

INSPIRING FUTURES

Macmillan  
Academy

# BEHAVIOUR POLICY

## **POLICY DETAILS**

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## **POLICY REVISION AND APPROVAL HISTORY**

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## **1. INTRODUCTION**

1.1 Our aim is to promote excellent behaviour so that we can fulfil our mission statement of 'inspiring every student to succeed.' We want our students to be young people that we are all proud of: to be people who take responsibility for their actions, who respect themselves and others, who look after each other and who develop into caring, active citizens.

1.2 Our key values are:

- Pursuit of excellence in teaching and learning
- Developing a whole education
- Promoting student health and wellbeing
- Inspiring students for future employment.

These values can only be achieved by expecting and insisting on the very highest standards of behaviour.

1.3 All staff at the academy will use their professional judgement to follow the behaviour policy fairly and consistently. They will act as role models to ensure that a positive and purposeful learning environment is created, and that the academy is a supportive place to learn and develop. Staff will ensure that students are taught the expectations that the academy has of them through assemblies, registration and in lessons. Students will also be taught why these expectations are important. In conjunction with parents/carers and where necessary other outside agencies, staff will provide the care and support required to enable students to succeed academically and to develop personally.

## **2. EXPECTATIONS OF STUDENTS**

2.1 We expect the highest standards of behaviour of our students in lessons, around the academy and outside of the academy gates when students are acting as role models and representatives of the academy.

2.2 In lessons, students need to:

- Be prepared for learning
- Follow all instructions
- Work hard
- Think for themselves.

2.3 We want all of our learners to be able to:

- Communicate
- Actively listen
- Ask questions
- Collaborate
- Ask for and respond to feedback
- Reason
- Practice/rehearse
- Make connections
- Organise learning
- Monitor and reflect on progress
- Set targets.

2.4 Around the academy, students need to:

- Be polite
- Wear appropriate uniform and have the basic equipment needed for lessons
- Follow the one-way system and try to stay on the left-hand side of corridors
- Be punctual
- Be respectful to other students and treat each other well
- Follow staff instructions
- Be welcoming to visitors
- Work with staff to ensure that everybody respects the site and looks after it. Students and staff will use equipment and facilities properly and everybody should clear up after themselves.

2.5 Outside of the academy gates, students need to:

- Act as good role models and represent the academy in a positive manner
- Ensure that they do not display poor behaviour whilst travelling to and from the academy and whilst wearing the academy uniform
- Make sure that they do not bring the reputation of the academy into disrepute on social media
- Continue to look after each other by not participating in online bullying.

- 2.6 The academy will take all allegations of bullying seriously. This includes any form of bullying or prejudice or discrimination. Full details of our anti-bullying policy can be seen in appendix 1.

### **3. REWARDS AND SANCTIONS INTRODUCTION**

- 3.1 To help students to make the right choices and so that they understand there are consequences to their actions, the academy operates a system of rewards and sanctions.

### **4. OVERVIEW OF PRAISE/REWARDS**

- 4.1 To promote high standards of behaviour and to help students to make the right choices we have various ways to praise or reward students. These include:
- Verbal praise
  - Positive note in planner
  - Departmental postcards
  - Student of the lesson
  - Celebrating success in assemblies
  - Senior leaders looking for opportunities to praise students throughout the academy day
  - Letters home after data entry points
  - Awards assemblies
  - Being invited to our annual awards evening.

### **5. OVERVIEW OF SANCTIONS**

- 5.1 Whilst we promote positive behaviour, if students do not follow the expected level of behaviour, they will face consequences. The aim of all guidance, sanctions and similar interventions is to help the student achieve, encourage personal development and promote learning. There are 7 consequences. The level of the consequence will depend on the students' behaviour.
- Verbal warning
  - Negative behaviour point
  - Detention
  - Department isolation
  - Department removal (call out)
  - Seclusion
  - Fixed term exclusions.
- 5.2 Staff take great care to sanction students appropriately, taking into account their age and any SEND (in line with the Equality Act 2010). Staff also help students learn from a mistake or poor decision so when they are in similar circumstances in the future, they are better able to make good decisions. Where appropriate, staff use restorative techniques and procedures aiming to enable positive relationships to be re-established

