

Morecambe Bay Academy



Behaviour Policy 2021-22

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Underpinning rationale

At Morecambe Bay Academy we aim to foster a culture of respect for all, based on the conviction that students and staff alike feel they belong in our community, that they believe; in both themselves and others, that they are able to and will achieve.

With this principle in mind we strongly believe that high standards of behaviour, which allow young people to develop their potential, lie at the heart of a successful school. All members of the school community have the right to feel safe at all times and be able to work and relate confidently with each other. In dealing with issues of behaviour we aim to reflect our Christian ethos which recognises the need for justice, mercy and forgiveness.

Compliance

This discipline and behaviour policy has been prepared with regard to the following statutory provisions and guidance:-

- Education (Independent School Standards) Regulations 2014
- Education and Inspection Act 2006
- Equality Act 2010
- School Information (England) Regulations 2008
- The Schools Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Department for Education's advice "Behaviour and Discipline in Schools" January 2016

1. Aim

Our aim is to ensure a caring and disciplined environment where standards of behaviour are impeccable and where all our pupils can thrive.

About this policy

Morecambe Bay Academy believes pupils should be taught to take responsibility for their own actions and have a sense of understanding and respect for others - both in Morecambe Bay Academy and the world outside - so that they may contribute responsibly and constructively to society.

Morecambe Bay Academy also recognises that sometimes negative behaviours can be displayed as a result of Special Educational Needs and Disabilities (SEND). In such cases, the SEND policy will be applied and reasonable adjustments made to the application of this policy.

This policy will be published on the school website and can be made available in hard copy upon request.

2. Principles

- The best kind of discipline is self-discipline; this is fundamental to the personal and academic development of young people.
- Specific Recognition is preferable to consequences and are powerful motivators.
- All pupils have the right to learn and the responsibility to let others do the same.
- Consequences should be proportionate, consistent and used to engender self-discipline.
- A small number of pupils may need intensive, specific support to help them manage their behaviour at times during their school career.
- Pupils thrive when parents and school work together to address issues around behaviour.

3. Roles and Responsibilities

Our expectations of pupils and staff are as follows:

Pupils must:

- Behave in a manner that ensures learning is “Disruption Free” as they:
 - Arrive on time for lessons.
 - Are dressed with pride and equipped for school
 - Listen in silence when someone else is talking to the class.
- Follow staff instructions.
- Show respect to each other, avoiding negative language and language which might cause upset.

Staff at this academy will:

- Seek to maintain and uphold high standards of behaviour in their classrooms, using the Academy Behaviour Policy when necessary.
- Treat pupils with respect and dignity.
- Provide opportunities for pupils to be listened to so that any worries or difficulties can be talked through and be dealt with more easily.
- Seek to encourage and reward good behaviour wherever possible.
- Manage and deal when behaviour falls short of what is expected at Morecambe, whether during lessons or around the school site at any other times.
- Staff will also identify if any poor behaviour is due to any unmet educational or other needs and provide support in a timely manner where appropriate.

4. Encouraging Good Behaviour

Good discipline in lessons and around the academy allows all members of the school community to learn and to thrive. Good discipline provides security for teachers and pupils alike. If poor behaviour is ignored, or tolerated, it impacts on teaching and learning and on the life of the school community.

A praise culture sits at the heart of Morecambe Bay Academy’s Behaviour for Learning policy. By giving specific praise to students and recognising their achievements, others will be encouraged to act similarly. Positive behaviour will be recognised in school through specific praise and regular rewards events, both pastorally and through the curriculum, recognising a student’s achievements at every opportunity.

Our behaviour management system focuses on choice and consequence. Clearly laid down consequences of behaviour are designed to help pupils make wise choices and to support the learning and good behaviour of all. Poor behaviour disrupts the learning of pupils in lessons. This is not acceptable.

The most common forms of misbehaviour are talking out of turn, calling out, not paying attention and other forms of behaviour that interrupt learning. The consequences of these and other more serious negative behaviours are outlined below.

