Manchester Communication Primary Academy

Behaviour *for* Learning Policy

2025

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. A Nurturing School

In 2024, Manchester Communication Primary Academy was awarded 'Nurturing Schools' Status'. This award was the culmination of years of hard work and demonstrated the journey which MCPA has been on.

All of our work is underpinned by the principles of nurture, which are detailed in the diagram.

All staff are trained in the principles of nurture, which are prominent feature of the staff induction.

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. 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; put your learning first
Safe; looking after our school and everyone in it.
Respectful; follow instructions first time and be polite.

6. 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	- Focusing on input to lessons & tasks - Collaborating well - Asking questions & listening to each other - Learning from mistakes
Safe	- 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	- Listening well to adults and children - Treating each other fairly & being polite - Looking after the environment & following instructions - Welcoming visitors warmly

The expectations for behaviour are explicitly taught throughout the school week, but also through Monday morning meetings in Monday morning meetings. These meetings take place across the whole school 8:45-9am on a Monday consistently. They are an opportunity to set and review targets, drill behaviour skills and teach the behaviour curriculum in small chunks with a focus on the zones of regulation. This is also the time for class TAs to complete the wellbeing screening (visually) and complete weekly checks.

7. 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 pupils' character.

8. 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.

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 SEND 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 with 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.

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

10. 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.

11. Trackit points

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.

Trackit 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 'Trackit' to record and track positive points which have been awarded. Pupils are awarded points in celebration of them demonstrating one of our 7 'Community Qualities' or for reading.

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

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

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 points. There is no facility to remove points.

12. Reward & Consequence

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

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

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
- Trackit points
- Teachers congratulating pupils
- Class specific reward systems
- Positive phone calls home
- Sharing excellent work via assembly/website
- Invitation to join the Headteacher's 'Always' club
- Hot Chocolate with the Head!

Focus Area	Celebration
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.
Trackit Champions	'Community Qualities' are recognised through Trackit system. At the end of the week, the pupil with the highest points will be named a Trackit Champion.
WOW WORK	Weekly celebration of fantastic work and effort – shared with the whole school through assembly.
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 – Restore
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 Restore will be recorded on trackit

Strike 3 – Reflect
You 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.

Recording and reporting play/lunchtime incidents

Lunchtime duty staff will notify class teacher of any incidents that need to be recorded on trackit 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.

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, the inclusion team 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.

13. Regulate – Restore – Reflect - Repair

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 the consequences for crossing these boundaries. We believe that appropriate consequences should be applied fairly and calmly. 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.

Regulate

The equivalent of the stop and think, this is something which helps the child to calm and re-focus. It might be quiet reflective conversation with an agreed outcome (eg let's agree to move places), it might be a 'special job' – going to hang the coats up, take the bagel trays back to the kitchen, check the water fountains etc. This will usually be done by the class TA and will involve talking about the behaviour, how it needs to change and what success looks like.

This is NEVER sending a child outside on their own. If you are on your own, call for adult support. If you are not, then use the adults in the room – this doesn't have to take place out of the classroom.

The aim of the regulate phase is that we help children to regulate and re-engage, it is supportive. Any work missed due to regulation will need to be caught up though – and this needs to be communicated clearly, so that although it may be a 'break' from a situation, it's not a get-out of work free card.

Regulation support is recorded on trackit so that we can better understand the work going on in classes to help children- in the current system we may be missing children who need lots of low level support and not then identifying them as needing SEND support.

Restore

Exactly as before, restore involves the child going to the other class to complete their restore sheet for 5 minutes. On return, they will need a conversation to help them re-engage – when time is served, move on. If something needs to be fixed, then the child should repair it as part of this.

Staff will be aware that whilst some children are at restore, they may need to regulate first.

As with regulation time, work needs to be caught up.

Restore must always take place in a classroom or office, never on a corridor.

In the EYFS, Nursery children are not sent to the other class for restore time. They may be asked to sit out, as a consequence, in the designated restore space. This must ALWAYS be in the classroom, with adult support, it must be comfortable and not in a position of shame.

Reflection

As before, reflections are logged by the member of staff who issues it. This may be for an escalation of a restore behaviour, violence, serious disruption or disrespect.

The member of staff who logs the reflection must inform the parent of the incident.

SLT will pick up the reflection. Where possible, at lunchtime on the same day, or in the afternoon.

In EYFS, SLT will visit the class to complete reflection, this will typically last 10 minutes, depending on the developmental stage.

All 'reflection' level incidents must be referred to the OLD member of staff.