## **6. EXCLUSIONS**

### **6.1 Fixed Term Exclusion**

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted'. (DfE Exclusion from maintained schools, Academies and pupil referral units in England 2017)

6.2 Listed below are some examples of behaviour/types of incidents that may lead to an exclusion. Please note that this is not an exhaustive list. Persistent examples of these behaviours may lead to permanent exclusion:

- Verbal abuse to staff, other adults or students
- Deliberate damage to property
- Bullying, including homophobic or racist bullying
- Sexual misconduct
- Theft
- Persistent defiance or disruption
- Assaults or fighting with other students
- Possession of drugs/alcohol related offences
- Offences relating to the misuse of technology which is detrimental to staff/students/the academy
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name and reputation of the academy
- Endangering the safety of members of staff.

## **7. RE-ENTRY MEETINGS**

7.1 Following all fixed term exclusions, a re-entry meeting will take place with the student, a parent/carer and Head of Year or a senior member of staff. The aim of the meeting is to work with the student to find strategies so that they can make better choices in the future.

### **7.2 REPEATED FIXED TERM EXCLUSIONS**

The academy operates a step system in relation to fixed term exclusions:

*\*From Step 2, all provision will be reviewed after four weeks.*

1. Step 1 - The student receives a fixed term exclusion.
2. Step 2\* - 2 fixed term exclusions have been received within a half term - This will lead to short term interventions such as tutor, Head of Year or SLT support or the student will spend some of their curriculum time in the PLC.
3. Step 3 – If behaviour has not improved, or deteriorated further (this could include multiple fixed term exclusions) there will be longer term interventions such as the student having adjustments made to their timetable and/or curriculum. The

student may also need to be mentored so that weekly targets can be set, shared and reviewed.

4. Step 4 – the Local Authority Inclusion Officer will be notified that the student is at serious risk of permanent exclusion. Any students in this category will be accessing internal support as well as perhaps also accessing external support.
5. Step 5 – If behaviour has not improved, or deteriorated further the student receives a final warning. Students in this category will have a meeting with the Trust's CEO and they will receive a letter informing that they are at risk of permanent exclusion. There may be an increase of support offered (if appropriate), both internally and externally.
6. Students whose behaviour continues to deteriorate after 'step 5' will be permanently excluded for persistently breaching the academy's Behaviour Policy.

## **8. PERMANENT EXCLUSIONS**

8.1 The Headteacher's decision to exclude a student permanently should only be taken:

- In response to a serious breach of conduct
- In response to persistent breaches of the school behaviour policy. Where this is the case, the student concerned would have received extensive support and all alternative options will have been exhausted. This is a last resort. Parent of students who persistently breach the school's behaviour policy will be well-informed about the students' behaviour and would have worked with the school to try to modify their child's behaviour
- Where allowing the student to remain in academy would seriously harm the education or welfare of other students/staff in the academy.

8.2 The following list of examples is again not exhaustive, but demonstrates the severity of such offences and that such behaviour can affect the safety, well-being and discipline of all within the academy community:

- In possession and/or supplying of an illegal drug
- Serious physical assault on another student or member of staff
- Sexual abuse or assault
- Using an offensive weapon to endanger the safety of the students and staff of the academy
- Making a malicious false allegation against a member of staff.

(Reference: Exclusion from maintained schools, Academies and pupil referral units in England. Department for Education September 2017. Right and responsibilities – Legal framework)

## **9. MALICIOUS ALLEGATIONS AGAINST STAFF**

9.1 Complaints of misconduct against staff are taken very seriously by the academy and will always be investigated thoroughly. Following this investigation if it is the considered view of the investigating officer that the allegation was unfounded and

malicious then the student(s) involved in the production of the allegation will be disciplined according to the severity of the case. This may include sanction up to and including exclusion.

