Manchester Communication Primary Academy

Behaviour *for* Learning Policy

2022 – 2024

Revision Information

This document has been approved for operation within	Manchester Communication Primary Academy
Date of last review	July 2022
Date of next review	July 2024
Review Period	Every two years
Date of Approval	11th July 2022
Status	Approved
Owner	Local Governing Body
Signature of Approval	*Signed copy on file*

Revision History

Revision Date	Summary of changes	Owner/Editor

Contents

Section 89 of the Education and Inspections Act 2006 for maintained schools, and the Independent Schools Standards Regulations 2010 for Academies and Free Schools stipulate that all schools must have a behaviour policy.

It is the responsibility of the governing body, in consultation with the Headteacher, school staff, parents and pupils, to establish the general principles underpinning the behaviour policy.

Manchester Communication Primary Academy (MCPA) is dedicated to ensuring our school environment supports both the learning and the well-being of children, and adults, through a strong sense of community cohesion. We strive to embrace and celebrate the diversity of our school and the community it serves.

The 2010 Equality Act outlines the nine equality strands defined as protected characteristics: age; disability; gender assignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation. Here at Manchester Communication Primary Academy (MCPA) co-operation, mutual support, and respect are the foundations of our community, and we work hard to provide a safe school where *all* feel included and valued.

1. Greater Manchester Academies Trust Core Values

Underpinning our work, and all aspects of our school community, is the belief and promotion of Inclusive Education; British Values; Nurturing Principles and our own core values.

MCPA is a community that;

- nurtures and supports all.
- values everyone's unique worth and contribution.
- empowers every pupil/member of staff/parent/carer to achieve their fullest potential.
- opens a world of opportunities.

We provide a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning, and where a strong sense of community nurtures well-being, cohesion and aspiration.

We encourage, motivate and support our pupils to achieve their potential and enjoy their learning, whilst demonstrating the Greater Manchester Academies Trust's core values of:

- *Heart:* caring for themselves, their learning and their development and others.
- *Trustworthy:* always do their best, be truthful and look after the learning environment and their resources.
- *Inspiring:* can create, question, solve and communicate effectively and become role models.
- *Helpful:* think of others and learn together.
- *Straightforward:* follow clear routines that help us learn and have simple, effective procedures that are consistently applied.

The Department for Education has updated its advice to schools on behaviour and discipline (January 2016). The section 'Behaviour and sanctions' outlines some examples of what is permissible; this guidance has been taken into account and underpins the MCPA Behaviour for Learning Policy.

2. Definition of Behaviour

Behaviour is the way we act and respond to people and to situations we find ourselves in. At MCPA we consider 'behaviour' to be 'communication'; all in response to feeling, experience or stimulus. Behaviour is also an individual's response to their own perception and/or interpretation of a situation or event.

3. Aims of the policy

The purpose of this policy is to ensure a consistent approach to the celebration of positive community behaviours; the support & management of challenging behaviours and the teaching of behaviour for learning strategies.

At MCPA we aim;

- To develop a Policy that is implemented by, and supports, the whole school based on a sense of community and shared values.

- To nurture children in becoming self-aware, self-regulating, and positively contributing members of our community.
- To ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well.
- To secure conditions for an orderly school community in which effective learning can flourish.
- To teach and encourage positive behaviour, rather than merely deter anti-social behaviour.
- To nurture supportive and positive policies to create a caring, community atmosphere in which learning, and teaching, can take place in a safe and happy environment.
- To deliver a curriculum that develops values and attitudes as well as knowledge and skills.
- To ensure that behaviour within the classroom facilitates the delivery of the academy's curricular aims and the development of positive attitudes.
- To encourage consistency of response to presenting behaviours.
- To ensure that every member of the school behaves with consideration and concern for others.
- To promote self-esteem, self-discipline and positive relationships between community members.
- To ensure that the academy's expectations and strategies are widely known and understood by all.
- To develop within pupils a sense of self-discipline and acceptance of responsibility for their own actions through the delivery of a social and emotional curriculum.

We do this by:

- Ensuring we maximise the celebration of positive choices and community behaviours.
- Encouraging the development of a positive self-image, self-management, and self-regulation.
- Supporting pupils to develop a secure level of emotional literacy.
- Nurturing a sense of community and consideration for others.
- Supporting children to recognise, reflect and challenge patterns of inappropriate behaviour.
- Ensuring consistency in our protocols, procedures & practices.
- Developing a consistent 'Language Code' for addressing pupil behaviour.
- Promoting a positive school ethos where everyone feels happy, safe and secure.

4. Building Relationships

We believe that building positive relationships within our school community is essential to ensuring positive behaviour and effective teaching and learning. We have identified four key relationships that need to be carefully fostered and developed to achieve the success we want.