5. Consequence system

This table details our system of consequences and gives examples of some of the unacceptable behaviours which may trigger these consequences:

Action/Consequences	Behaviour Management
Teaching routines and expectations	At all key junctures staff will teach students how they wish them to behave: what do they want them to do, and how they will do it.
<p>S1- First Formal warning.</p> <p>Record student's name on the board.</p> <p>NB Steps S1-S3 are covered in the academy's de-escalation script.</p>	<p>Make it clear to the student by name why the sanction has been received.</p> <p>Give a clear instruction in what you wish them to do instead-replace the behaviour.</p> <p>Get in, get out, tactical ignore secondary behaviours and give take up time.</p>
<p>S2 - Second Formal Warning</p> <p>S2 must be ticked against the pupil's name on the board at this point.</p>	<p>Make it clear why the sanction has moved to an S2.</p> <p>Take the opportunity to talk with the pupil away from their peers. Do not however, send the pupil to stand in the corridor for an extended period:</p> <ul style="list-style-type: none"> • Remind the pupil that it is their choice to break the rules. • Give a clear instruction in what you wish them to do instead-replace the behaviour. • Get in, get out, tactical ignore secondary behaviours and give take up time. • Then: Set time markers for completing work, "You are here now and when I come back you should be here" or Move seats - if this is possible
<p>S3 – Pupils sent to good neighbour</p>	<p>Teacher should fill in the S3 good neighbour sheet; recording the time of removal and GN classroom, work should be provided to the pupil.</p> <p>The student must attend the good neighbour in 5 minutes or it will result in an S6.</p> <p>An S3 removal results in one hour after school detention. The pupil should return to the classroom at the end of the lesson to be notified of when and where detention will take place. If they fail to return at the end of the lesson, please notify 'on call' through student reception. The teacher who sent the pupil out will attend the detention and have a conversation with the student.</p> <p>If a situation is more challenging, SLT should be called.</p>
<p>S4 – Failure to attend or failure of S3 late/homework detention</p>	<p>This detention will be centralised in the hall and run by HoYs and SLT every night. It will last for an hour, if students who behave appropriately and complete work will leave early at 3.50pm pupils who don't will leave at 4.0pm.</p> <p>Teachers will record the S4 in Synergy and pupils will be notified at the point of being issued and then reminded by form teachers. S3 sanctions and above will be communicated home to parents/carers.</p> <p>Failure to attend or conduct themselves appropriately will result in an S5 SLT detention.</p>
<p>S5 – SLT detention</p>	<p>SLT detentions will run for 90 minutes every Friday night, they will be an extension of the Friday S4 detentions in the hall.</p> <p>Pupils who complete work and behave as requested will leave at 4.20pm pupils who don't will leave at 4.40pm.</p> <p>If the S5 detention 'fails' or is missed, pupils will be placed in isolation for a full day. Only SLT and HoY can issue an S7.</p>

<p>S6 – Isolation:</p> <ul style="list-style-type: none"> • Failure of GN • Defiance (refusing a reasonable request) • A serious incident inside or outside the classroom. 	<p>A member of SLT should be called and the pupil will be removed and taken to isolation. An S6 will result in the pupil spending the rest of the day in isolation until 4.10pm.</p> <p>Only a member of SLT or a HoY can issue an S6 or decide a pupil can be isolated, if authorised they should take the pupil to isolation, then inform the isolation staff member of the reason for the S6.</p> <p>Recording: 1) If the reason is failure/refusal of GN the member of staff in isolation should record the incident in synergy under S6 failure of GN. 2) If it is for a serious incident, the pupil's HoY should be notified to investigate accordingly. 3) Student reception will be notified by the member of staff in isolation, they will then call parents to tell them that the pupil will be isolated until 4.10pm.</p> <p>If a pupil misbehaves or doesn't follow the code of conduct they may receive a FTE or additional days in isolation.</p> <p>A pupil may be asked to spend time in isolation if there is an investigation into an incident being conducted, if they are not involved they may be allowed to leave.</p>
<p>S7 – Internal exclusion.</p> <p>Serious offence or incident:</p> <ul style="list-style-type: none"> • Persistent disruption. • Aggressive behaviour • Defiance • Failed S6 	<p>This will run from 8.55am – 3:05pm. Pupils will complete academic and restorative work.</p> <p>Only SLT and HoY can issue a S7</p>
<p>S8 Fixed Term Exclusion</p>	<p>See below in serious incidents section</p>

6. Detention

Detention is a well-established sanction for managing poor behaviour. We have set out above the situations in which detention may be issued at Morecambe Bay Academy.