## **10. STAFF ACTIONS TO KEEP ALL STUDENTS AND STAFF SAFE**

10.1 Whilst we would hope not to have to do this, senior members of staff can search students with consent for any item. Additionally, designated staff may search a student without consent for prohibited items including:

- Knives and weapons
- Alcohol or drugs
- Stolen items
- Tobacco or E-cigarettes
- Fireworks
- Pornographic material
- Any item likely to be used to commit an offence
- Any item banned by the academy rules e.g. pressurised containers.

10.2 Students are also prohibited from selling items to other students. Any item bought or sold by a student during the academy day could be confiscated.

10.3 Parental permission is not required for searches to take place however they will be informed if prohibited items are discovered. All searches will take place with at least two members of staff present and generally away from other students. Staff will ask the student to disclose any dangerous/prohibited items prior to the search.

10.4 Staff have the power to use reasonable force (see DfE Use of reasonable force 2013) when a student is:

- Committing a criminal offence (including behaving in a way that would be an offence if the student were not under the age of criminal responsibility)
- Injuring themselves or others
- Causing damage to property (including the students' own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the academy or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere.
- Staff may also use reasonable force when conducting a search if deemed necessary.

## **11. SUPPORTING STUDENTS TO DISPLAY THE HIGHEST STANDARDS OF BEHAVIOUR**

11.1 At the academy, if students are consistently unable to display the highest standards of behaviour then there is a range of support in place to help them to reflect on their behaviour and to enable them to make better decisions in the future. The list below gives an indication of some of the support on offer:

- **Tutor support** – personal tutors offer all students support. Some students may need extra tutor support. The tutor will agree targets with students and record

these on a formal document. The support plan is given to teachers in every lesson and must be signed by parents every day. The tutor works with the student to regularly review targets to ensure that good progress is being made against them

- **Head of Year support** – this is similar to tutor support but is used for those students who need a higher level of support
- **Senior Leader support** – this is for students who have not responded positively to tutor or Head of Year support
- **Student support plans** – support plans will be put into place for students who are regularly and consistently unable to follow basic behavioural expectations. Parents will be consulted on these plans
- **Adaptation of student timetables** – some students in Key Stage 4 may not be able to manage a full-time timetable. They may need to spend some of their timetabled lessons in the Personalised Learning Centre (the PLC). This may be on a short-term or longer-term basis
- **On-site alternative pathway** – students on this model will be following a bespoke programme which is tailored to their individual needs
- **Off-site alternative provision** – some students may require more specialist provision than we can provide. Where this is the case, the academy will work to find suitable, quality, off-site provision in conjunction with the Local Authority Inclusion Officer
- **Working with external providers** – in addition to on-site support the academy works with a range of external providers including: CAMHS, Harbour, Bridgeway, the Rosewood Centre and Barnados.

## **Appendix 1 - Anti-bullying Policy**

### **What is bullying?**

Bullying is harmful, and all efforts must be made to counteract behaviour of this kind. It is very important to be clear about what is and is not bullying. There are many definitions and perceptions of bullying. Bullying is sustained and takes place over time, when someone repeatedly and deliberately aims to harm another person.

Two useful and comprehensive definitions are:

- 'Bullying is the repeated intimidation of others by the real or threatened infliction of physical, verbal, written, electronically transmitted or emotional abuse. It may include, but not be limited to, actions such as verbal taunts, name-calling and putdowns, including ethnically-based or gender-based verbal put-downs, deliberately damaging a person's property and extortion of money or possessions.'
- 'A bully is an individual who tends to torment others either through verbal harassment or physical assaults, or through more subtle methods of coercion.'

Bullying can also take place online. Cyber bullying occurs via the use of communication technology like a mobile phone text message, emails or social media platforms. This can take many forms, for example:

- Sending threatening or abusive text messages or e-mails, personally or anonymously
- Making insulting comments about someone on a website, social network site (for example: Snapchat, Facebook)
- Making or sharing derogatory or embarrassing videos of someone via mobile phone, email or social media platforms.

Whilst we will work in partnership with parents to educate students on issues in relation to cyber bullying, we would encourage parents to be aware of their child's online activity.