Adult – Child Relationships: The purpose of this relationship is to ensure that children can grow and develop in a supportive positive atmosphere, feeling nurtured and secure. The relationship develops trust and fosters confidence and a willingness to face challenge. The relationship is a key tool for adults to model a range of positive behaviours. We achieve positive relationships by inspiring children with good teaching; class community charters are used to clarify high expectations and are referred to consistently. Adults adopt a positive attitude and use positive language, showing genuine pleasure in being in children's company, listening to them, showing empathy, and creating time to communicate.
Child – Child Relationships: The purpose of these relationships is that children can grow and learn together as responsible, inclusive citizens and caring and supportive friends. They also provide support and encouragement for learning and help children to develop as happy and confident members of society. Children's relationships should also be opportunities for them to have fun, enjoy life and explore new horizons in a safe manner. They will learn how to empathise and resolve conflict. We achieve positive relationships by offering opportunities for children to build relationships in both structured and unstructured ways. Class community charters are used to clarify high expectations and skills for achieving these expectations are actively taught.
Staff – Parent relationships: The purpose of developing positive relationships is to foster a deeper understanding of our children and the communities they come from. We aim to promote greater understanding of the school's expectations and create consistency between school and home. We wish to develop parents as co-educators of their children and support families to improve attendance and punctuality. We achieve positive relationships by communicating clearly with parents, ensuring positive news is conveyed as well as any concerns. Staff will invest time and energy into building good relationships with parents, ensuring they are thanked for their involvement, supported with challenges and embraced as active partners in children's learning.
Staff – Staff relationships: Good working relationships between staff members enable us to work effectively as a team. We aim to develop strong, supportive relationships throughout our staff team, which make the very best use of diverse talents and expertise. We strive for a team where relationships between staff members are strong, people enjoy working alongside each other and provide positive role models for children and the wider community. We achieve positive relationships by sharing knowledge of individuals' skills and expertise. Communication is clear and effective. We are honest, open, courteous and trusting of team members; we support each other.

5. Creating a Nurturing School

We believe that teaching is a relational activity; it works best when the teacher and the child know each other well and have a mutual understanding and respect. We use the nurture principles as a useful guide to help us to build the relationships that will support learning:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

We have used these to create the 'MCPA Way', a document that exemplifies and explains how the adults' behaviour can support children to feel safe, valued, appreciated and therefore ready to learn. The 'MCPA Way' looks at how the principles, intended originally for nurture rooms, can be applied within mainstream classrooms.

6. Academy rules

The school has in place three clear rules that underpin our community qualities and wider values.

The Role of Rules

- It is important that we provide clear behavioural boundaries and guidelines within which our pupils operate.
- It is equally important to remember to remain flexible; over rigid application of a 'rule' to some children may create more challenging behaviours than it was designed to avoid.
- Other pupils may need an explanation about flexible rules; that everyone is different, and at times, has different needs.
- All staff must take a flexible approach determined by the individual needs of pupils. This should be communicated effectively through class, phase and whole staff meetings to ensure consistency of approach. This does not however equate to compromising standards.
- Our Rules are displayed prominently in each classroom with symbols where appropriate. They are evaluated and updated regularly, with input from pupil voice activities.

Our three school rules are clear & simple, fundamentally based on 'Ready, Safe & Respectful'. It is expected that staff and children know these rules and refer to them when discussing both positive and negative behaviour.

Rules echo those in place at Manchester Communication Academy, our Trust secondary school, this supports smooth transition and encourages clarity of expectations across the trust. Rules are displayed in all classrooms in partnership with our agreed community qualities.

MCPA Rules
Ready; to focus on learning!
Safe; looking after our school and everyone in it.
Respectful; of everyone!

7. Clarifying & Teaching Expectations

In order for children to follow our school rules they need to understand them. Within each rule there are a range of expected behaviours; these are teased out from the children at an age appropriate level and become the 'Class Charter' for that class.

Although these can be similar, it is important that children have a sense that the charter is something they have contributed to and thus 'own'. Class charters are displayed in each classroom on 'Class Community Boards' and are referred to regularly through the year as a behaviour management strategy. The following table indicates some things that could be covered within the teaching of each rule.

Ready; to focus on learning!	• Focusing on input to lessons & tasks • Collaborating well • Asking questions & listening to each other • Learning from mistakes
Safe; looking after our school and everyone in it.	• Being in the right place at the right time • Keeping hands and feet to self • Using equipment appropriately – inside and out Keeping calm • Finding ways to manage difficult emotions
Respectful; of everyone!	• Listening well to adults and children • Treating each other fairly & being polite • Looking after the environment & following instructions • Welcoming visitors warmly

8. Community Qualities

Our academy rules are underpinned by our seven 'Community Qualities'. These provide a framework that encourages children to develop and refine a range of positive attitudes, attributes and behaviours whilst promoting children's safety in school and adherence to our rules.

Our 'Community Qualities' are; *Attitude, Behaviour, Courage, Determination, Enthusiasm, Friendship & Grit.*