The school does not need parental or pupil consent to issue a detention which runs after the PM session has concluded, although we will inform parents of after school detentions via School Synergy. Inconvenience for a pupil being picked up or taken home at the conclusion of the detention is not a reason for the detention to be cancelled. Morecambe Bay Academy will listen to representations but if it is determined that there is no identified risk to the safety of the pupil in being at the detention after school, it will stand.

A failure to attend detention will result in an escalation of sanction and will be classed as a breach of this behaviour policy.

7. Behaviour beyond the school

Behaviour beyond the school gate may fall within our Behaviour Policy. Appropriate behaviour is expected of all our students beyond the school gate and applies to all of our students when:

- Taking part in any school-organised or school related activity
- Travelling to and from the school or wearing our school uniform
- In some other way identifiable as a pupil at our school
- Interaction between pupils online

The Principal is entitled to take into account behaviour outside the school gates when applying this policy.

All pupils have a responsibility to conduct themselves in accordance with our behavioural expectations at all times and so as not to bring our community into disrepute.

8. Direction off-site to improve behaviour

The Principal has the power to direct a pupil off-site to an alternative educational placement to improve behaviour. Parental consent is not required and attendance at the directed placement is compulsory. A placement will be commissioned based on the circumstances that have arisen leading to the sanction.

9. Mobile phones and other electrical devices

Pupils are allowed to bring mobile phones into the academy provided that they are switched off and are not seen by staff for the duration of the academy's day (8.55am - 3.05pm). Identical restrictions apply to all other electrical devices including the use of earphones.

Should pupils not adhere to these rules the item will be confiscated and stored in a safe and secure place. In the case where headphones are being used or visible, the attached device will be also confiscated.

Pupils can collect any confiscated items the following day after 3.05pm from a member of SLT with a letter from their parent/carer. Alternatively, confiscated items can be collected by a parent or carer in person that same day before 4.30pm.

In line with DfE guidance, if, during a search, a member of staff finds an electronic device that is prohibited by the academy rules or that they reasonably suspect has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so.

Staff may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the academy's rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The member of staff must have regard to the following guidance issued by the Secretary of State when determining what is a "good reason" for examining or erasing the contents of an electronic device:

- In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the academy's rules.
- If an electronic device that is prohibited by the academy's rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.
- If a staff member does not find any material that they suspect is evidence in relation to an offence and decides not to give the device to the police, they can decide whether it is appropriate or not to delete any files or data from the device or to retain the device as evidence of a breach of school discipline.

All Morecambe Bay Academy's staff should be aware that behaviours linked to sexting put a child in danger. Governing bodies should ensure sexting and the academy's approach to it is reflected in the child protection policy.

10. Permission to search

Morecambe Bay Academy staff can search a pupil for any item if the pupil agrees.

The Principal and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable ground for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil).

Please reference '*mobile phones and electronic devices*' in relation to searching of these devices.

11. Use of reasonable force

In line with the Education and Inspections Act of 2006 (item 93), reasonable force may be used by staff to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The DfE document "Use of Reasonable force" (July 2013) states that schools can use reasonable force to:

- Remove disruptive children from a class room 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 class room 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
- Stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

The Principal, Senior Leaders and Heads of Year may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

The use of restraint is seen as a last resort and will only be undertaken in circumstances deemed to be dangerous by the responsible adult at hand. If there is occasion to use reasonable force, it will be deemed to be both necessary and proportionate. To this end, a number of staff have been trained in the use of positive handling by nationally accredited company, React UK and, unless there is an emergency, it is only these staff who are expected to physically intervene with pupils.

On any occasion that a member of staff has used force with a pupil they must inform the Principal as soon as practically possible. The Principal will keep a record of every occurrence of the use of force. Where parents consider that the use of force was unjustified, or that excessive force was used, they will be able to use the normal complaints procedure – see the academy's Complaints Policy for further information.

12. Suspension from school

The Principal has the power to suspend a pupil for a fixed period or permanently for persistent or serious breaches of this behaviour policy. Schools may suspend for up to 45 days in one school year.

It is not unlawful to suspend a child with special educational needs or a disability. However, the Principal will consult with the SENDCo before taking any decision to consider whether the breach of the behaviour policy that would ordinarily warrant suspension is a manifestation of the pupil's SEND. In the event that it is, the Principal may still believe suspension is warranted as it is a proportionate means of achieving a legitimate aim.

13. Permanent Exclusion

Permanent exclusion is an extremely severe sanction and is issued as a last resort. A permanent exclusion may also be used in response to persistent breaches which other consequences, intervention and strategies have not been able to effectively manage, or a serious breach of this behaviour policy.

