Greater Manchester Education Trust

BEHAVIOUR POLICY AND
LHS BEHAVIOUR FOR LEARNING
V1.1

Approval History

Approved By:	Date of Approval	Version Approved	Comments

Revision History

Revision Date	Previous Revision Date	Summary of Changes	Owner/Editor

Ethos

Greater Manchester Education Trust is a diverse and inclusive Trust for young people of all backgrounds in Greater Manchester.

Our core values and their definitions:

- **Excellence –** We are passionate about achieving greatness in everything we do.
- **Care** – We treat everyone with thoughtfulness, empathy and compassion.
- **Respect –** We recognise our differences and treat people fairly in our thoughts, words and actions.

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We seek to create a caring and supportive learning environment in which we recognise and celebrate positive contributions to school life and kindness to others. The core values of our Trust schools equally embrace a culture of respect, fairness, social and moral responsibility, diversity and inclusion.

There are separate guidance and information documents for staff, students and families at each school, supported by appropriate training and advice.

Underpinning Principles

We believe that everyone in the Trust, adult or student, should:
- Enable all students to be able to concentrate on their work and learn in a constructive environment.
- Promote and emphasise the importance of good behaviour and its link to learning and achievement.
- Develop personal responsibility for their own behaviour.
- Demonstrate and model our values.
- Define and model the behaviours which will represent our values in all areas of provision.
- Know that different behaviours have positive and negative consequences.
- Work with parents/carers to achieve a high standard of behaviour. Communicate, where appropriate with parents/carers informing them of child's behaviour.
- Prevent and tackle any form of bullying or poor behaviour through active development of students' social, moral, emotional and behavioural skills.
- Be recognised as individuals.
- Be treated fairly and with dignity and understand their responsibility to treat others in the same way.
- Be treated fairly and consistently regardless of social background or protected characteristic under the Equality Act.
- Apply sanctions proportionately taking account of students' SEN/D, vulnerability, backgrounds etc.
- Experience personal, social and academic success.
- Be safe and happy.

Within the policy and procedures for managing behaviour we recognise each school's

legal duty under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs and disabilities (SEND).

Aims of the Policy

This policy aims to:
- Provide a consistent and fair approach to behaviour management.
- Define what we consider to be unacceptable behaviour, including bullying.
- Outline how students are expected to behave.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions.

Trust Expectations

Teachers and other adults in school
Schools in our Trust expect teachers and other adults in school to:

- Manage behaviour effectively to ensure a good and safe learning environment.
- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
- Treat students with dignity, building relationships rooted in mutual respect.
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- Show tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Measures to Promote Good Behaviour, including Rewards

All staff recognise the importance of using the reward system properly in order to encourage excellent attendance, consistent hard work in subjects, good citizenship, participation in extra-curricular activities and good behaviour.
Staff should issue rewards for a range of achievements and contributions including

positive behaviour and engagement in lessons and at social times, in extra-curricular activities and for displaying our Trust's values.

The content and coverage of our personal development and values-based curriculum promotesgood behaviour.

Investigating Incidents

- When investigating behaviour incidents, it may be necessary to temporarily withdraw students from class/social time to seek information/clarification around an issue.
- To create a record of this information and so that all perspectives can be fairly considered, students may be asked for a verbal or written account.
- If an incident has occurred online, students may be asked to share information from their mobile phone or from their social media platform(s).
- In investigating an incident, the school will review all available information and will make an evidence-based judgement. We may need to rely on the balance of probability in making thisjudgement and issuing a sanction.
- When establishing the facts in relation to a suspension/exclusion decision the headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that afact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
- Whilst the school does have CCTV in operation, we are not solely reliant on it in investigating an incident and making a judgement. The school is unable to share CCTV footage withparents/carers.

Reasonable force and other physical contact or intervention

The term 'reasonable force' covers the broad range of actions used by most teachers at somepoint in their career that involve a degree of physical contact with students. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be stopped to prevent violence or injury to self or others.

'Reasonable in the circumstances' means using no more force than is needed.

Reasonable force can be used to prevent students from hurting themselves or others, from damaging property, or from causing disorder. 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.

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

Staff should always try to avoid acting in a way that might cause injury.

