



**MANOR DRIVE SECONDARY ACADEMY**



# **BEHAVIOUR POLICY**

**Presented to:**

**Local Governing Committee**  
September 2024

Date approved: <sup>1</sup>	
Date reviewed: <sup>2</sup>	
Date of next review: <sup>3</sup>	September 2025

## **1. Introduction**

We believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is necessary. It seeks to create a caring learning environment in the academy by:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the academy's policy and associated procedure.
- Encouraging children to take responsibility for their behaviour.
- Explaining and addressing unacceptable behaviour.

We will recognise and celebrate achievement at all levels and we will strive to ensure that all students feel valued.

## **2. Policy Statements**

### **Monitoring, Evaluation and Review**

The school will regularly review this policy to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

### **Interrelationship with other Academy Policies**

Other relevant policies/statements:

- MDSA Behaviour for learning principles, sanctions and classroom code
- Home/Academy agreement
- Code of conduct for adults
- Code of conduct for students
- Anti-Bullying Policy
- E Safety Policy
- Equality and Diversity Policy
- ICT Student Policy
- Mobile Phone Policy
- Physical Intervention Policy
- Prejudice Related Incidents Policy
- Safeguarding Policy
- Sexual Violence and Harassment Between Young People Policy
- Trips and Visits Policy

### **Involvement of Outside Agencies**

The academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

## **Procedures**

The Headteacher and Senior Team, in consultation with staff, will develop the procedures from this policy. The procedures will make clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treating every member of the academy equally. Each member of the academy community has a responsibility towards the whole community.

## **Rewards and sanctions**

Our school ethos promotes encouragement and positive celebration which is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued and rewards are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

## **3. Roles and Responsibilities**

### **Local Governing Committee (LGC)**

The LGC will establish, in consultation with the Headteacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the academy in maintaining high standards of behaviour. The LGC will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

### **Headteacher**

The Headteacher will:

- be responsible for the implementation and day-to-day management of the policy and procedures.
- ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.
- Make sure that students and parents are suitably updated and informed about the behaviour policy

### **Staff**

Staff will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed. Staff will be responsible for ensuring that the policy and procedures are followed, and consistently

and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential so that a high-quality learning environment is created in which students develop self-discipline and personal responsibility.

### **Parents and Carers**

Parents/carers will take responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

The Academy expects parents/carers to sign the Home School Agreement and are encouraged to work with the school to ensure that their children understand and contribute to the maintenance of a safe and secure environment. We expect parents/carers to support us in ensuring that their children's behaviour does not impinge on the learning of others.

Parents/carers are expected to respect our staff at all times. Inappropriate behaviour from parents which is deemed threatening and or challenging will not be tolerated and could lead to further action.

### **Students**

Students will be expected to take responsibility for their own behaviour and will be made fully aware of the academy policy, procedures and expectations. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

## **4. Behaviour Expectations and Procedures**

Students are expected to be polite and to show consideration towards peers and all other members of the school community.

Students, whether in or out of School, are expected to have respect for themselves which will be manifested in high standards of behaviour, attitude and effort. They are also expected to maintain high standards of dress. Students must show respect for their environment in terms of both their own and others' property.

Students must show respect for others, their feelings, opinions, cultures and differences. Students also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

### **How we respond when children show behaviours that are not appropriate or unacceptable:**

- Responses will be sensitive considering their age, development and motivation for the behaviour.
- Discussions with students will take place as to why the behaviour was not acceptable, respecting their level of understanding and maturity.
- The discussion will include how a student can find a resolution and move forward and when possible, provide strategies to change their behaviour if the situation occurs again.
- Throughout a child's journey through MDSA, parents, staff and children working together is at the core of our vision.

- We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and school.
- In some cases, we may request additional advice and support from other professionals, such as an educational psychologist.
- In line with KCSIE, we keep confidential records on any prejudiced behaviour that has taken place.

### **Behaviour Expectation of Students – the Student Code of Conduct**

In lessons, the school community and wider community, I will do whatever it takes to make sure that I:

- Arrive at school on time
- Bring the equipment I need and am prepared for my learning
- Wear the correct uniform, smartly throughout the day
- Enter the school quietly, greeting staff
- Enter the classroom calmly, greeting classroom staff
- Avoid all distractions; putting away anything not required for the lesson
- Be an active learner by engaging with the activities set by the teacher at all times
- Show respect for my own learning and that of others
- Be silent when requested
- Always complete my homework on time and to the best of my ability
- Make sure that I catch up with my learning if I have been absent from the academy or have fallen behind for other reasons
- Help a peer if they are finding the learning difficult
- Listening to members of staff and following instructions politely and calmly
- Walking purposefully and directly between destinations
- Going straight to my lessons and holding doors open for others when the corridors are busy
- Never damaging school property, defacing the building, dropping litter or spitting
- Never insulting, undermining or swearing at anyone
- Remembering I am always an ambassador for the school.

