



MANOR DRIVE SECONDARY ACADEMY



BEHAVIOUR POLICY

Presented to:

Local Governing Committee
Summer 2025

Date approved: ¹	26 June 2025
Date reviewed: ²	20 April 2026
Date of next review: ³	Summer 2027

1. Introduction

This policy is underpinned by the Academy's four values: Knowledge, Respect, Ambition and Strength.

At Manor Drive Secondary Academy we believe that every student has the right to learn, and every teacher has the right to teach. This belief is achieved through the following measures:

- Encouraging and acknowledging good behaviour and discipline.
- Promoting self-esteem by encouraging students to value and respect themselves and others.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment.
- Promoting early intervention.
- Ensuring a consistency of response to both positive and negative behaviour.
- Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the academy's policy and associated procedure.
- Encouraging children to take responsibility for their behaviour.
- Explaining and addressing unacceptable behaviour.

We will recognise and celebrate achievement at all levels, and we will strive to ensure that all students feel valued.

2. Policy Statements

Monitoring, Evaluation and Review

The school will regularly review this policy to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

Interrelationship with other Academy Policies

Other relevant policies/statements:

- MDSA Behaviour for learning principles, sanctions and classroom code
- Home/Academy agreement
- Code of conduct for adults
- Code of conduct for students
- Anti-Bullying Policy
- E Safety Policy
- Equality and Diversity Policy
- ICT Student Policy

Mobile Phone Policy

- Physical Intervention Policy
- Prejudice Related Incidents Policy
- Safeguarding Policy
- Sexual Violence and Harassment Between Young People Policy
- Trips and Visits Policy

Involvement of Outside Agencies

The Academy works positively with external agencies (e.g. educational welfare, health services etc.). It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available.

Procedures

The Headteacher and Senior Team, in consultation with staff, will develop the procedures from this policy. The procedures will make clear to students how acceptable standards of behaviour can be achieved and will have a clear rationale, which is made explicit to staff, students and parents/carers. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and treating every member of the Academy equally. Each member of the Academy community has a responsibility towards the whole community.

Rewards and sanctions

Our Academy ethos promotes encouragement and positive celebration which is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that good behaviour is valued and rewards are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions is clearly defined in the procedures, and their use will be characterised by clarity of why the sanction is being applied and what change in behaviour is required. The procedures make a clear distinction between the sanctions applied for minor and major offences.

3. Roles and Responsibilities

Local Governing Committee (LGC)

The LGC will establish, in consultation with the Headteacher, staff and parents/carers the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to students and parents/carers, is non-discriminatory and the expectations are clear. Governors will support the academy in maintaining high standards of behaviour. The LGC will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.

Headteacher

The Headteacher will:

- be responsible for the implementation and day-to-day management of the policy and procedures.
- ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of students are listened to and appropriately addressed.
- ensure that appropriate high-quality training on all aspects of behaviour management is provided to support the implementation of the policy.
- Make sure that students and parents are suitably updated and informed about the behaviour policy

Staff

Staff are responsible for:

- Creating a calm and safe environment for students.
- Establishing and maintaining clear boundaries of acceptable student behaviour.
- Implementing the Behaviour Policy consistently.
- Communicating the Academy's expectations, routines, values and standards through teaching behaviour and in every interaction with students.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular students.
- Considering the impact of their own behaviour on the Academy culture and how they can uphold rules and expectations.
- Recording behaviour incidents promptly.
- Challenging students to meet the Academy's expectations.

The Senior Team will support staff in responding to behaviour incidents.

Parents and Carers

Parents/carers will take responsibility for the behaviour of their child both inside and outside the academy. They will be encouraged to work in partnership with the academy in maintaining high standards of behaviour and will have the opportunity to raise with the academy any issues arising from the operation of the policy.