In deciding what a serious incident is, staff should use their professional judgement

and also consider the following:

- The student's behaviour and level of risk presented at the time of the incident
- The degree of force used
- The effect on the student or member of staff

Where appropriate the parents/carers will be informed and information relating to the incident will be recorded.

Situations where 'Reasonable Force' may be used

Staff can use reasonable force for a range of purposes including:

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

Staff cannot use corporal punishment. They cannot use force as a punishment – it is always unlawful to use force as a punishment.

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

Bullying

Definition and Behaviours

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally – such behaviours that occur **several times on purpose**. Bullying is the repetitive, intentional harming (including aggression) of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time (while recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence)
- Difficult to defend against

Bullying behaviours include: -

- Being unfriendly, excluding, tormenting, intimidation, spreading rumours, nasty looks, pointing and laughing, comments about someone's appearance
- Hitting, kicking, pushing, taking another's belongings, punching or any use of violence
- Generalisation of someone's race, faith, belief, colour; racist comments, taunts, graffiti and/or gestures
- Explicit sexual remarks, sexually abusive comments, display of sexual material, sexual gestures, upskirting, leering, intimidation, forcing someone to act in a

sexual way, sexting, gaslighting, unwanted physical attention or contact, comments about sexual reputation or performance, inappropriate touching or comments about sexual preference including homophobic, bi-phobic and transphobic comments.

- Bullying behaviours because of, or focusing on, the issue of another student's sexuality and/or gender identity whether it is real or perceived. Name-calling and abuse because of someone in their family being LGBTQ+
- Bullying that takes place online, such as through email, chat rooms, social networking sites, messaging apps or gaming sites and mis-use of associated technology e.g. camera and video facilities
- Creating or exploiting an imbalance of power through for example extortion; coercion,taking money, equipment; harassment and intimidation; hazing etc.
- Occasions where banter moves from friendly interaction with no intention to cause harm to that which is malicious, humiliating and/or intended to cause hurt or harm
- Hurtful bystander behaviour such as instigating bullying, encouraging bullying orpassively accepting bullying by watching or doing nothing.

A young person may show any of a range of signs that they are being bullied such as:

- Being frightened of walking to or from school, not want to go on the school / public bus,begging to be driven to school.
- An unexpected and unusual change to their usual routine
- Beginning to truant, feeling ill in the morning, break times, lunch time or for certain lessons
- Becoming withdrawn, anxious, or lacking in confidence
- Stammering, blushing
- Displaying behaviours such as self-harm, researching the dark web, attempts or threatens suicide, running away, crying themselves to sleep at night or has nightmares.
- Presenting issues such as damaged or missing books, clothes, equipment, missing lunch, missing or lost dinner money
- Presenting with unexplained cuts or bruises, trying to 'whiten' skin, flinching, not joining in humour and banter.
- Starting to bully other children or siblings.

Being frightened to say what is wrong, giving improbable excuses for any of the above.

Behaviour for Learning – Operational Guidance 2023.

Levenshulme High School

Every decision that we make in our school is deeply rooted in **our values**. We will continue to use these values as a vehicle to navigate our school through this academic year. We have also worked with students from all trust schools to develop a **student charter**. We will be going through this with them, and it will be high profile around school. The relationships that we build with the students and with each other should always be rooted in **respect and kindness.** Building relationships with our students

alongside **strong, consistent routines** and **high-quality teaching and learning** are the most important features of our system. There will be a need for **approaches to be adapted** for individual students and different classes. We have seen in the last 2 years that this approach will be crucial as we go forwards into this next period.

- The behaviour policy will reflect our high expectations and our school values.
- We expect all members of our school community to uphold our values and to meet our expectations of doing so.
- Our consistent core practice and strong messaging will ensure that the vast majority of our school community can adhere to these expectations.
- The philosophy behind the policy and our expectations is that behaviour is closely linked to life chances and to learning how to conduct oneself in society.
- As adults, we must role model high expectations and positive behaviour alongside using strategies that ensure that expected behaviours are the norm.

Conduct in classrooms and around the school

The expectations should be made clear and reinforced throughout the school day, term and year. There must be a shadow timetable in place where students can leave the lesson and join another one within the faculty to prevent further escalation.