The qualities enable staff to provide children with consistent and positive feedback; they provide a reference point & context through which pupils can be supported to understand their behaviours. Increasingly our Community Qualities drive wider school practice and are central to our work developing positive pupil attitudes and nurturing personal development & wellbeing.
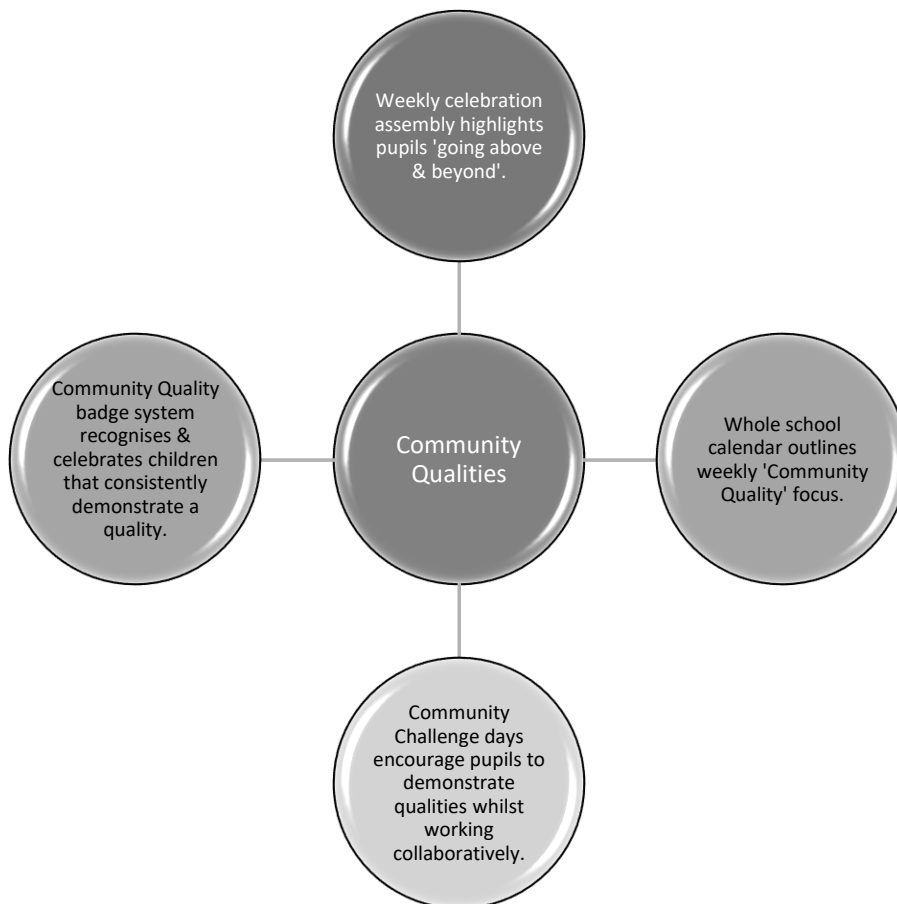
9. Class Community Charters

Our expectations are that adults and children will:

- listen to each other and respect other peoples' views
- care for all people and treat them with respect and politeness
- disagree without losing their tempers
- care for their surroundings and the belongings of all
- ensure that other people are not put at risk, or hurt, by their actions/words
- use positive and polite language when resolving conflict

In learning times/spaces we expect children to:

- get on with their work responsibly and complete the work to the best of their ability
- share and use materials sensibly returning them to the appropriate place
- let others get focus on their learning and help by not distracting them
- listen to, and follow, instructions

Everyone at MCPA has the right;

- to learn
- to feel and be safe in school
- to be respected

At the beginning of each half term, as part of their Monday meeting, teachers and pupils will discuss and decide upon specific expectations & rules for their classrooms. The classroom expectations/rules will be written up on an Academy 'Classroom Community Charter' template and displayed in each classroom on their Class Community Board.

10. Classroom Management & Academy Routines

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging positive behaviours, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative; furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution; working walls should highlight main focuses for English/Maths/Topic; and overall, the classroom should provide a welcoming environment that *all* pupils invest and take ownership in.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage positive community behaviours as well as quality work.

Several resources/systems have been implemented to support class teachers in observing, recording, tracking, supporting and referring behavioural issues that cause concern. These include;

Academy Rules poster	Visual behaviour chart	Team Teach / de-escalation training
Community Qualities Poster	Good to be Green guidance	SEMH intervention guidance
Class Community Charter Template	Positive Behaviour strategies sheet	External agency support
School System support slides	Designated Inclusion support team	Graduated response
Learning to Learn symbols	CPOMS logging & tracking system	Behaviour Drop-in surgeries
Emotional Check-in tool	Behaviour Walk feedback	Peer teaching opportunities
E.A.R.S listening strategy poster	Staff training calendar	Tiered support system

Whole school protocol slides should be actively explained to pupils with the relevant skills explicitly taught and practiced. Protocol slides cover; Start of Day routine, Take 10, Tidy Up Time, 6 'S' lines, End of Day & Monday meetings.

Staff Responsibilities

The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, andanyone else who comes to the school must act responsibly and professionally and will never denigrate children or colleagues. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable children may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

Staff are a constant presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that children are using the school grounds respectfully and behaving appropriately.

All MCPA staff are expected to;

- communicate honestly, openly and professionally with all.
- develop practice that is consistent and in line with academy policy & rules.
- approach challenging behaviour creatively and, in a child-centred way.
- role model good behaviour and positive relationships.
- create a positive climate with high aspirations & realistic expectations.
- provide an effective learning and teaching environment.
- encourage positive relationships based on kindness, empathy and respect.
- ensure fair treatment for all regardless of ability, age, sex, race or preconceptions.

All staff are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school.

Children's Responsibilities

Children are expected to follow the academy rules, showing respect for the rights and needs of all adults and other children in our MCPA community.

The academy expects all of its children to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other children or staff will not be tolerated. Children are ambassadors for our school even when off school premises, and we expect them to act accordingly. They are expected to follow the academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as IBPs, Early Help support, parenting courses and other inclusive strategies.

Parents' Responsibilities

We work with parents to understand their children and their behaviour and believe that partnership working and transparent information exchange are essential in building an effective learning community. The school reports behaviour, appropriate or inappropriate, to parents regularly. We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it.

We expect parents to behave in a reasonable and civilised manner towards all school staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the academy will be reported immediately to the Headteacher/SLT and/or Governors who will take appropriate action.