Repair

After reflection, the member of the senior team who is on operational leadership duty will lead repair – this may be with another child, member of staff, or by completing an activity such as cleaning graffiti.

14. 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?

15. 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 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.

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

In these instances 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 member of staff for a specified time.
- Off-site education (at a partner school)
- Suspension
- 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)

17. 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.

Suspension 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 a senior leader, to discuss the pupil's reintegration into school.

Where possible, if a pupil is showing that they can safely remain in school but need to be removed from the main school population, a suspension will be served internally. This may only be for part of a day and could either be in another class, or out of class. When pupils serve suspension internally, they are always supported to complete an enhanced reflection and repair before being supported to reintegrate back into learning.

18. 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 is provided for staff.

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.

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.

19. Policy Links

SEND Policy	Safeguarding Policy	Anti-Bullying Policy	Positive Handling Policy

20. Online conduct

Pupils are taught and expected to conduct themselves well online (including on mobile devices). Where pupils do not do this, the consequences outlined in this policy are applied and parents informed.

Appendix 1 – behaviour expectations by year groups

MCPA Behaviour Expectations

Nursery	
Community Qualities	**Behaviours for Learning**
Attitude	- Follow simple instructions (1 or 2 at a time) - Demonstrate listening skills. - Engage in interactive play. - Talk with adults and peers. - Ask and answer simple questions.
Behaviour	- Develop understanding of kind hands, kind feet & kind words. - Build ability to stand and walk in a 6 'S' line. - Develop understanding of right & wrong. - Demonstrate understanding of positive and poor choice making. - Sit still for a required period of time.
Courage	- Show ability to function independently. - Work and play with different friends and adults. - Show a willingness to try new things.
Determination	- Develop ability to repeat tasks and improve outcomes. - Show a 'stickability' when tackling something that challenges. - Increasingly demonstrate desire to achieve/complete tasks.
Enthusiasm	- Engage with an increasing range of peers and adults. - Increasingly demonstrate a love for learning and investigation/exploration. - Demonstrate increasing confidence with interactive play and talk.
Friendship	- Develop ability to positively interact with peers. - Demonstrate skills in taking turns. - Start to show empathy and recognise feelings in self and others.
Grit	- Attempt new and unfamiliar tasks. - Make more than one attempt at something. - Increasingly demonstrate ability to resume a task following a break.

MCPA
Behaviour Expectations

	Reception
Community Qualities	**Behaviours for Learning**
Attitude	- Follow simple instructions (2 or 3 at a time) - Demonstrate listening skills. - Demonstrate an awareness of others. - Engage in purposeful interactive play. - Initiate talk with others (questions/answers/conversation)
Behaviour	- Develop understanding of kind hands, kind feet & kind words. - Demonstrate understanding of Trackit - Show understanding of why there are 'on' green. - Demonstrate increasing understanding of positive and poor choices & what constitutes right & wrong. - Refine ability to stand and walk in a 6 'S' line. - Sit appropriately for both carpet & table work.
Courage	- Work and play with different friends and adults. - Show a willingness to try new things. - Try their best to work consistently with a range of adults and peers.
Determination	- Develop ability to repeat tasks and improve outcomes. - Show a 'stickability' when tackling something that challenges. - Increasingly demonstrate desire to achieve/complete tasks.
Enthusiasm	- Showing satisfaction in meeting own goals. - Demonstrating a sense of pride when achieving something. - Increasingly demonstrate a love for learning and investigation/exploration.
Friendship	- Develop ability to positively interact with peers. - Demonstrate skills in taking turns. - Control actions/words in response/support of others' feelings; to start to show empathy.
Grit	- Attempt new and unfamiliar tasks. - Make more than one attempt at something. - Increasingly demonstrate ability to resume a task following a break.

MCPA
Behaviour Expectations

Year 1	
Community Qualities	**Behaviours for Learning**
Attitude	- Show satisfaction in meeting their own goals. - Being proud when they have accomplished something; not just the result. - Follow a sequence of simple instructions. - Demonstrate eagerness to learn and positive engagement. - Utilise effective listening skills.
Behaviour	- Develop and understanding of choices and how they have consequences. - Demonstrate ability to stand & walk in a 6 'S' line. - Demonstrate effective listening and focused attention during teaching activities. - Develop skills required to work independently. - Demonstrate, with increasing effectiveness, ability to work in teams/partnerships.
Courage	- Exhibit increasing confidence in asking questions and seeking help. - To explore new ways of doing things. - To work with a range of peers and adults confidently.
Determination	- To embrace challenge positively. - To demonstrate a 'can-do' approach and zest for learning. - To be able to learn through trial, error and challenge.
Enthusiasm	- To show increasing curiosity about objects, events & people. - To engage with open ended activities. - To demonstrate self-drive & motivation to complete challenges without the need for external reward.
Friendship	- To empathise with others. - To interact with peers positively & develop ability to resolve conflict. - To look out for others and include all.
Grit	- Approach new challenges positively. - Demonstrate an ability to bounce back from difficulty and not give up. - Demonstrate knowledge that increased effort will pay off.