Therefore, Parents/carers, where possible, should:

- Read the Home Academy Agreement.
- Get to know the Academy's Behaviour Policy and reinforce it at home where appropriate.
- Support their child in adhering to the Academy's Behaviour Policy.
- Support the Academy's approach to detentions and wider sanctioning.
- Inform the Academy of any changes in circumstances that may affect their child's behaviour. Discuss any behavioural concerns with the Academy promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- Raise any concerns about the management of behaviour with the Academy directly, while continuing to work in partnership with the Academy.
- Take part in the life of the Academy and its culture.

Successful schooling is achieved through a consistent, open dialogue between educational establishment and home to collaboratively address any behavioural concerns that may have arisen. The Academy will therefore, endeavour to build professional relationships with parents and carers of all students by keeping them informed about any developments in their child's behaviour.

Students

Through the Behaviour Curriculum, students will be made aware of the Academy's expectations regarding good behaviour, consideration of others and respect.

Students will earn rewards for meeting the expected behavioural standards but will also face consequences if the standards are not met. Additional support is in place to guide and support students to meet the required standards.

Where necessary, student feedback will be provided on both the Behaviour policy and its curriculum. This will ensure a community approach towards the desired culture of the Academy.

Targeted support and induction will be provided for mid-year student arrivals to the Academy.

4. Behaviour Expectations and Curriculum

The below behaviour curriculum is shaped around MDSA's four core values: Ambition, Strength, Knowledge and Respect.

WHAT DO WE WANT TO SEE AT MDSA?	WHAT DO WE NOT WANT TO SEE AT MDSA?
In the Academy and wider community	
<p>Arrive on time.</p> <p>Enter the academy calmly, greeting staff.</p> <p>Follow instructions calmly without challenge. Take responsibilities for my actions.</p> <p>Keeping phone in bag or locker (switched off).</p> <p>Positive and polite interaction with staff and peers.</p> <p>Arrive to school with a fully charged Chromebook.</p> <p>When coming to and from the academy - Respectful to the environment and those around me – obeying rules of the road and any signage.</p> <p>Arrive in the correct uniform with smart presentation, ready for a day of learning.</p>	<p>Rudeness or questioning / challenging a given instruction</p> <p>Swearing at or insulting others.</p>
In Lessons	
<p>Politely greet staff on arrival to the lesson</p> <p>Enter the classroom calmly and quietly.</p> <p>Sit in the seating plan.</p> <p>Ensure I have the correct equipment</p>	

<p>Aim to achieve my personal best during all activities in the lesson.</p> <p>Seek support from a Teacher, Teaching Assistant or student if I don't understand.</p> <p>Remove all distractions.</p> <p>Remain in the lesson for the duration unless on call required for first aid or time out/medical/toilet card.</p> <p>Always complete home learning on time and to expected standard.</p> <p>Arrive on time to all lessons.</p> <p>Drinking water only</p>	<p>Eating or chewing in lessons.</p> <p>No fizzy drinks, juice drinks, branded sports / energy drinks</p>
Break / Lunch times	
<p>Respectful towards academy property.</p> <p>Respectful towards staff and students.</p> <p>Use designated areas.</p> <p>Use toilets appropriately.</p> <p>Queue for food sensibly and patiently in the refectory.</p>	<p>Placing litter on the floor or leaving food at the table.</p> <p>Be in large groups.</p> <p>Be in groups or socialising in the toilets.</p> <p>Pushing in line or physical contact with other students.</p>
Movement around the Academy	
<p>Follow instructions given by staff respectfully.</p> <p>Move through corridors using the one-way system.</p> <p>Walk calmly and quietly around the building.</p> <p>Use the designated staircases to move up and down the stairs.</p> <p>Use my locker at the designated times.</p>	<p>Physical contact, running or shouting.</p> <p>Going to use the lockers between lessons.</p>
Assemblies	
<p>Queue quietly outside and wait to be brought in by form tutor if instructed.</p> <p>Enter the Main Hall silently.</p> <p>Site with my House group.</p> <p>Leave as instructed by staff.</p>	

Praise and Rewards

Students will be rewarded both collectively and individually for adhering to the Academy's standards and expectations. Rewards will be managed by Heads of Year and Pastoral staff and will be meaningful and age appropriate.

