



Manchester  
Communication  
Primary  
Academy

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# Manchester Communication Primary Academy

## BEHAVIOUR FOR LEARNING

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### Policy September 2020

# Approval History

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# Revision History

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09/18			Changing Principle to Head Teacher		CF
10/18			Updated completely.		Ian Williams

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# Greater Manchester Academies Trust Core Values

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Manchester Communication Primary Academy (MCPA) is dedicated to ensuring that our academy environment supports learning and the well-being of children and staff through a strong sense of community cohesion. Co-operation, mutual support, and respect are the foundations of our community and we work hard to provide a safe academy where all children feel included and valued in every aspect of academy life.

We expect that all children will achieve their potential and enjoy their learning, whilst demonstrating the Greater Manchester Academies Trust 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.

**(See Appendix 1: Greater Manchester Academies Trust Core Values)**

## At MCPA, we aim;

- 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.

## 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.

The Department for Education has updated its advice to academies 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.

## Definition of Behaviour

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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.

## Aims of the Policy

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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 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 create an environment which encourages and reinforces positive community behaviours.
- 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.

## Academy Rules

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### 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 School Rules:

**Ready;** to focus on learning!

**Safe;** looking after our school and everyone in it.

**Respectful;** of everyone!

## Community Qualities

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To support pupils in understanding our three academy rules we have underpinned them with our seven 'Community Qualities'. These qualities 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.

### Community Qualities are;

- Attitude
- Behaviour
- Courage
- Determination
- Enthusiasm
- Friendship
- Grit

The seven Community Qualities enable staff to provide children with consistent and positive feedback; they also encourage explicit and clear praise which is vital in supporting pupils to understand their behaviours.

Community Qualities increasingly underpin and drive wider school practice and are central to our work developing positive pupil attitudes and nurturing personal development & well-being



## Class Community Charters

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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 academy
- to be respected

At the beginning of an academic year teachers and pupils will hold a 'class huddle' to 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.

## Classroom Management & Academy Routines

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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;

These include;

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

### **Staff Responsibilities**

The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone 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 and 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 and reports
- Home / school agreement meetings
- Open learning afternoons

- Parenting courses
- Inclusion team drop-in surgeries
- Counselling support
- Welbeing checks
- Signposting of additional services
- Daily Classroom exchange
- Facilities Parent-peer support

## Common Language

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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 level 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. 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 (House Points)
- 'Good to be Green'

# Implementation of ‘Behaviour for Learning’ Systems

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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 staff, 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.

## Class Dojo

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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/house points that have been awarded. Pupils are awarded Dojos/house points 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.

If all children are making positive choices; are demonstrating one, or more, of our community qualities, staff can award a 'Class Dojo Point award'. This means that five house points will be added to each child's dojo profile. For a 'Class Dojo award', all pupils should be making the right choice all together.

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;

<b>Dojo's can be awarded for...</b>	<b>Number of Dojo's...</b>
Attitude	1
Behaviour	1
Courage	1
Determination	1
Enthusiasm	1
Friendship	1
Grit	1
Class Target Dojo (listening for example)	1
Class dojo (awarded for any of the above when all pupils demonstrate the community quality)	5 (per pupil)

# Good to be Green: Classroom Behaviour Monitoring System

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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.
- Are taught, praised and rewarded for displaying 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.

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.

- Headteacher (PDBW). 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.

### 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 pupil's 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 'RESTORE' session 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. Although this remains a supportive/restorative measure at this stage pupil's initials will be recorded on the Phase 'Good to be Green' tracker meaning they will not contribute to the class' overall Green percentage. Parents will also be informed of the challenges faced in school to enable them to support at home.
- 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 'REFLECTION' on a Friday with Mr Reed. 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.

### **'Class Dojo' and 'Good to be Green' – Two systems to complement each other**

It is important to remember that the two systems run alongside one another, to as best as possible, embed a positive classroom ethos, focusing for the most part on the positives. If children 'lose' their 'Green' status, they can still earn 'Class Dojo Points' for their team. This enables us to remind children that 'all is not lost,' they can still contribute, achieve and experience a positive.