Home-academy communication

As a school, we understand the importance of working in partnership with parents/carers. In recognising the essential role parents/carers play in terms of a child's development, learning progress and behavioural/emotional well-being MCPA has in place the following systems which provide a base on which to build increasingly strong relationships with parents/carers.

Class Dojo, Dojo story & social media	Parent breakfast series	Home school liaison officer
Post cards/ phone calls home	Behaviour information talks	External agency support
Reward certificates	Pupil Progress meetings	Home/School agreement meetings
Open learning afternoons	Pupil Progress reports	Parenting courses
Inclusion team drop-in surgeries	Counselling support	Wellbeing checks
Signposting of additional services	Daily Classroom exchange	Facilitated Parent-peer support

11. Common Language

We use the language of rights and responsibilities to encourage everyone to take responsibility for their own behaviour. All staff will explain the children's positive behaviour by linking it to our seven 'Community Qualities'. For example;

- *Attitude*, e.g. "I like the way you were really positive then, even though you found that task difficult, 1 dojo awarded!"
- *Behaviour*, e.g. "I like the way you managed your behaviour then and walked away from a disagreement, 1 dojo awarded"
- *Courage*, e.g. "I like the way you showed great courage then, when you told the truth even though it was difficult, 1 dojo"
- *Determination*, e.g. "I like the way you didn't give up then, you showed great determination, you've earned a dojo"
- *Enthusiasm*, e.g. "I like the way you were so excited to share your idea then, you were very enthusiastic, 1 dojo!"
- *Friendship*, e.g. "I like the way you went to check in on your friend because you could see they looked upset, 1 dojo!"
- *Grit*, e.g. "I like the way you tried to smile then, even though you were disappointed you didn't win, 1 dojo awarded"

Making the reason for praise explicit and articulating it in reference to one of our community qualities not only makes the 'celebration/praise' more meaningful it also provides an opportunity to model positive behaviours to others.

A common language that is clearly understood and consistently employed provides the foundation upon which MCPA builds its child centred approach to supporting behaviours for learning.

In line with our Graduated Response, pupils identified as having additional needs at Tier 3 or above will have a Communication Chart implemented in order to secure consistent methods of communication and to maximise the effectiveness of staff/pupil interactions. These pupils will also have an internal Speech & Language screen completed in order to identify any underlying communication barriers that may contribute to behavioural challenges.

The following outlines the two complimentary systems we utilise to celebrate pupils' efforts and to monitor and support positive, effective behaviours for learning. Everyone in our school shares responsibility for supporting and managing children's behaviour and implementing our two community systems:

- Class Dojo
- 'Good to be Green'

12. Implementation of 'Behaviour for Learning' Systems

There is a consistent approach to supporting, and managing, behaviour during lesson time and lunchtimes. Procedures are followed by all staff encouraging children to 'behave like no one's watching'.

On arrival, supply teachers are also informed of the agreed behaviour for learning strategies, rules and procedures of the behaviour system. It is essential for all staff, including cover and supply, to adhere to Academy principles and policy in relation to the management of behaviour. Shared understanding and consistent application of policy/rules will ensure clear boundaries are established and a common approach to behaviour management maintained. Manchester Communication Primary Academy sets high expectations in terms of child achievement, progress, and behaviour.

We recognise that where individual children are engaging in continuing disruptive behaviour this can be because of unmet social/emotional/mental health needs. If such needs are identified, we will do all we can to ensure that the child receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of children with SEN and/or disabilities. Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children. An Individual Behaviour Plan will be used for children whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed.

13. Class Dojo

The academy ensures that all members of staff motivate learners and promote the highest standards of behaviour, within the context of learning, by using a variety of rewards to recognise positive behaviour.

ClassDojo enables staff to;
- Award feedback points for specific 'community qualities' and class specific accomplishments
- Let pupils reflect on their in-class performance with their pupil accounts
- Support children in building positive learning habits
- Break down potential barriers between the classroom and home
- Keep parents informed about child's progress

At MCPA we use 'Class Dojo' to record and track Dojos that have been awarded. Pupils are awarded Dojos in celebration of them demonstrating one of our 7 'Community Qualities' or for showing they have consistently met the class target for that week/half term.

Dojo points are calculated each week and 'Dojo Champions' from each class are recognised & celebrated in our weekly celebration assembly.

Children will be awarded with *one dojo point at a time*, as all effort is equal. This will ensure that there is no discrepancy between how the children earn celebratory dojo points, e.g. should one staff member award four house points whereas another may award one house point for the same achievement.

Dojo points are intended to be used to reinforce a positive classroom ethos, making clear to children that everything that they do is of value. Any staff can award any children with Dojo points. Dojo points *are not* to be used in a punitive way and therefore *will not be removed*; therefore, if a child earns a Dojo making a poor choice later does not cancel out the positive.

Though they do not detract from a pupil's score 'red' dojo points can also be issued, this is a simple way to let pupils and parents see that a 'poor' choice had been made despite supportive/restorative conversation; it's a way of letting parents know that they may wish to follow up with a chat at home.

The table below outlines what Dojos can be awarded for;

Dojo's can be awarded for…	Number of dojo's…
Attitude	1
Behaviour	1
Courage	1
Determination	1
Enthusiasm	1
Friendship	1
Grit	1

14. Good to be Green: Classroom Behaviour Monitoring System

The 'Good to be Green' system, which runs alongside the Class Dojo/House system, provides an effective, non-confrontational, way of promoting positive community behaviours.