### **Praise and Rewards**

Students will be rewarded both collectively and individually for adhering to the Academy's standards and expectations. Rewards will be managed by Heads of Year and Pastoral staff and will be meaningful and age appropriate.

Some examples of our rewards are:

- Praise by staff
- House points
- Celebration assemblies
- Celebration breakfast / lunches /coffee mornings
- Skip the queue passes
- Certificates / trophies / medals
- Prizes (vouchers etc)
- Celebration days
- Move nights
- Pizza making experience with chef
- Priority for Enrichment choices
- Priority for Activity Day choices

Praise and rewards will be used to motivate students as this builds a culture of achievement and success and also allows for the positive reinforcement of acceptable and advantageous

behaviours. The praise and rewards employed by staff will aim to constantly reinforce our core values of Knowledge, Strength, Respect and Ambition.

It is important that sufficient time is given in each lesson, each school day and each school week to have conversations and announcements about character and values which positively reinforce, through praise and reward, the behaviours, attitudes and expectations every student must demonstrate in order for the whole community to be successful. In every year group, the relevant Head of Year (supported by the Senior Team) is responsible for ensuring the frequency, regularity and effectiveness of praise and reward.

## **Sanctions**

At MDSA, we strongly believe that the most effective method for creating excellent behaviour is creating a culture of high-achievement and aspiration where advantageous and acceptable behaviours are positively reinforced through precise praise and rewards at every available opportunity. At the same time, we believe that every misbehaviour must be addressed in order to create a culture of excellence and to create a safe and respectful community. However, our staff recognise that misbehaviour can be addressed in many different ways ranging from the low-key (non-verbal signals and proximity) to the high-stakes (suspensions and permanent exclusions) and that they must use their professional judgement in deciding which response to a misbehaviour is the most appropriate.

Depending on the situation and the severity of the situation, every effort is made by teachers to use the least invasive form of intervention when addressing unproductive and unacceptable behaviours. Teachers are trusted to decide what the relevant consequence should be for poor behaviour. Where the behaviour is more serious they will refer the issue to senior staff for the appropriate consequence to be issued.

Some examples are as follows:

- Verbal reprimand
- Negative Bromcom points
- Change of seating plan
- Sent to the 3R's (Remove, Reflect, Restore)
- Communication or meeting with parents/carers
- Break / lunch / after school detention
- Targeted Behaviour Report
- Early Intervention with a Safer Schools Police Officer
- Internal Exclusion (part / full day)
- Fixed Term Suspension
- Permanent Suspension

The Academy will consider whether SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, we refer to the Equality Act 2010.

In all cases of serious misconduct, both inside and outside of school, the Senior Team or parents/carers, may choose to make a referral to the Police or any other outside agency.

## **Removal from Lessons**

Students who are persistently disruptive in a lesson and severely disrupt the learning of others should be removed from that lesson. When a student needs to be removed from a lesson the Head of Year will be informed. Following the removal, the student will go to the 3R's where they will be expected to reflect on their behaviour. The staff member will also

follow up with a restorative conversation and an after-school detention will be automatically issued. The student will return to the rest of their lessons.

### **Detentions**

The Academy uses detentions as a consequence which ensures that students will formally reflect on the behaviour choices that they have made. They will be supervised by staff. Detentions are issued either as the result of the accumulation of smaller behaviour consequences or as a result of significant breach of the code of conduct, such as being rude to a member of staff. Parents/carers will be informed about after-school detentions 24 hours in advance.

### **Suspensions**

MDSA follows Government guidance on Suspensions. We aim to operate within the principles of fairness and natural justice whilst acknowledging the needs of our whole school community. Parents/carers have the right to make representation to the Local Governing Committee about Suspensions and the Governors will consider all such representations.

### **Internal Isolation**

Whilst students are in isolation, they will be expected to complete work. If students fail to do this, further sanctions will be implemented. Parents/carers will be informed of internal exclusions. If the student does not behave appropriately, they will serve an additional day.

Examples of behaviours that could lead to an internal isolation:

- Failure to attend a detention
- Rudeness/disrespect to staff
- Inappropriate/ or dangerous behaviour
- Damage to property
- In school truancy (not attending designated lessons/activities).

### **Fixed Term Suspension**

This means that the student is kept at home for one or more days and are expected to complete work provided. If they do not, they may be kept in internal isolation to finish any outstanding tasks. Parents/carers will be expected to attend a re-integration meeting and, when appropriate, leaders will complete a risk assessment.