Some examples of our rewards are:

- Praise by staff
- House points
- Celebration assemblies
- Celebration breakfast / lunches / coffee mornings
- Skip the queue passes
- Certificates / trophies / medals
- Prizes (vouchers etc)
- Celebration days
- Film nights
- Priority for Enrichment choices
- Priority for Activity Day choices

Praise and rewards will be used to motivate students as this builds a culture of achievement and success, and also allows for the positive reinforcement of acceptable and advantageous behaviours. The praise and rewards employed by staff will aim to constantly reinforce our core values of Knowledge, Strength, Respect and Ambition.

It is important that sufficient time is given in each lesson, each school day and each school week to have conversations and announcements about character and values which positively reinforce, through praise and reward, the behaviours, attitudes and expectations every student must demonstrate in order for the whole community to be successful. In every year group, the relevant Head of Year (supported by the Senior Team) is responsible for ensuring the frequency, regularity and effectiveness of praise and reward.

Sanctioning Misbehaviour

At MDSA, we strongly believe that the most effective method for creating excellent behaviour is creating a culture of high-achievement and aspiration where advantageous and acceptable behaviours are positively reinforced through praise and rewards at every available opportunity. At the same time, we believe that every misbehaviour must be addressed in order to create a safe and respectful community that will enable success. However, our staff recognise that misbehaviour can be addressed in many different ways ranging from the low-key (non-verbal signals and proximity) to the high-stakes (suspensions and permanent exclusions) and that they must use their professional judgement in deciding which response to a misbehaviour is the most appropriate.

Depending on the situation and the severity of the situation, every effort is made by teachers to use the least invasive form of intervention when addressing unproductive and unacceptable behaviours. Teachers are trusted to decide what the relevant consequence should be for poor behaviour. Where the behaviour is more serious they will refer the issue to senior staff for the appropriate consequence to be issued.

Some examples are as follows:

- Verbal reprimand
- Negative Bromcom points
- Confiscation of mobile phone/other electronic devices

- Change of seating plan
- Discussion outside of the classroom
- Removal to another classroom in the department or on the same floor
- Sent to The Pastoral Hub
- Communication or meeting with parents/carers
- Break / lunch / after school detention
- Targeted Behaviour Report
- Early Intervention with a Safer Schools Police Officer
- Internal Exclusion (part / full day)
- Short-term placement within another local school for a fixed period of time, as a means to improve future behaviour and prevent a permanent exclusion.
- Fixed Term Suspension
- Permanent Suspension

The Academy will consider whether SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the student. In considering this, we refer to the Equality Act 2010.

In all cases of serious misconduct, both inside and outside of school, the Senior Team or parents/carers, may choose to make a referral to the Police or any other outside agency.

Behaviour for Learning

Behaviour for learning within lessons is managed in accordance with a consequences system, openly shared with students and applied consistently across all staff. Lessons should be disruption free. Students who disrupt the learning of others will be addressed through the Remind, Relocate, Reset process:

- Step one: 'Remind'. A reminder of the behaviour curriculum expectations and a chance for them to refocus on their learning.
- Step two: 'Relocate'. This is a physical action where the student will be asked to move to a new space within the classroom or potentially outside to discuss their behaviour. This will be at the discretion of the member of staff.
- Step three: 'Reset'. Should the behaviour continue, the student will be removed to another lesson. The member of staff will notify On Call who will then collect the student, taking them to the designated classroom at that period. This will lead to a departmental detention.

Should the student's behaviour not show signs of improvement in the removal classroom, they will be taken to the Pastoral Hub. This will lead to same day 30-minute detention.

Detentions

The Academy uses detentions as a consequence which ensures that students will formally reflect on the behaviour choices that they have made. They will be supervised by staff. Detentions are issued either as the result of the accumulation of smaller behaviour consequences or as a result of significant breach of the code of conduct, such as being rude to a member of staff. All detentions will be served on the day issued unless given after 2.15pm. The detention will then be served the following day. Parents / Carers will be notified via the MCAS app.