# Absent pupils will be recorded as Green for that day unless absent due to fixed term exclusion.

## **Reward and Consequence**

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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

- Forest School sessions
- Reward charts
- Positive Phone calls home
- Postcards home

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!

Focus Area	Celebration
<b>Attendance Bank:</b> Attendance	Class with the highest weekly attendance figure will earn £10 for their class attendance bank. This is saved and spent by class teams on an end of term/half term celebration activity/event.
<b>Punctuality ‘Pick N Mix’:</b> Punctuality	Class with the highest punctuality figure will earn a tasty treat for their class.
<b>Good to be Green Goal Scorers:</b> 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 academy session.
<b>Star of the Week</b>	
<b>Dojo Champions:</b> 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.
<b>Top Table Award:</b> Lunchtime Behaviour	Pupils demonstrating our community qualities during lunchtime will have their names entered into a hat. During our celebration assembly on a Friday pupils names will be drawn at random from the hat with selected pupils being awarded a special ‘Top Table’ lunch.
<b>Golden Bin Lid Award:</b> Respect for Environment	Mr Phillips and his 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.
<b>Headteacher’s Highlight</b>	The Headteacher announces his target area each week for the children; Politeness for example. On Friday in celebration assembly Mr Reed will then announce the winner of his ‘Headteacher Highlight’ certificate.

Focus Area	Celebration
<b>Always Club!</b>	Mr Reed is the president of an exclusive club names the 'Always Club'. Members of our school community are invited to join the 'Always Club' in recognition of their consistent demonstration of our school 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.

## Restore and 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 to 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.

Therefore, if a child becomes disruptive and disturbs themselves or others from learning, then ALL staff will follow the procedure outlined in the Good to be Green system protocol.

## Restorative Approaches

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### 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.

At MCPA we aim to promote the personal development of all our pupils and encourage active citizenship and the involvement of children in their communities. Central to this is developing our children's ability to form positive relationships. Enabling our older pupils to become a Buddy is one of the ways we encourage our children to be involved in the life of the school. Friendship Buddies are children in Year 5 who undertake training, supporting them to engage with younger children during unstructured play and social times. In Year 6 we have a Prefect system that encourages pupils to further develop skills that will support them as they approach key transition points. We have an active school council that work hard to gather, review and respond to pupil voice across the school; we also have an 'Urban Crew' that work over an extended period of time to engage and improve our local community.

## Children who do not Respond to the Whole Behaviour System:

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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	Meaning
<b>Tear 1</b>	Quality First Teaching
<b>Tear 2</b>	Tier 1 + Class/Phase based support/intervention
<b>Tear 3</b>	Tiers 1 & 2 + specialist Inclusion Team Intervention
<b>Tear 4</b>	Tiers 1, 2 & 3 + part-time Nurture Group provision
<b>Tear 5</b>	Full time nurture Group provision
<b>Tear 6</b>	Pastoral Support Plan / External agency / Specialist Provision Assessment Place.

### Tier 1

- School rules, Community Qualities & Class Charter are displayed with visual prompts.
- Access to adults and any resources used has been planned for.
- Effective and positive behaviour for learning strategies are used.
- Clear, well-rehearsed routines are in place.
- Visual Timetable shared with and displayed for pupils.
- Good to be Green whole school behaviour monitoring system in place and consistently applied.
- Whole school E.A.R.S listening strategy and visual in place.
- All learners are clear about structure of lesson and day, e.g. visual timetables are on display
- Contribution of all learners valued – secure, safe and supportive learning environment
- Opportunities for positive social interactions, including turn taking and sharing.
- Modelling, by adults, of behaviour that shows patience, respect, good humour and calmness.
- Language of emotions displayed clearly, both in words and pictures, to assist with the development of emotional literacy.
- There should be strategies to focus on emotional needs. These may include strategies such as Circle Time, Friendship Circles, discussion groups, mentoring/buddying.
- Emotional Scale ‘check-in’ in place and utilised to support pupils