This highly visual system, with child friendly resources, supports children in understanding their behaviours for learning and to visually track their progress. We believe that it's important to promote a positive message regarding behaviour management; 'Good to be Green' is a means of promoting our high expectations of positive behaviour and reinforces the message that every day is a new day; we make mistakes, learn from them and move on.

Through the "Good to be Green" system pupils;

- Are clear about the behaviours for learning expected of them.
- Develop positive attitudes to school and work which emphasise high standards.
- Develop self-esteem and enhance levels of self-confidence.
- Develop good habits in relation to self-discipline and co-regulation.
- Develop respect for others.
- Are taught, praised and rewarded for displaying positive behaviours for learning.
- Understand that positive behaviours benefit all; that we celebrate these behaviours but that they are behaviours we should all expect therefore do not warrant 'reward'.
- Know that they will be supported to reflect and explore their exhibited behaviours if challenging.

Administration

Each class has a 'Good to be Green' display chart; each chart has a named pocket for each class member.

With the chart classes are provided with a green card for each pupil and a collection of yellow, red and 'Stop & Think' cards.

Each child starts every day with an empty pocket and will be awarded with their green card as and when positive behaviours for learning are demonstrated. This approach supports pupils in focusing on the day ahead whilst enabling staff to recognise and celebrate pupils who come in and settle straight into their learning without fuss (pupils that can feel overlooked) whilst avoiding direct confrontation with those that don't. The aim in all classes is to demonstrate 'Green behaviours for learning' and earn their green cards as soon as possible. Class teachers will determine the ways in which cards are administered.

Green cards can be awarded for a variety of positive behaviours for learning as can be seen in the Good to be Green Behaviours guide. When awarded pupils place their green cards in their named pocket.

As with Dojo points, Green cards are not used in a punitive way; once a Green card has been awarded it remains; if a child makes an inappropriate behaviour choice later in the day that will be actioned in a supportive way but does not reverse a previous positive achievement.

From time to time children may struggle to exhibit positive behaviours for learning and may need support in meeting our school expectations.

How it works

- Every child starts every day with an empty name pocket in the Good to be Green class display chart.
- Pupils who exhibited 'Green' behaviours will be awarded their 'Green' cards and these will be displayed in their name pocket in the wall chart.
- If a child demonstrates behaviours that deviate from our class expectations, they will be given a friendly *'Verbal Reminder';* this is a non-punitive, non-confrontational reminder and gives the pupil an opportunity to share if there's a problem.
- If behaviour continues fall below the expected/agreed standards a pupil may be issued with a *'Stop & Think'* card. This card will be placed in the pupils named wallet but is a purely supportive measure; time will be given to identify any underlying issues and to agree supportive measures. When the child is back on task, and exhibiting Green behaviours, this card will be removed.

- Should challenging behaviours continue a pupil will be given a 'warning', represented in their name pocket with a **'Yellow card'**. This 'warning' stage gives the child a chance to consider their behaviour and improve it without any further action. At this stage the class teacher/member of staff, should also suggest some additional supportive measures; change of seat, alternative approach, time out in a partner class for example. It may be that the pupil is supported in having some reflective time away from their classmates to enable them to take some time out to consider their actions and again, give them the opportunity to improve. A 'Yellow card', if physically placed in the child's name pocket, can be removed once behaviour returns to 'green'. Sanction at this stage will be through a restorative conversation with the class teacher. This may be the sharing of a social story, playing of a social skills game or just a chat outlining and identifying positive steps to be taken in resolving the challenges being faced. Primary function of this system is to help the child get back on track.
- Should a pupil continue to exhibit 'Yellow' behaviours they will then be supported by their Phase Lead; the child will work in the Phase Lead's room and will complete a 'RESTORE' session with them during the next available playtime session. Although this remains a supportive/restorative measure at this stage the Yellow card is to be recorded on CPOMS and parents will also be informed of the challenges faced in school to enable them to support at home. At this stage a pupil may be placed on a 'Praise report' or a 'Passport to Success' in order to record and review positive steps towards identified targets.
- Should a pupil exhibit intentionally physically aggressive behaviours, or behaviours that are racist, homophobic, or threatening in nature, they will be issued a 'Red' card. Although these behaviours will be supported, they are not acceptable, and consequences will reflect this.
- If a child receives a 'Red' card they will be directed to a member of the Senior Leadership Team; in the majority of these instances parents would be contacted straight away in order to involve them in the resolution process. Pupils will spend the rest of their day with a member of the Senior Leadership Team and will be required to complete a formal 'Reflection' sheet. Pupils in Years 5 & 6 will be required to attend an after school 'REFELCTION' on a Friday with Mr Reed/Mr Williams. Due to the nature of 'Red' card behaviours there is an increased likelihood of fixed/permanent exclusion that will be determined by Mr Reed in review of the incident.
- If a pupil receives three red card a 'Home School Partnership' meeting will be held. Parents & carers will be asked to attend a review/planning meeting with a member of the Senior Leadership Team. This meeting is intended to be restorative, mutually supportive and positive outcome driven.
- In supporting consistency and clarity across the academy Good to be Green system posters have been created and are displayed in classrooms and key spaces.

15. Reward & Consequence

Here at MCPA we aim to create a healthy balance between reward and consequences with both being clearly explained and specified.

