



The Macclesfield Academy Behaviour Policy

This policy makes clear the expectations of The Academy and all of its staff regarding the behaviour of pupils and the response to incidents of behaviour that falls below those expectations.

By sending your child to The Macclesfield Academy you are indicating that you will support the policy.

Date Approved by Governors:	December 2019
Date Policy Due for Review:	December 2020
<i>Version 2019-1</i>	

Our core values include:

Putting students' interests first because their learning and well being is our first priority. In order to put this core value into practice, The Academy is committed to becoming a Rights Respecting School. In our teaching of the United Nations Convention on the Rights of the Child we will emphasise within The Academy Behaviour Policy, Article 28 – the right to an education and Article 12 - respect for the views of the child.

Aim

The Student Discipline Policy is intended to enable maximum use of Learning Time in a way that protects the dignity of staff and students and to promote restorative processes to repair relationships for future lessons.

Objectives

- To establish a clear, shared and easily understood definition of which aspects of behaviour are expected and which aspects are unacceptable.
- To establish the principle of respect for all.
- To develop consistency of practice.
- To establish a clear, shared and easily understood system of rewards and sanctions.
- To establish a school culture which, as far as possible, facilitates discussion and review of behaviour between staff and students within a restorative process.
- To ensure that behaviour incidents are recorded and reviewed to ensure fairness and consistency and signpost intervention.
- To establish as far as possible a no–shouting culture in which consequences are applied impersonally in a consistently applied stepped manner.

School powers to discipline pupils

This Behaviour policy takes as its guide the *Behaviour and Discipline in Schools Act 2012*. The key points from the document are as follows:

- a) Heads and Governors have a duty to ensure they have a strong Behaviour policy to support staff in managing behaviour.
- b) The standard of behaviour expected at the school must be decided by the Head and be made clear to all staff, pupils and parents.
- c) Expected behaviour includes the completion of set work.
- d) The power to discipline pupils includes the power to discipline even when they are not in school or in the charge of a member of staff for example on the way to and from school, or where the incident is in some way connected to school, for example, bullying out of school hours.
- e) This power to discipline applies to all paid school staff.
- f) Teachers have a specific legal power to impose detention outside of school hours, including at weekends and school training days.
- g) Teachers have a legal power to search pupils, confiscate banned items and where necessary, use reasonable force.
- h) In discipline matters the school has a duty to consider aspects of safeguarding and the educational needs of the child under the 2010 Equality Act.

THE BEHAVIOUR MANAGEMENT SYSTEM

1. Preparation for Learning

Expectations	Consequence
All pupils are to be in the form class by 8.40	Pastoral detention if late
All pupils are to have full uniform worn correctly	Recorded on SIMS – Behaviour points lost
All pupils are to enter school in the morning via the Dining Room and are to show that they have full uniform, worn correctly and all compulsory equipment (bag, stocked pencil case, calculator, homework folder, reading book and uniform card)	Recorded on SIMS – Behaviour points lost
All pupils are expected to arrive to classes on time and line up outside	The pupil is marked late on SIMS and a sanction will be issued by the Pastoral Team
All pupils are expected to put their homework folder and pencil case on the desk at the start of classes	

2. The Classroom Behaviour System

	Action	Sanction
C1	Warning	None
C2	Sent out or moved seat Sanction sheet put on desk	None
C3	Sanction sheet given	Recorded on SIMS Sanction sheet to be handed in tomorrow
C4	Exit to a buddy class	Recorded on SIMS Subject detention AND sanction sheet
C5	Exit from buddy class to Room 1	Previous sanctions apply plus internal exclusion / after school detention for a period to be decided by Key Stage Leaders
C6	Refusal to comply in Internal Exclusion	Repeat Internal Exclusion and / or Senior Detention (3pm until 5pm) and / or Fixed Term Exclusion or off-site placement

Certain targeted behaviours result in immediate exit from class. These behaviours include:

- Serious incident such as foul language or throwing something in class.
- Disrespect towards staff or student
- Refusal to move seat / go to a buddy class
- Defiance
- Use of a banned item
- Refusal to agree to confiscation of banned item

3. Restoring relationships after incidents of unacceptable behaviour

If a pupil is exited from class they are asked to fill in a restorative questionnaire in which they reflect on and give their opinion of their actions. At the end of the lesson they return to the class teacher who records his / her view. The form is taken home for parents / carers to sign. Next morning, it is to be given to the Year Coordinator. The incident is discussed and a decision is taken on the next step which may be a Restorative meeting with the class teacher, a sanction or, should there be a reasonable explanation for the behaviour, a fresh start in the next lesson.

4. Promoting Positive Behaviour and Effort – Rewards

Rewards are based on pupils meeting the conditions which will enable them to make the most of their learning time. These conditions include effort in class, attendance, punctuality and positive behaviour. Rewards are developed after consultation with the student body. Pupils who score 300+ on the Rewards System are welcome in the Social Areas at lunchtime. Those below that are not and must stay in the Dining Room or the Yards at lunch. Those with 400+ are allowed into the Dining Room before those below 400.

To qualify for rewards pupils must have demonstrated specific learning qualities and be actively engaged in their learning. They must also have excellent attendance, excellent punctuality and an excellent standard of uniform and equipment. Pastoral staff review individual cases to ensure that we are acting in the spirit of the rewards policy and in the best interests of the pupil and the school.

5. Promoting Positive Behaviour and Effort – Consequences

The first response to incidents of poor behaviour will normally be to educate the students as to the consequence and impact of what they have done. However, where the misbehaviour is serious or persistent, sanctions will be applied. The Deputy Headteacher (Behaviour and Safety) is responsible for defining and publicising the range of sanctions employed at the Academy. These will include (but not necessarily be limited to) removal from class, written sanctions such as writing lines or copying out the Academy Code of Conduct, break, lunch or after school detentions that can be up to 5pm; a modified day (whereby a student, with parental agreement, is sent home to their parents and returned to the Academy to make up the time at the end of the day), Internal Exclusions at the Academy or at an alternative venue at the direction of Senior Academy Staff and Fixed Term Exclusions from school. Where appropriate, (such as the case of students with Special Educational Needs or Disabilities) reasonable adjustments will be made to these sanctions in order to ensure that they do not have a disproportionate effect on the students

Where we have concerns about a student's behavior we may put the student on a Behaviour Report. When a student is on report they must wait behind at 3pm to have their day reviewed. This period at the end of the day increases at each stage of the report system to encourage students to try as hard as they can to improve their classroom behavior.

	Report	Possible Changes to School Day
	Praise report	None
	Aspire Report	TBC depending on the need of the individual
1.	Form Tutor	10 Minutes added to the end of the day
2.	Year Team Report	20 Minute detention at the end of the day
4.	SLT Report	40 minutes after school detention
4.	Head-teachers Report	60 minutes after school detention