MCPA Behaviour Expectations

Year 2

Community Qualities	Behaviours for Learning
Attitude	● To demonstrate being self-motivated learners. ● To sustain focus & communication for increasing periods of time. ● To demonstrate ability to follow steps to success. ● To show respect for others by effectively listening and responding. ● Show satisfaction in meeting their own goals.
Behaviour	● Demonstrate understanding that choices can be positive or negative and that both have consequences. ● Interactions with peers are, generally, positive. ● Can identify 'right' from 'wrong'. ● Follow instructions when given. ● Can effectively form 6 'S' lines; FREEZE & demonstrate '3-2-1 I'm listening' when instructed.
Courage	● Exhibit increased self-confidence. ● Work with a wide range of peers/staff in increasingly challenging/demanding contexts. ● Adopt a 'can do' approach to learning.
Determination	● Strong desire to do things well ● Became more self-reliant and show developing understanding of a growth mindset. ● To develop ability to learn from mistakes.
Enthusiasm	● Consistently demonstrate a love of learning and sense of curiosity. ● Show strong and maintained focus throughout a lesson. ● To demonstrate self-drive & motivation to complete challenges without the need for external reward.
Friendship	● Developing better partnerships by working together as a team. ● Demonstrate effective friendship skills through positive & nurturing interactions with peers. ● Show a willingness and increasing ability to support peers.
Grit	● Approach new challenges positively with reduced reliance on adults. ● Demonstrate an ability to bounce back from difficulty and not give up. ● Demonstrate increasing ability to take risk and engage in activities despite not choosing them.

	MCPA Behaviour Expectations

Year 3

Community Qualities	Behaviours for Learning
Attitude	- To demonstrate being self-motivated learners. - To identify and follow success criteria & to self-reflect on progress. - To show respect for others by effectively listening, responding and working collaboratively. - Show satisfaction in meeting their own goals and celebrating achievements of others. - Carry out and follow instructions 1st time without question.
Behaviour	- Demonstrate increasing ability to self-regulate behaviours and emotional responses. - To show increasing maturity in terms of emotional literacy and ability to discuss feelings/concerns. - Make informed behaviour choices and increasing control of potential challenging behaviours. - Exhibit increasing ability to reflect on behaviour and to think before acting. - Know the difference between right and wrong.
Courage	- To engage with the unknown in a positive way and with confidence. - To know what they want and how to ask. - To adapt well to change.
Determination	- Strong desire to do things well, maintain focus and achieve outcomes. - Demonstrate a growth mindset tackling new challenges with a positive attitude. - Further learn from mistakes demonstrating an ability to articulate what they have learnt.
Enthusiasm	- Consistently demonstrate a drive to learn and strong sense of enquiry. - Maintain learning focus at all times despite challenge/distraction. - To demonstrate self-drive & positive motivation to complete challenges without the need for external reward.
Friendship	- Demonstrates effective independent, paired and group working. - Demonstrate effective friendship skills through positive & nurturing interactions with peers. - Communicates well with peers and adults.
Grit	- Exhibit a willingness and desire to embrace risk. - Determined to complete and finish own learning and approach new challenges positively with increasing independence. - Demonstrate an ability to bounce back from difficulty and not give up.

MCPA
MCPA **Behaviour Expectations**

Year 4

Community Qualities	Behaviours for Learning
Attitude	● To utilise self-motivation to drive for academic success. ● With support/prompts gives purposeful attention, actively listen and participate constructively. ● To demonstrate being self-motivated learners. ● To identify and follow success criteria & to self-reflect on progress. ● Show satisfaction in meeting their own goals and celebrating achievements of others. ● Carry out and follow instructions 1st time without question.
Behaviour	● Knows the rules and follows them. ● Demonstrates our community qualities with increasing consistency. ● Can explain what good behaviour looks/sounds like. ● Recognises that behaviour is communication and works hard to express feelings in a safe and calm way. ● Makes positive choices and demonstrates good ability to self-regulate.
Courage	● Does not give up when faced with something new; relishes the challenge. ● Manages change positively increasingly looking for the positive potential. ● Maintains positive work focus when faced with a change of staff/situation.
Determination	● Strong desire to do things well, maintain focus and achieve outcomes. ● Demonstrate a growth mindset tackling new challenges with a positive attitude and a building ability to learn from mistakes. ● Can reflect on their own learning.
Enthusiasm	● Is engaged with and interested in own learning and progress. ● Engages cognitively and emotionally with peers. ● Regulates enthusiasm sensibly channelling energy into productive work.
Friendship	● Demonstrates ability to interact with peers & form attachments to some. ● Is beginning to understand what is appropriate or inappropriate in a conversation. ● Developing a sense of self in relation to others.
Grit	● Show a developing sense of emotional security. ● Is biddable and accepts constraints. ● Increasing capacity to accommodate others. ● Able to give and accept constructive criticism.

