report the matter to the Academy. Digital bullying will be treated just as seriously as the other forms of bullying mentioned above.

We understand cyber bullying is highly intrusive and the hurt it causes can be very severe. As it leaves no physical scars cyber bullying is not easy to detect by a parent or a teacher. We acknowledge cyber bullying can take place anywhere and can target students and school personnel. There are many types of cyber bullying such as text messages, picture/video clips, mobile phone calls, emails, chat room bullying, instant messaging and the use of websites to convey threats, intimidation, harassment etc.

- **Sexual Harassment or Assault**

Sexual Harassment or assault is serious offence and is dealt with by pastoral / safeguarding teams. The police may be notified for all incidents after school investigation have been conducted. The same sanction protocols are applied to this behaviour and any decisions are agreed by the Principal.

Role of Students

Students will:

- Comply with all the afore mentioned aspects of this Behaviour for Learning and Anti-Bullying policy
- Sign an Acceptable Use of ICT contract
- Report all incidents of bullying to a member of staff
- Not misuse mobile phones and other digital devices in a way which will upset, offend or threaten another individual. The Academy will remove a student's right to bring a mobile phone to school if such a device is misused

Be advised:

- Not to give out their own or anybody else's personal information
- To be careful what they write and post online
- How to block or report people
- Not to 'like' or share an unkind comment or image
- To talk to an adult, they Academy if something upsets them
- To keep a diary of what bullies do including dates and descriptions
- To write a letter to their Principal
- Not to react but to show bullies that they don't care and often they will lose interest
- To save evidence of online bullying
- To contact the police if they are being harassed online
- Listen carefully to all instructions given by the teacher
- Ask for further help if they do not understand
- Treat others, their work and equipment with respect
- Support the academy Behaviour for Learning policy, necessary to ensure the smooth running of the academy
- Liaise with the school council
- Take part in questionnaires and surveys.

Sanctions for bullying

In lessons individual acts of negative behaviour should be managed by the classroom teacher using the Academy's consequence system. Bullying though often takes place outside of lessons and this can make it harder to detect. Again, therefore it is **VITAL** that students don't suffer in silence. We will intervene as

quickly as we can and, if necessary, we will take serious action. This isn't always necessary as sometimes a quiet, reflective conversation can be more effective. ***It is important though that everyone is clear - if necessary, Manchester Academy will use the most serious sanctions to ensure that the cruelty and pain caused by bullying does not ruin the lives of our students and our staff.***

Quality Assurance

The Personal Development / pastoral curriculum is quality assured on a regular basis.

All Year groups 7 – 11, the Respect Room and the inclusion Centre will have regular learning walks (SIP Checks), Mini Dives or Deep Dives through the Quality Assurance processes set up and embedded in the Academy. Through Quality Assurance, it is important that action points/recommendations are put into place, monitored and revisited over time, ready for the next cycle of quality assurance.

Reference:

Guidance linked to Manchester Academy 'Behaviour, Attitude to Learning and Anti-Bullying Policy' 2022-2023 includes:

- Keeping Children Safe in Education – 2022 (guidance in force from 1st Sept. 2022) GOV.UK
- Screening Searching and Confiscation – July 2022 – Department of Education
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – July 2022 – Department of Education
- Manchester Academy - Suspension and Permanent Exclusion Policy 2022 – 2023
- Manchester Academy – Attendance Policy - 2022 - 2023
- Manchester Academy Safeguarding Policy - 2022 - 2023