Consequences for not following the Academy Classroom Expectations

Issue	Action
<p>Phone seen out</p> <p>If in pocket pupils should be told to put it in bag at start of class</p>	<p>Mobile phones are allowed in school on condition that they are switched off and not visible. If they are seen (for example if they are sticking out of a top pocket) they will be confiscated.</p> <p>On the 1st and 2nd occasions they will be returned to the pupil at the end of the day. On subsequent occasions they will only be returned to a parents / guardian. Repeat offenders and pupils who we decide are using their phones inappropriately (for example, to take photographs of other pupils or staff or to communicate with parents without permission will not be allowed to have their phone during the day and must hand it in as they enter the building. Mobile phones are allowed in school on condition that they are switched off and not visible.</p> <p>If they are seen (for example if they are sticking out of a top pocket) they will be confiscated.</p> <p>On the 1st and 2nd occasions they will be returned to the pupil at the end of the day. On subsequent occasions they will only be returned to a parents / guardian. Repeat offenders and pupils who we decide are using their phones inappropriately (for example, to take photographs of other pupils or staff or to communicate with parents without permission will not be allowed to have their phone during the day and must hand it in as they enter the building.</p> <p>Similarly, as phones will be switched off, there will be no need for headphones in school and they will be confiscated if seen.</p> <p><i>Parents should not contact pupils nor should pupils contact their parents during the day. In an emergency School Office staff will take a message to the pupil immediately.</i></p>
Headphones	Similarly, as phones will be switched off, there will be no need for headphones in school and they will be confiscated if seen after 8.35
Refuses to hand over any item	Sent to Isolation where the item will be handed over or the pupil will be excluded
No tie / shoes / bag /pencil case/ uniform card/ planner / reading book	A bag (large enough for exercise books) pencil case, reading book, calculator, homework folder and uniform card are all compulsory items. Pupils will be checked at the entrance and uniform card will be signed if any are missing – 3 signatures = Lunchtime detention (Room 34) - unless valid reason given. Class teacher - Signs card if pupil arrives to class with no bag / calculator, pencil case. Form tutor can sign planner to give one days grace if needed.
Late to form – after 8.40	Lunchtime detention - EVEN IF THROUGH THE GATE - unless a valid reason is given Pupils should be outside form by 8.35 and are marked late at 8.40
Fails to turn up to lunch detention	After-school detention for next day. 'Nobody reminded me or collected me' is not a valid reason.
Late to class	Unless there is a valid reason pupils are recorded on SIMS and a sanction will be given
Sanction not done	Pupil is collected at break and dinner and given 100 lines to do. Sanction then to be re-done at home for next day or same routine applies. As well as - not instead of
Does not turn up when told	Given an after-school detention AND must carry out the original instruction As well as – not instead of.
Missed ASD (after school detention)	Collected at Form to order lunch. Will miss all of break and lunch will do the next ASD on the first occasion. An extra 200 lines will be given on subsequent occasions

Disrupting class through repetitive low-level disruption	Teachers will use the C1 to C5 system. At C2 move seat and place sanction on desk as a warning. At C3 give the written sanction. At C4 – send to buddy classroom and if disruptive in there – C5 Sent to Isolation. Pupil must return at end of lesson. Teacher completes incident report, and gives it to pupil to take home. The pupil returns at form period next day with his / her version and parent / carer signature. Form is passed to Year Coordinator who will discuss the report with the teacher before agreeing a sanction and organising an RJ Meeting.
Refuses to leave class / go to a buddy or Isolation	Teacher sends a messenger to Isolation– Teacher there will contact a member of SLT or a member of the Pastoral team to collect the pupil. The pupil will automatically complete full day in Isolation for refusing to leave
Deliberate attempt to ruin lesson	If pupils are clearly deliberately attempting to ruin the lesson and ‘playing the C system’ – The teacher will warn once then exit the student
Serious incident	e.g. If a student swears or throws something, they should be sent straight to Isolation.
Uniform incorrect	Sign uniform card 3 times = 1 ST 3 signatures = lunch detention – 2 nd time = after-school detention
No uniform card	Lunchtime detention
Facial Piercing / Ear spacer	Not allowed into class – sent to Pastoral office.
Name-calling or chewing in class	Teacher gives pupils a sanction sheet
Drinks bottles	Only sealed bottles of water are allowed in class. Anything else should be in a bag until break. Pupils should not be allowed into class with a bottle in their pocket.

6. Behaviour and effort grades

In every lesson pupils will be able to earn Learning for Progress marks. They will need to show the following Learning for Progress qualities in order to build up their marks.