Mobile Phones

We understand that students will bring in mobile phones for safety and wellbeing. However, as per the mobile phone policy, they are to be switched off and kept in bags or lockers for the duration of the school day. If contact home is needed, students are able to use a phone in the pastoral office. If a Parent / Carer needs to contact a student for emergency purposes, please state to reception that is an emergency and we will endeavour to relay a message to the pupil in a timely and appropriate manner.

If a phone is seen, heard or has been used (including to contact home) during the school day, it will be immediately confiscated and placed in a secure envelope with their name on it. The phone will be securely stored and can be available for collection from 3.45pm or following an after school detention. Failure to hand over the mobile phone will result in internal isolation.

If students arrive to the Academy late or without the correct uniform, they will be expected to relinquish their mobile phone to a member of staff. The student can collect their device at the time stated above. If a student is removed from a classroom, they are to hand in their mobile phone when requested.

Should a device be confiscated three times in a half term period, parents / carer will be required to collect the device from the Academy. The time of collection will be determined by the school.

Suspensions

MDSA follows Government guidance on Suspensions. We aim to operate within the principles of fairness and natural justice whilst acknowledging the needs of our whole school community. Parents/carers have the right to make representation to the Local Governing Committee about Suspensions and the Governors will consider all such representations.

Internal Isolation

Whilst students are in isolation, they will be expected to complete work. If students fail to do this, further sanctions will be implemented. Parents/carers will be informed of internal exclusions. If the student does not behave appropriately, they will serve an additional day.

Examples of behaviours that could lead to an internal isolation:

- Failure to attend a detention
- Discrimination
- Rudeness/disrespect to staff
- Inappropriate/ or dangerous behaviour
- Swearing at a member of staff
- Defiance
- Damage to property
- In school truancy (not attending designated lessons/activities)

Students will complete their isolation in a designated booth. Work will be set for them on Teams which will be completed on a desktop computer, specific to the allocated booth. Students will have a checklist of expected behaviours that will demonstrate a readiness to learn and return to timetabled lessons.

Fixed Term Suspension

This means that the student is kept at home for one or more days and are expected to complete work provided. If they do not, they may be kept in internal isolation to finish any outstanding tasks. Parents/carers will be expected to attend a re-integration meeting and, when appropriate, leaders will complete a risk assessment.

Examples of behaviours that could lead to a fixed term suspension:

- Persistently disruptive behaviour including refusal to follow instructions
- Threatening or confrontational behaviour
- Fighting or assault
- Aggressive derogatory or discriminatory behaviour or harassment
- Disruptive behaviour whilst internally isolated in the academy
- Bullying
- Theft
- Drug abuse or possession of drugs or the use of any illicit substances
- Use or distribution of illicit materials (including pornography)
- Smoking on the school site or in academy uniform (including vaping)
- Graffiti or property damage
- Leaving school without permission
- Behaviour likely to bring the Academy into disrepute.
- Compromising the safety of themselves, other students or staff
- Truancy or refusal to attend lessons
- Manipulation and / or distribution of photos / images (staff or student)

If a decision is taken to suspend a student externally:

- A call home is made to the parent/carer to discuss the suspension, and a letter is sent home outlining the incident and the length of the suspension. The parents/carers' right to make representations to the Local Governing Committee is highlighted.
- A re-entry meeting is set up for the parent/carer to attend on return from suspension, with a senior member of staff. A record of the meeting is taken and strategies and support for an improvement in behaviour are discussed and implemented. In some contexts, and where appropriate, a risk assessment and/or a contract is drawn up as part of re-entry.

Following the meeting:

- The student is reinstated if re-entry criteria are met.
- The student may be placed on report.
- Behaviour support and 'reasonable adjustments' are reviewed.
- Where appropriate, an apology is given to the member of staff or students involved.
- A record of the re-entry meeting is kept on the student's file.