A permanent exclusion may be issued for:

- a) Persistent disruption and defiance.
- b) Persistent peer on peer abuse, including homophobic, biphobic, transphobic or racist.
- c) Possession of and/or use of an illegal drug or associated paraphernalia on the school premises.
- d) An offence which is not listed but is, in the opinion of the Principal, so serious that it will have a detrimental effect on the discipline and well-being of the academy community.
- e) A one-off offence which might include:
 - Serious actual or threatened physical assault against another student or a member of staff
 - Sexual violence and/or harassment
 - Carrying an offensive weapon: offensive weapons include any knife, irrespective of length. In addition to knives, axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Principal to be carried with the intention to inflict injury on another individual
 - Making a malicious serious false allegation against a member of staff
 - Potentially placing students, staff and members of the public in significant danger or at risk of significant harm
 - Arson
 - Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy

14. Training

The Principal is responsible for ensuring that all school staff receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

The Principal and Vice Principal are responsible for monitoring the policy on a day to day basis. The Principal and Vice Principal are responsible for monitoring and analysing the recorded data on bullying. Any trends are noted and reported to the AIB.

Evaluating and reviewing

The Principal is responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report. If further improvements are required the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation.

Information to pupils

All pupils will be made aware of the rules and expectations regularly throughout the school year in various ways.

We will endeavour to work with pupils, parents and third parties to develop intervention and strategies to support pupils to effectively manage their behaviour.

Appendix A: Staff roles and responsibilities

The Senior Leadership Team

School Leaders are expected to uphold high standards of behaviour and discipline at all times and support staff in their management of pupil behaviour in line with the academy's values.

The Senior Leadership Team set the tone of the academy on a daily basis by meeting the pupil body and welcoming them in to the academy. In conjunction with the pastoral staff, they should address uniform and other issues on entry to prevent these interrupting the learning of pupils. Please refer to the school website for our expectations regarding uniform.

The Senior Leadership Team will walk the academy on a rota system to ensure high standards are maintained and to support staff in addressing any minor issues. At all times their conduct will be welcoming and positive.

The Senior Leadership Team will support other staff by supporting isolation, completing duties at break at break, lunch time and lesson change over and staffing afterschool detentions on a rota basis.

The team will model high standards of personal presentation and demonstrate Morecambe Bay Academy's vision and values in the ways in which they relate to pupils and their families.

Any pupil refusing to comply with a reasonable request from the Senior Leadership team will be subject to an exclusion.

Subject Leaders / Faculty Directors

Subject Leaders / Faculty Directors are responsible for the behaviour of pupils in their subject areas and supporting teaching staff in upholding the policies of the academy.

This includes establishing clear routines for pupil behaviour in individual subject areas, for example safety and behaviour guidelines in subjects like PE, Science and Technology.

It is also important that Subject Leaders / Faculty Directors are clear about standards of presentation expected in pupil work in their subject and reinforce these with staff and pupils.

Subject Leaders / Faculty Directors are expected to support classroom teachers in the following ways:

- Offering a Good Neighbour Room timetable to receive S3 pupils when they are exited from the classroom. It is recognised that some Subject Leaders / Faculty Directors may wish to join with other subject areas to achieve this.
- Offering a Faculty detention timetable within their subject area. Again, smaller Faculties may wish to work together to achieve this.
- Facilitating S3 lunchtime detentions for pupils who fail to bring the correct equipment, are late to lesson or are wearing inappropriate uniform.
- Dropping in to support class teachers.
- Offering coaching and guidance to staff.
- Modelling best practice in behaviour management.

Heads of Year

Heads of Year are responsible for promoting good standards of behaviour and attendance with their year groups and addressing the needs of pupils who find it difficult to meet the expectations of the school. Heads of Year must find the balance between challenge and support.

Heads of Year should practically address uniform and appearance issues by issuing appropriate uniform and contacting parents to secure their support. Should appropriate uniform be unavailable, the pupil should be isolated.

Heads of Year should support the Senior Leadership Team by researching more serious issues, staffing a lunch time detention on a rota basis with other staff and being the point of contact for more serious issues. The main role of Heads of Year is planned intervention for pupils who are underachieving and addressing the underlying causes of any poor behaviour.