- The expectation is that the students arrive to lessons to be greeted by the teacher.
- They should line up outside of the classroom/learning space. They should enter the classroom/learning space in a calm manner and should be in their full uniform.
- They should sit in their allocated seating plan place.
- At the end of the lesson, they should leave in a calm and orderly manner and be in their full uniform.
- Mobile phones should not be out in lessons unless permission to use them for learning purposes has been sanctioned.
- Merits and other rewards should be issued fairly and consistently.
- Verbal reminders of expectations should be given. However, if behaviour is failing to meet expectations the following should be applied: -

1. C1 Choice – verbal warning and name placed on board.
2. C2 Choice and final verbal warning
3. C3 Consequence – 30-minute detention
4. C4 Consequence – on call sent for removal – time in C4 room scheduled.

The on-call system is there to be used for when any member of staff needs assistance. This could be to remove a student or to get help with another situation. This should also be used to alert the team that a student is missing from a lesson that they should be in. First aid alerts should be used when you need support because a student/adult has been injured or incapacitated or is unwell and may need medical attention.

Other scales of escalation – only to be used in agreement with SLT

C5 – off site isolation at the Hive or at Whalley Range High School.

C6 – respite or managed move

C7 – off site provision

There are a wide range of interventions that are put in place when a student receives repeat sanctions. Relationships with families are also imperative as we work with students to improve their behaviour. It is important to recognise that our strong BFL system will act as a deterrent for most of our students.

Interventions

- Support via Faculties with shadow timetables, seating plan and set changes etc.
- Withdrawal for intervention and form time intervention support.
- Support via adults in school E.g. Form tutor, HOP and PM, subject based support, support via behaviour intervention through the Inclusion team or C4 room manager.
- Support via the Manchester United Foundation and other behaviour interventions – we are trialling a new one this year called Paint me Red.
- Academic and pastoral mentoring via our staff or external agencies.
- Safeguarding and CP team support.
- Specialist emotional and mental health counselling support.

Suspensions and Permanent Exclusions

All serious behaviour incidents are screened to ensure that there are no reasonable alternatives to suspension or permanent exclusion and that equality issues as well as vulnerability and safeguarding factors are appropriately considered. The Trust agrees that it is not best practice to delay a suspension or permanent exclusion in order to exhaust provisions that are likely to fail or place other staff and students in other organisations at considerable risk of abuse and or violence.

All schools within the trust will use a range of approaches to avoid suspensions such as: internal sanctions, respite placements and managed moves. The decision to use these alternatives rests with the headteacher who will make the decision using knowledge of the student and details of the incident.

A comprehensive risk assessment process at the point of considering a suspension or permanent exclusion is carried out in order to do this. In line with the Behaviour in Schools January 2022, 'Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in school sanctions and interventions.'

Headteachers have the right to suspend/exclude students when there are legitimate reasons for them to do so. Used correctly, suspension/exclusion is a vital measure for headteachers to use. Suspensions/exclusions must be legal and justified. The list

GMET Behaviour Policy and LHS Behaviour for Learning
V1.1 Sep 2023

below is not exhaustive but illustrates some of the reasons why headteachers may issue a suspension or exclusion:

- Failure to comply with a reasonable request from a senior member of staff
- Refusing to hand over items which are not allowed in the academy
- Swearing
- Failure to wear academy uniform which has been provided (where possible) for a child who is in incorrect uniform, is regarded as failure to comply with a reasonable request
- Repeated breaches of uniform policy
- Breaches of health and safety rules
- Verbal abuse of staff, other adults or children
- Possession of drugs and/or alcohol related offences
- Failure to comply with the requirements of the Expectations for Learning Policy
- Wilful damage to property
- Homophobic/racist/sexist bullying
- Bullying
- Sexual misconduct
- Theft
- Making a false allegation against a member of staff
- Behaviour which calls into question the good name of the trust
- Persistent defiance or disruption
- Other serious breaches of trust rules.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it. They must also, without delay, provide parents/carers with the following information in writing:
- the reason(s) for the exclusion;
- the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;
- parents/carers' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;
- how any representations should be made; and
- where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

All schools within the Trust must ensure that all legislation and procedures in line with DfE guidance are adhered to.