### Tier 2

- In addition to Tier 1 strategies at this level there is an increased awareness of difficulties, and class teacher is supported through peer teaching, observation of child with strategy feedback.
- ABB behaviour tracking in place.
- Meeting with parent to gather information and nurture ‘partnership’ working.
- Explicit teaching of rules / values and routines i.e. ‘Community focus of the week’.
- Boxall Profile of Need created and stemming interventions implemented.
- Pupil Praise report in place.
- Class / Phase based interventions in place looking at key SEMH factors (Friendship, Social Skills, Listening for example)

### Tier 3

- In addition to Tier 1 & 2 strategies at this level additional levels of pastoral/nurturing support are implemented.
- SEMH focus interventions delivered by specialist Inclusion team staff.
- Passport to Success implemented to track progress and celebrate achievements.
- Interventions include:
  - Helping Children cope with anxiety
  - Enhancing Self-esteem
  - Purr-fect skills
  - Exploring anger
  - Positive Play
- Individual support through daily mentoring by a trusted adult.
- Peer support strategies at key times
- Communication chart implemented and shared with wider school.
- Appropriate behaviour and expectations are taught alongside the academic curriculum.
- Staff monitor pupils during break times and lunchtimes, supporting with strategies that encourage positive peer play.
- Planned use of 'time out' to support a differentiated curriculum for pupils struggling to engage in traditional methods of curriculum delivery.
- Personal Learning Plan implemented.
- External partner involvement initiated. (EP/S&L for example)

### Tier 4

- Though strategies from previous Tiers will continue to be implemented at this level pupils will spend proportionately half of their day in our nurture provision (The DEN).
- Highly individualised and differentiated provision is in place.
- Bespoke curriculum targeting pupil strengths, interests & challenges.
- Advice from external professionals, e.g. Specialist Teachers, Educational Psychologists, CAMHS.
- Analysis of Fixed Term Exclusion data to identify effective strategies to minimise repeat incidents resulting in targeted support for individuals.
- Robust systems for recording and analysing serious behavioural incidents.
- Communication systems in place to share progress and feedback with mainstream class teacher.
- Consistent group with clear member review opportunities to minimise transition and rotation of group members.
- Increased work with parents through communication, open afternoons, drop-in sessions.

### Tier 5

- At Tier 5 the provision outlined below is in essence the same as at Tier 4, however, at Tier 5 pupils attend our nurture provision on a full-time basis.
- Tier 5 continues to offer:
  - Highly individualised and differentiated provision is in place.
  - Bespoke curriculum targeting pupil strengths, interests & challenges.
  - Advice from external professionals, e.g. Specialist Teachers, Educational Psychologists, CAMHS.
  - Analysis of Fixed Term Exclusion data to identify effective strategies to minimise repeat incidents resulting in targeted support for individuals.
  - Robust systems for recording and analysing serious behavioural incidents.

- Communication systems in place to share progress and feedback with mainstream class teacher.
- Consistent group with clear member review opportunities to minimise transition and rotation of group members.
- Increased work with parents through communication, open afternoons, drop-in sessions.
- Increased work with external partners.

## Tier 6

- At Tier 6 pupils are supported by being placed on a Pastoral Support Plan; this is discussed and planned collaboratively with parents/carers. Regular review points are planned and scheduled at the start of the process. The aim is to further support pupils by ensuring their time in school is positive, non-threatening and safe.
- Some pupils at Tier 6 may be better supported by attending a short stay placement at an alternative provision; here both settings work collaboratively and mutual CPD is facilitated in order to best support the pupil.
- Other pupils at Tier 6 level may be referred to an SEMH specialist setting for an assessment place. The pupil remains on our role and work to submit applications for EHCP/Statutory Assessment or managed moves is done collaboratively.

## What Happens in the Event of a Serious Incident?

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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.

## Exclusion

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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.

# Use of Reasonable Force to Control or Restrain Children

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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 handling.

## 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 an academy, 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:

- 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.

### Academys 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. Positive Handling forms are completed and integrated into 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/back of the line when going to assembly or when walking together 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.

Please see COVID addenda to understand how the pandemic influences the above.

## Policy Links

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

## Monitoring, Evaluation & Review

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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. Personal Development Lead TA will maintain centralised records of intervention and progress data. Progress towards individual targets will be recorded on individual behaviour/ education 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.

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