'Sexting' is the sending and receiving of sexually inappropriate images or messages using a mobile phone or the internet. It must be noted that it is illegal for children under the age of 16 to do this and will be referred to both the police and social care services. An investigation will be undertaken, and appropriate action taken. It is illegal for a student to retain a sexually inappropriate image of another student and show it to other students. Again, this will result in a referral to the police and social care. It is likely that any student doing this will be excluded for a fixed period, or in extreme cases they may face permanent exclusion.

Vulnerable students are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable students may include, but are not limited to:

- Students with SEND
- Students who are adopted or in public care
- Students suffering from a health problem
- Students with caring responsibilities.

Students with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Students who are LGBTQ+, or perceived to be LGBTQ+
- Students from BAME backgrounds
- Students from the travelling community
- Students from socioeconomically disadvantaged backgrounds.

### **Signs of bullying**

Staff will be alert to the following signs that may indicate a student is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Becoming short tempered
- Change in behaviour and attitude at home.

### **Aims and objectives in relation to bullying**

The aims and objectives of the academy in relation to bullying are to:

- Ensure all students, teachers and parents know that bullying will not be tolerated
- Ensure clarity and agreement about what is and is not bullying
- Ensure whole academy awareness of the rights and responsibilities of all pupils with regard to bullying
- Involve all members of the academy, staff and pupils in helping to prevent bullying and to confront it when it occurs
- Encourage students to report instances of bullying
- Ensure that all students, parents and staff know what preventative steps the academy takes and how these are implemented.
- Ensure all students, staff and parents know the procedure to follow when bullying occurs.

### **Why is it important to respond to bullying?**

No one deserves to be the victim of bullying and everyone has the right to be treated with respect. Students who are participating in bullying need to learn to modify their behaviour.

In dealing with bullying the academy aims to investigate any allegation thoroughly by:

- Eliminating the bullying itself
- Supporting the victim by resolving the problem and by building up his/her self-esteem and where appropriate developing strategies to avoid bullying
- Bringing the perpetrator to realise the unacceptability of his/her behaviour and the consequences should it continue

- Investigating the cause of the bullying behaviour and where appropriate work with him/her to modify his/her behaviour
- Reconciling the perpetrator and the victim.

### **Academy protocols and procedures**

The academy's response to bullying is achieved in various ways however the most important element is to ensure that the students tell someone about any concerns they have so that action can be taken. The academy emphasises the tell, tell, tell approach as well as trying to educate students to prevent bullying. All students at Macmillan are allocated a Personal Tutor and this person is responsible for the day to day pastoral care of the student. As such the Tutor is usually the first person students choose to report any concerns to. In addition the pastoral structure allows for a wide number of key staff that can be approached in addition to or instead of the tutor. This could be:

- Key Stage Progress Managers
- Heads of Year
- Intervention staff
- The wider Student Development Team

Typically students inform parents/carers or friends and it is important for these people to pass the information to the tutor or other key staff outlined above.

In order to ensure students know what to do, information is delivered in assemblies informing pupils to highlight the issues. These assemblies focus on:

- Clarifying and defining what is and is not bullying, raising the awareness of the difference between disputes, endings of friendships and bullying behaviour
- Cyber bullying as part of safety
- Encouraging tolerance and a sense of social responsibility
- Recognising that it takes courage to speak out when necessary, and ensuring students know what they can do if they or someone else is being bullied.

Key student development staff will mediate between the bully and the victim, where appropriate. The victim will be encouraged to tell the bully how the bully's actions made them feel. The bully will be given an opportunity to apologise.

When new students join the academy staff take great care to identify how to deal with any bullying issue that occurs. A student friendly version of the bullying policy is in the student planner.

Incidents of bullying are recorded by the member of staff investigating the incidents. This information is regularly reviewed to ensure any repeat patterns of bullying are dealt with. Heads of Year maintain an overview of negative relationship-based issues and coordinate responses based on their records/findings or any developing trend.

The wide-ranging nature and varying degrees of bullying require a range of responses and sanctions. The issue will be dealt with and the student concerned will be sanctioned. Examples of responses and sanctions include: warnings, detentions, seclusion, exclusion, meetings with parents and utilising the support of outside agencies.



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