	MCPA Behaviour Expectations

	Year 5
Community Qualities	**Behaviours for Learning**
Attitude	● To utilise self-motivation to drive for academic success. ● To give purposeful attention, actively listen and participate constructively with minimal prompting. ● To demonstrate being self-motivated learners. ● To identify and follow success criteria & to self-reflect on progress. ● Show satisfaction in meeting their own goals and celebrating achievements of others. ● Carry out and follow instructions 1st time without question. ● Responds constructively and politely to others despite possible disagreement.
Behaviour	● Knows the rules and follows them. ● Consistently demonstrates our community qualities. ● Can explain what good behaviour looks/sounds like. ● Increasingly able to regulate their own behaviour. ● Makes positive choices and demonstrates ability to seek support when needed.
Courage	● Does not give up when faced with something new; relishes the challenge. ● Manages change positively increasingly looking for the positive potential. ● Maintains positive work focus when faced with a change of staff/situation.
Determination	● Strong desire to do things well, maintain focus and achieve outcomes. ● Consistently demonstrates a growth mindset securing ability to relish challenge and learn from mistakes. ● Can reflect on their own learning and take action/make changes.
Enthusiasm	● Is engaged with and interested in own learning and progress. ● Engages cognitively and emotionally with peers. ● Regulates enthusiasm sensibly channelling energy into productive work. ● Demonstrates a drive to succeed.
Friendship	● Demonstrates ability to interact with a diverse range of peers/adults/visitors. ● Evidence of positive, secure attachments. ● Understands appropriate conversation and social conventions. ● Increasingly building a sense of self.
Grit	● Is generally emotionally secure and acknowledges when emotions are unbalanced. ● Is biddable and accepts constraints. ● Accommodates others and accepts support/guidance when necessary. ● Able to give and accept constructive criticism.

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Behaviour Expectations</td></tr>
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	Year 6
Community Qualities	**Behaviours for Learning**
Attitude	● To utilise self-motivation to drive for academic success. ● To give purposeful attention, actively listen and participate constructively without prompting. ● To embrace the concept of self-motivation. ● To identify and follow success criteria & to self-reflect on progress. ● Show satisfaction in meeting their own goals and celebrating achievements of others. ● Carry out and follow instructions 1st time without question. ● Responds constructively and politely to others at all times and airs disagreements respectfully.
Behaviour	● Knows the rules and follows them. ● Consistently demonstrates our community qualities. ● Can explain what good behaviour looks/sounds like. ● Consistently able to regulate their own behaviour. ● Makes positive choices and actively seeks support when needed.
Courage	● Does not give up when faced with something new; relishes the challenge. ● Embraces change positively and seeks the positive aspect of all situations. ● Maintains positive work focus when faced with a change of staff/situation. ● Feels empowered to speak up when something is morally wrong.
Determination	● Strong desire to demonstrate excellence, maintain focus and achieve outcomes. ● Consistently harbours a growth mind-set securing ability to relish challenge and learn from mistakes. ● Always reflects on their own learning and take action/make changes.
Enthusiasm	● Takes ownership of own learning and progress. ● Engages cognitively and emotionally with peers. ● Regulates enthusiasm sensibly and positively- channelling energy into productive work. ● Has an innate drive to succeed.
Friendship	● Happily interacts with a diverse range of peers/adults/visitors and shows a genuine interest in them and their interests and opinions. ● Has a number of positive, secure attachments. ● Understands appropriate conversation and social conventions and consistently demonstrates them. ● Has a secure sense of self.
Grit	● Is emotionally secure- acknowledges when emotions are unbalanced and knows how to react accordingly.

| | Is biddable and accepts constraints. Accommodates others and accepts support/guidance readily. Is secure enough to be able to give and accept constructive criticism and reflect upon it appropriately. |