- Commitment to Learning
- Effective Study Skills
- Resilience
- Working Independently
- Pride in Achievement
- Respect for Others

When pupils demonstrate the qualities listed above they will earn marks up to a maximum of six in each lesson. Tutors discuss Learning for Progress marks with individual students. In a lesson where a student is sent out of class, their mark will be 1. If a student is disruptive or does not try and / or does not hand in homework or does not bring the required equipment, their maximum mark for the lesson will be a 2. If they are reasonably well behaved but do not work to the best of their ability they will only get a 3; working hard and working independently would get a 4; coaching others, contributing to the lesson, showing extra effort and resilience would get a 5 or 6. Learning for Progress grades are used as the basis for our rewards. Whereas a 3 would not result in a punishment, we reward pupils with an average grade of 4 or above.

7. **Banned items / Searching pupils / Confiscation – Guidance from the 2006 Education Act and 2012 amendments; updated December 2019**

The Headteacher and authorised staff have a statutory power to search pupils or their possessions without their consent where they have reasonable suspicion that the pupil may have a banned item in their possession. Additionally all school staff can search any pupil for a banned item with the pupil's permission.

Banned items include:

- Knives or weapons
- BB guns
- Illegal drugs
- Alcohol
- Stolen items
- Pornographic images
- Tobacco, cigarette papers and lighters
- Fireworks
- E-cigarettes
- Lasers
- Wireless headphones
- Any item that the member of staff reasonably feels has been or is likely to be used to commit an offence or cause personal injury or damage to the property of any person (including the pupil)

Headteachers and authorised staff can also search for items banned by the school rules and named in the school rules as an item which can be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item however found which they consider harmful or detrimental to school discipline. At The Academy these include phones, i-pads, consoles and headphones. This list is not exhaustive.

Schools' general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

For more information on 'banned items' and school powers to search for and confiscate items banned under school rules please refer to the following:-

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

8. **Use of reasonable force / physical restraint**

- All staff have legal powers to use reasonable force or physical restraint as outlined in the 2006 Education Act and updated in 2015. These powers will be exercised in line with the most up-to-date advice from the DfE. This may include passive force such as blocking a pupil's path or active force such as guiding a pupil out of the class by the arm. Restraint is to hold back a pupil physically or to bring a pupil under control. A number of staff are trained in Team Teach which is a series of techniques or holds used to guide or restrain a pupil as a last resort. The company states the following:-
- Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe". (George Matthews - Director)

At The Academy we reserve the rights of our staff to use such powers but insist that they only be used as a last resort. For further information see the link below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use of reasonable force advice Reviewed July 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

9. Malicious accusations

In the event of a pupil(s) making an allegation that they know to be untrue against a member of staff, intended to cause harm to the career and / or health of that member of staff the pupil will be excluded from school for a fixed term pending investigation and their place at The Academy reviewed with the possibility of permanent exclusion. Should the allegation be made by parent(s) / carer(s), the Academy will seek to take action within the full extent of the law.

10. Responsibilities

- a) The Assistant Head Teacher, responsible for Behaviour and Safety, (Matt Nicholson) has overall responsibility for implementation of the Behavior Policy.
- b) All staff are responsible for being familiar with the policy and their responsibilities for developing positive behaviour for learning.
- c) Subject Leaders are responsible for monitoring and acting upon behaviour incidents within the department.
- d) Key Stage Leaders are responsible for coordinating the response to behaviour incidents.
- e) The Headteacher is responsible for all decisions relating to exclusions following from incidents of poor behaviour.

11. Monitoring, Evaluation and Review

- a) The Assistant Head Teacher, responsible for Behaviour and Safety, (Matt Nicholson) has overall responsibility for monitoring all aspects of the Behaviour Policy.
- b) The Senior Leadership Team will conduct an evaluation of the policy during or before July 2020. This evaluation will have regard to:
 - Analysis of the records of behaviour incidents
 - Consideration of feedback from parents, students and staff
 - Analysis of data on the use of classroom exits and exclusions
- c) On the basis of this evaluation, the SLT will propose any amendments of this policy to the Governing Board who will, in any event, review the policy before January 2020.