Examples of behaviours that could lead to a fixed term suspension:

- Persistently disruptive behaviour including refusal to follow instructions
- Threatening or confrontational behaviour
- Fighting or assault
- Aggressive derogatory or discriminatory behaviour or harassment
- Disruptive behaviour whilst internally isolated in the academy
- Bullying
- Theft
- Drug abuse or possession of drugs or the use of any illicit substances
- Use or distribution of illicit materials (including pornography)
- Smoking on the school site or in academy uniform (including vaping)
- Graffiti or property damage
- Leaving school without permission
- Behaviour likely to bring the Academy into disrepute.

## **Permanent Exclusion**

Permanent Exclusion would always be considered in response to serious breaches of this Behaviour Policy and if allowing the student to remain in school would seriously harm the education or welfare of others in the school community.

The decision to exclude a student permanently is a serious one. A Permanent Exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). In line with guidance from the Department for Education, the decision to exclude a student permanently should only be taken in response to a serious breach or persistent breaches of the school's Behaviour Policy or where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school. The government trusts headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a student.

There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort, after a student's behaviour has continued to escalate despite support and interventions. This would include persistent, disruptive and defiant misbehaviour.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence/physical assault against another student or member of the school community
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying a weapon
- Verbal abuse or threatening behaviour against a student or an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Discriminatory abuse
- Arson
- Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy.

The Academy will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the academy its students and staff.

## **5. Investigating Incidents, Searching and Confiscating**

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services



or the Police, staff must stop the internal investigation immediately and refer the matter to the Senior Team and/or the Designated Safeguarding Lead as appropriate. In situations where other services need to be informed, the Senior Team will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Senior Team as soon as possible who will then decide the nature of investigation required. CCTV cameras may be checked to provide evidence of the facts. Once an investigation for a serious offence begins it may be necessary for the student/students concerned to be supervised by a member of staff.

When a student is interviewed he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that students are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and should be dated and signed and dated by the student concerned.

If a member of staff is suspects that a student is in possession of a prohibited object the students outer garments or belongings may be searched, including with a metal detecting 'wand'. This search of a student should be conducted by a member of staff authorised by the Headteacher. The search should be conducted by the same gender as the student, and with another adult (where possible of the same gender). Before any search is undertaken, consent will be sought from students. If consent is refused, the student will be asked to say why they have refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as 'prohibited items'), the students belongings and outer garments may be searched without their consent. Searches will be conducted in such a manner as to minimise embarrassment or distress.

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the Academy rules. It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found and when the object found constitutes a significant breach of the academy rules, especially a "prohibited item" the individual student's parents/carers should be contacted.

Students and parents/carers are often reminded about the serious and negative impact of mobile phones in school and the rules explained that if mobile phones are seen in school, they will be confiscated. If a student refuses to allow their phone to be confiscated staff will ask for and receive parent support to maintain these expectations. If no other solution is possible, refusal to allow confiscation will lead to further sanctions.

Where items are confiscated they should be disposed of safely if inappropriate for a child to have, or if appropriate, returned to the student or parent after the relevant period.

## **6. Use of Reasonable Force**

In accordance with the Physical Intervention Policy, all school staff have the right to use reasonable force to prevent students:

- Committing an offence

- Injuring themselves or others
- Damaging property
- To maintain good order and discipline in the classroom/school environment

The Headteacher, and staff authorised by the Headteacher, can use such force as is reasonable to search a student without consent for prohibited items which present a risk to the health and safety of other members of the school community.

When restraint is used by staff, this is recorded in writing and the parents/carers of the student will be informed. Force is never used as a form of punishment. Please refer to the Academy's Physical Restraint Policy.

## **7. False Allegations Against Staff**

Where a student makes a deliberate false accusation against a member of staff, the Headteacher will consider what disciplinary action to take. When such allegations are made, appropriate support will be provided to the member of staff involved.

## **8. Trips and Visits**

Behaviour on school visits will be dealt with in line with this Policy. Consistent poor behaviour may lead to non-participation in any school trips or visits, subject to discussion between appropriate staff - see Appendix 1.

## **9. Monitoring**

The school will collect data on the following:

- Behavioural incidents
- Suspensions and Permanent Exclusions
- Attendance
- Use of Alternative Provision
- Incidents of searching and confiscation

The data will be analysed on a termly basis and from a variety of aspects including:

- Whole school level
- By age group
- By protected characteristic

## **10. Review**

The Headteacher and Senior Team will evaluate this policy will review this policy annually and it will be a regular ST agenda item.

If for no other reason, the Governors will review this policy in line with the procedure for policy review.