Two main systems are employed for the reward and tracking of children's behaviour; both the 'ClassDojo' and 'Good to be Green' initiatives provide a framework through which individuals and whole classes can be rewarded for behaviour that meets/exceeds the Academy's expectations. The use of regular praise of positive behaviour reinforces expectations, raises self-esteem and highlights a good example.

A wide variety of other reward & celebratory systems can be used to motivate children but essentially gaining the teacher's recognition and approval through genuine verbal/non-verbal praise should motivate children. Trusting children with genuine responsibilities can build self-esteem and can act as a positive encouragement e.g. monitor roles, play leaders etc.

We acknowledge that our children respond differently to different rewards systems, so staff will use a range of strategies that support/motivate individual children. Children are rewarded for their positive behaviour in a number of ways, including:

Verbal, specific praise - Certificates - Forrest School sessions - Reward charts

Positive Phone calls home - Postcards home - Stickers

The academy ensures that all members of staff motivate learners and promote the highest standards of behaviour by using a variety of 'intrinsic motivation' approaches to recognise and encourage positive behaviours for learning including:

- Meaningful, explicit praise
- High-fives, thumbs up, round of applause
- Verbal congratulation of pupils
- Sharing success with partner classes
- Presenting achievements to members of SLT
- Class specific celebratory systems
- Class Dojo points
- Good to be Green Cards
- Teachers congratulating pupils
- Class specific reward systems
- Positive phone calls home
- Sharing excellent work via assembly/website
- Sharing and celebration with members of the Senior Leadership Team
- Invitation to join the Headteacher's 'Always' club
- Hot Chocolate with the Head!
- Mr Reed's 'Always Club'

Focus Area	Celebration
Attendance Bank: Attendance	Class with the highest weekly attendance figure will earn £10 for their class attendance bank. This is saved and spent on an end of term/half term celebration activity/event.
Punctuality 'Pick N Mix': Punctuality	Class with the highest punctuality figure will earn a tasty treat for their class.
Good to be Green Goal Scorers: Classroom behaviours	'Good to be Green' scores for each class will be collated and ranked; the class with the highest percentage of pupils on green will be awarded a forest school session.
Star of the week:	A child from each class is awarded 'Star of the week' once a week in our celebration assembly for exhibiting positive learning skills or behaviours.
Dojo Champions: Community Qualities	'Community Qualities' are recognised through our 'Class Dojo' system. At the end of the week, the pupil with the highest Class Dojo score will be named a Class Dojo Champion.
Top Table Award: Lunchtime Behaviours	Pupils demonstrating community qualities will have their names entered into a hat. Names drawn at random during celebration assembly will be rewarded with a 'Top Table' lunch.
Golden Bin Lid Award: Respect for environment	The site team will decide which class has taken the most pride and care with their learning environment and will present the 'Golden Bin Lid' trophy to the winning class each week.
Headteacher's highlight	The Headteacher announces his target focus each week. On Friday in celebration assembly Mr Reed will then announce the winner of his 'Headteacher Highlight' certificate.
Always Club!	Mr Reed is the president of an exclusive club names the 'Always Club'. Pupils are invited to join the club in recognition of consistent demonstration of our Community Qualities.

Positive Reinforcement

Experience has taught us that children respond far better to praise than they do negativity. At MCPA we consistently use positive praise to encourage children; providing pupils with guidance & support to make choices that are appropriate & positive. Pupils exhibiting challenge or difficulty in self/co-regulation will be supported in identifying possible triggers, what the behaviour looks like and to reflect and formulate positive next steps. Children are praised for engaging in the reflection process & celebrated when making positive behavioural changes.

We don't use the term 'naughty' here at MCPA; the term 'inappropriate' is used instead. We endeavour to disassociate the children from their challenging behaviour; the behaviour is not the child.

Playground behaviour Consequences

Pre-strike – friendly warning You are making poor choices and have been given a verbal reminder; take time to think about your behaviour & actions and have a great playtime!
Strike 1 You've been given a formal warning. You need to listen to the advice given to you by the member of staff and return to positive play.
Strike 2 – Yellow Card You have been issued a second formal warning. You need to take a 5 minute time out on 'the bench' to reflect on your behaviour. A member of staff will let you know when you can return to the playground. A Yellow card will be recorded on CPOMS.
Strike 3 – Red Card You have been given a red card and now need to leave the playground. Your behaviour has broken the school rules and have been given three warnings. You will spend the rest of your playtime inside and will have a fresh start next playtime.
Match Ban You have refused to follow adult instructions to go inside with a red card. You will miss both of your playtimes the following day and be supported to reflect on your behaviour and choices. Your parents will be informed so that they can support by talking with you at home.

Recording and reporting play/lunchtime incidents

Lunchtime duty staff will notify class teacher of any incidents that need to be recorded on CPOMS utilising the same systems as classroom/indoor behaviour incidents.

Systems for managing behaviour at lunchtime

Positive Consequences at Lunchtimes	We expect all children to behave in a positive manner towards their peers and staff and as such individuals who achieve this receive positive consequences and incentives. These positive consequences are consistent amongst all lunchtime staff.
Verbal Praise	Verbal praise should always be used recognise positive behaviour and individual achievements.
Stickers	Stickers are given to any child who behaves well and shows helpfulness to adults or other children.
Top Table raffle tickets	Children who show exceptional or sustained positive behaviour will be rewarded with their name being added to the 'Top Table Raffle'; each Friday randomly selected children will have their Friday lunch on the special 'Top Table' with squash and treats!