Routines and expectations

It is vital that we have a clear and consistent routine in all of our classrooms that incorporate our values. Due to the nature of our academy and the different lessons that will be taught, there may be additional routines in certain subject areas but there must be consistency of expectations regarding the following:

- Staff must meet and greet pupils at the door welcoming them into the room.
- Pupils must enter the classroom in silence, remove their coats, go straight to their own seat and place all relevant equipment on their desk for the teacher to check.
- There must be a seating plan; no pupil should be sat with their back to the front of the room.
- There must be a silent starter for pupils on entry. This could be on the board or on a sheet handed out at the door. Pupils must complete the starter activity and the teacher must complete and save the register.
- Noise levels must be displayed clearly to pupils . This noise level must be enforced.
- The end of lessons and dismissal must be ordered and controlled by the teacher.
- An equipment check is conducted period 1 each day – pupils without a pen, pencil, ruler and planner to be issued with an S3 lunchtime detention.

Further and individual support will be available on request or as required for staff who wish to have support in establishing an appropriate routine for their classroom.

Appendix B: Pastoral Cumulative Review and Support

Stage 1: this will apply to students who are raised at pastoral meetings and it is decided that early intervention is necessary

Review of curriculum and subjects and consider any supportive strategies that could be deployed such as: Form moves. Student placed on Form Tutor Report for 3+ weeks with clear targets to help improve. If necessary, Pastoral Coordinator to contact Parent/Carers via email/phone.

Stage 2: following a first isolation

Stage 2 letter sent to parents with their behaviour log and linked in SIMS. Head of Year to meet with student to discuss specific issues and barriers to learning. Review of curriculum and subjects and consider any supportive strategies that could be deployed such as: Form moves. Student placed on Form Tutor Report for 3+ weeks with clear targets to help improve. If necessary, Pastoral Coordinator to contact Parent/Carers via email/phone.

Stage 3: following 3 or more isolations or an exclusion

Letter sent to parents with their behaviour log. Head of Year to meet with student and parents to discuss specific issues and barriers to learning. Behaviour Log reviewed at parental meeting. Review of curriculum and subjects and consider any supportive strategies that could be deployed such as: Form moves. Consider referrals to other outside agencies Student placed on Head of Year Report for 3+ weeks.

Stage 4: repeated isolations of four or more/ two or more exclusions

Stage 4 letter sent to parents with their behaviour log.

SLT – Assistant Headteacher to meet with student and parents to discuss specific issues and barriers to learning. Behaviour Log reviewed at parental meeting. Review of curriculum and subjects and consider any supportive strategies that could be deployed such as: Form moves. A behaviour plan will be put in place and shared with subject teachers. Consider referrals to other outside agencies. An Individual Behaviour Plan will be created at this stage. Student placed on SLT Report for 3+ weeks. Possible exploration of a managed move.

Stage 5: Three - Four exclusions

Stage 5 letter sent to parents with their behaviour log

SLT – Assistant Principal to meet with parents to discuss specific issues and barriers to learning. Behaviour Log reviewed at parental meeting. Review of curriculum and subjects and consider any supportive strategies that could be deployed such as: Form moves, Subject changes, etc. Consider referrals to other outside agencies. SLT to discuss interventions and next steps - explore Managed Move. Warn of Permanent Exclusion.

Student placed on SLT Report for a further 3+ weeks.

Principal to review student behaviour file.

Stage 6: 5 exclusions

Stage 6 letter sent to parents with their behaviour log

SLT – Vice Principal to meet with parents to discuss specific issues and barriers to learning. Behaviour Log reviewed at parental meeting. Review of curriculum and subjects and consider any supportive strategies that could be deployed such as: Form moves. Consider referrals to other outside agencies.

SLT to discuss interventions and next steps – recommend applying for a managed move – investigate possible short-term Alternative Provision placement at the Chadwick Centre. A Behaviour and Intervention Contract is set up at this stage.

Warn of Permanent Exclusion. Student placed on Vice Principal Report for 3+ weeks. Headteacher to review student behaviour file.

SLT to review student behaviour, interventions implemented, support offered. Review school placement and explore all other opportunities to avoid a Permanent Exclusion.

Stage 7: Six Exclusions or a serious one-off incident

The Principal will consider if avenues of support have been exhausted and if they have affected sustained improvement. In the instance of a one-off incident, its gravity, actual and potential impact upon others and any suitable alternative outcomes will be considered.