Managing lunchtimes for children who struggle

Some children find it hard to manage the outdoor space at lunchtime either because they find relationships difficult or they have sensory processing and/or anxiety issues. In support of these needs each year group also provides an alternative playtime provision where children can play games and learn the skills required for social interaction in a more closely supervised and calm environment.

16. Restore & Reflection

Manchester Communication Primary Academy believes that all children should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by nurturing personal development, supporting pupil well-being and encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our children in developing a high level of social awareness. Our aim is to ensure that all

our children leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We believe that appropriate sanctions should be applied fairly and calmly. The smallest possible sanction that is effective should always be used. We believe children need to understand the impact of their behaviour and are entitled to support and guidance in identifying & unpicking their motivators/triggers. We also invest in the ideology that each day is a new day and that pupils should always be given the opportunity to make amends.

There are of course consequences for pupil's inappropriate behaviour; however, we work hard as a staff to avoid using this terminology due its negative/punitive connotation. Instead we refer to the majority of our 'sanction/consequential' systems as 'Restore' and/or 'Reflection' as this terminology more accurately reflects the aim of our practices.

Both 'Restore' & 'Reflection' sessions should be managed in a way that maintains self-respect. Whole group sanctions should be avoided where possible. Sanctions must be applied consistently, firmly, fairly and without confrontation.

Disruptions to the learning of others will not be tolerated. ALL classroom staff will challenge and act upon low-level disruptions positively and effectively acknowledging that for some pupils this may mean a change to classroom practice.

17. Restorative Approaches

What are Restorative Approaches?

Restorative Approaches are needs led & value based. Here at MCPA they can be seen as part of our broader ethos that identifies strong, mutually respectful relationships and cohesive community as the foundations on which good teaching and learning can flourish.

Restorative Approaches are built upon the basic principles of;

- Genuineness - honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding - being able to understand another's experience and feelings.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Restorative Justice gives those who have been upset/hurt/harmed the chance to communicate and explain the real impact the incident has caused; it empowers victims by giving them a voice. It also holds perpetrators to account for what they have done and helps them to take responsibility and make amends.

The purpose of taking a restorative approach is to support children that have exhibited challenging; high risk behaviours in reflecting on the incident and in identifying underlying triggers, emotions that drove the behaviour.

We use a structured set of questions designed to help children choose more socially acceptable ways of managing their emotions and associated behaviours. Conversations are carried out in a non-punitive way recognising that we need to support the perpetrator. The following questions form the basis of the dialogue:

- Can you talk me through what happened?
- How do you think it made the other person/people feel?
- How were you feeling at the time?
- What could you do next time you feel this way?
- How can we fix this situation?

18. Children who do not respond to the whole Academy behaviour system

For a variety of reasons, it may, on occasion, be necessary to employ a number of additional support strategies & further interventions in order to ensure children experiencing behavioural difficulties can access the support they need.

MCPA operates a six-tiered system of supportive approaches through our Graduated Response to potential SEMH ranging from 'in-class' support through to 'specialist intervention' and possible external agency support. The nature of any support system put in place is made explicit to the child as are the links between exhibited behaviour, consequences and effective learning.

Below is a summary of our Tiered support system; these lists are not exhaustive.

Tier 1	Quality First Teaching.	Tier 3	Tiers 1 & 2 + small, adult led, group.	Tier 5	Access to MCPA SEND / Nurture Group provision.
Tier 2	Tiers 1 + class/Phase based support/intervention.	Tier 4	Tiers 1, 2 & 3 + Inclusion Team and/or specialist intervention support.	Tier 6	Specialist/Alternative Provision Assessment Place.

19. What happens in the event of a serious incident?

In these incidences a child will skip stages within the behaviour system and be sent directly to a member of the senior leadership team. The incident will be investigated, and an appropriate consequence will be decided.

The following consequences can be utilised:

- Removal from class.
- Removal from unstructured times e.g. playtimes and lunchtimes.
- In-academy exclusion – where the child concerned works away from their 'home' class under the supervision of a teaching assistant for a specified time.
- Fixed Term exclusion.
- Pastoral Support Plan.
- Assessment place at a specialist/resourced provision.
- Permanent exclusion (as an absolute last resort).

In all the above cases members of the senior leadership team will ensure that appropriate emotional provision is provided to prevent a repeat of such incidents.

Malicious allegations against school staff: Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as a referral to the police if there are grounds for believing a criminal offence may have been committed)

20. Exclusion

In rare cases it may be necessary to exclude a child following the Academy's exclusion policy. This is only ever considered after all other avenues have been explored.

The document, Exclusion from maintained schools, Academies and Pupil Referral Units in England 2012 https://www.gov.uk/government/publications/school exclusion (updated 10.05.2015) from the Department for Education, details the statutory guidance to which MCPA will have regard in carrying out functions in relation to exclusions.

Fixed-Term and Permanent Exclusions

At MCPA we believe that children have the right to Learn. If a pupil seriously breaches the school's behaviour policy and if the pupil remaining in the school would seriously harm the education or welfare of the pupils or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set

for the pupil to complete at home. Following a fixed--term exclusion, the pupil and parents must meet the Headteacher or one of the Deputy Headteachers, to discuss the pupil's reintegration into school.

Exclusion statistics for the schools in the UK in 2017 / 2018 highlighted that the most common reason for permanent exclusion in primary, secondary and special school is 'persistent disruptive behaviour'. This can be defined as: when a child is uncooperative and prevents themselves, and other children in class, from working. A disruptive child also manages to grab a teacher's attention and prevent the teacher from giving the other children attention. Behaviour that distracts a teacher and other pupils from learning.' Physical assault, either against another pupil or physical assault on an adult, is the second most common reason for exclusion.

21. Use of reasonable force

In accordance with the Education Department's - Use of reasonable force document 2013 & Education and Inspections Act 2006. This guidance is intended to provide clarification on the use of force in school and help staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of principal and governing bodies in respect of this power. All staff must make reasonable adjustments for disabled children and children with special educational needs (SEN).

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

Good relationships between staff and pupils are vital to ensure good order in our academy. It is recognised that most pupils at MCPA respond positively to the Behaviour for Learning systems implemented by staff; this ensures the well-being and safety of all pupils and staff in school. It is also acknowledged that, in exceptional circumstances, staff may need to act in situations where the use of reasonable force may be required. Please refer to MCPA's positive handling policy for more information on interventions used, staff training and details on how staff record incidents positive handing.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes; to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and dynamic risk assessment.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground. To restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Staff training:

- Regular staff training using the Team-teach approach is provided for staff. A list of TeamTeach trained staff can be found in each teaching base and Positive Handling forms are completed and uploaded to CPOMS post incident.

Report incidents of reasonable force

Any incidents should be reported to the Headteacher/SLT immediately. Written records will be maintained of any incident involving restraint and parents/carers informed. Regular staff training for staff in using Team Teach principles to ensure when children need restraining correct practices are adhered to.

Telling parents when force has been used on their child

Parents/carers will be informed about all incidents involving the use of force and a record of the incident and parent's response will be recorded in CPOMS in deciding 'what is reasonable force', teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the pupil or member of staff
- the child's age.

What about other physical contact with pupils?

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- Holding the hand of the child at the front of the line when going to assembly or when walking around the school.
- When comforting a distressed pupil.
- When a pupil is being congratulated or praised.
- To demonstrate how to use a musical instrument.
- To demonstrate exercises or techniques during PE lessons or sports coaching.
- To give first aid.

22. Policy Links

SEND Policy	Safeguarding Policy	Anti-Bullying Policy	Equal Opportunities Policy
PSHE Policy	Teaching and Learning Policy	Nurture Policy	Positive Handling Policy

23. Monitoring, Evaluation & Review

Behaviour across the academy will be recorded on CPOMS; collated and presented in the Deputy Headteacher's Termly Inclusion report. Behaviour snapshot data will be shared with teaching staff to support the identification of targets. SENDCO & Inclusion TA will maintain centralised records of intervention and progress data. Progress towards individual targets will be recorded on individual behaviour/ education plans/Personal Learning Plans.

Deputy Headteacher (Inclusion) will collate, analyse and produce the following;

- Termly Inclusion Report.
- Half termly review of 'Good to be Green' data.
- A 'Behaviour Snapshot' that will collate data from CPOMs, disparaging language data collection, dojo scores etc for class teaching teams.
- Support in the setting and monitoring of class behaviour targets.
- Maintain the Academy Disparaging Language Record – reviewed half termly and feedback to class teachers through half termly behaviour snapshot.
- Behaviour Walks each half term.
- Assume responsibility for overseeing Graduated Response & SEMH specific support interventions.
- Produce and maintain on-going sourcing of behaviour support materials for class teaching teams.
- Further develop and nurture Home-school relationships (behaviour focus).
- Further develop and maintain professional relationships with external agencies/partners.

The Senior Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, through coaching, informal observations, comments from formal lesson observations and discussion with children, staff and parents.

24. Sexual harassment and child on child abuse

Significant concerns have been raised about the prevalence of peer-on-peer sexual harassment and sexual violence, including online, both in and out of school.

There is clear recognition across the system that sexual harassment and sexual violence between children and young people are not simply a school problem; this reaches far beyond the school gates and many others (including the government, Ofsted, parents, police, social care, youth services and others) have a responsibility to act to address the issue.

Ofsted was asked by the government to carry out a rapid review of sexual abuse in schools and colleges. This thematic review revealed how prevalent sexual harassment and online sexual abuse is for children and young people.

Review recommendations outlined that;

"school and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people".

"In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole school approach to address them".

Key Definitions:

The definitions used by the Department for Education (DfE) are as follows:

<u>Child on child sexual abuse</u>: this term includes sexual violence, sexual harassment, upskirting

and sexting (also known as 'youth-produced sexual imagery'). Previously known as peer on peer, the change to child on child reflects the changes in KCSIE 2022.

<u>Sexual harassment</u>: unwanted conduct of a sexual nature that can occur online and offline,

which includes the following:

• Sexual comments, such as telling sexual stories, making lewd comments, making sexual

remarks about clothes and appearance, and calling someone sexualised names;

• Sexual "jokes" or taunting

• Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying pictures, photos or drawings of a sexual nature

• Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence.

This may include the following:

• Non-consensual sharing of sexual images and videos

• Sexualised online bullying

• Unwanted sexual comments and messages, including on social media

• Sexual exploitation, coercion and threats.

<u>Sexual violence</u>: the sexual offences of rape, assault by penetration and sexual assault.

<u>Harmful sexual behaviour</u>: an umbrella term for problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage.

This policy will be reviewed annually, with opportunities for consultation with staff, children and parents.