Permanent Exclusion

Permanent Exclusion will be a serious consideration for anyone who contravenes the Behaviour Policy in accordance with Section 4 and /or if allowing the student to remain in school would seriously harm the education or welfare of others in the school community.

The decision to exclude a student permanently is a serious one. A Permanent Exclusion is when a student is no longer allowed to attend a school (unless the student is reinstated). In line with the guidance from the Department for Education, the decision to exclude a

student permanently should only be taken in response to a serious breach or persistent breaches of the Academy's Behaviour Policy or, where allowing the student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school. The government trusts Headteachers to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a student.

There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, including fixed-term suspension, which has been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort, after a student's behaviour has continued to escalate despite support and interventions. This would include persistent, disruptive and defiant misbehaviour.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence/physical assault against another student or member of the school community
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying a weapon
- Verbal abuse or threatening behaviour against a student or an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Discriminatory abuse
- Arson
- Criminal offences committed on the Academy site, whilst representing the Academy or whilst on the way to or from the Academy.
- Manipulation and / or distribution of photos / images (staff or student)

The Academy will consider police involvement and other agencies for any of the above offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the academy its students and staff.

5. Investigating Incidents, Searching and Confiscating

The following procedures should be followed if a serious disciplinary offence is thought to have taken place. These procedures are for guidance and they may be altered if circumstances require, for example if specific staff are unavailable or if the matter requires expeditious action.

Internal investigations can inadvertently prejudice investigations by Social Services or the Police. If it appears that a serious disciplinary offence is a matter for Social Services or the Police, staff must stop the internal investigation immediately and refer the matter to the Senior Team and / or the Designated Safeguarding Lead as appropriate. In situations where other services need to be informed, the Senior Team will attempt to contact the family to let them know of the referral, unless it is, in their judgement, inappropriate to do so.

If a serious offence appears to have been committed, the member of staff concerned should inform the Senior Team as soon as possible who will then decide the nature of investigation required. CCTV cameras may be checked to provide evidence of the facts. Once an investigation for a serious offence begins it may be necessary for the student(s) concerned to be supervised by a member of staff.

When a student is interviewed, he/she should be made aware of the matter being investigated at the start of the interview. It should also be made clear at the start of an interview that students are expected to tell the truth and that if they do not do so they can expect to be interviewed again. Careful notes should be kept during all interviews. These should be signed by the member(s) of staff present afterwards. Individual written statements should be taken wherever possible and should be dated and signed by the student concerned.

If a member of staff is suspects that a student is in possession of a prohibited object the student's outer garments or belongings may be searched, including with a metal detecting 'wand'. This search of a student should be conducted by a member of staff authorised by the Headteacher. The search should be conducted by the same gender as the student, and with another adult (where possible of the same gender). Before any search is undertaken, consent will be sought from students. If consent is refused, the student will be asked to say why they have refused. Refusal to allow a search will be taken as refusal to follow teacher instructions and depending on the circumstances will warrant a sanction. Where there is suspicion of knives or weapons, alcohol, illegal drugs or stolen items (referred to in the legislation as 'prohibited items'), the students belongings and outer garments may be searched without their consent. Searches will be conducted in such a manner as to minimise embarrassment or distress.

When items are found they can be confiscated if it is reasonable to do so and they are not allowed under the Academy rules. It is not necessary to inform parents/carers before or after a search takes place or to seek their consent to search their child. Where objects are found and when the object found constitutes a significant breach of the academy rules, especially a "prohibited item" the individual student's parents/carers should be contacted.

6. Use of Reasonable Force

In accordance with the Physical Intervention Policy, all school staff have the right to use reasonable force to prevent students:

- Committing an offence
- Injuring themselves or others
- Damaging property
- To maintain good order and discipline in the classroom/school environment

The Headteacher and staff authorised by the Headteacher, can use such force as is reasonable to search a student without consent for prohibited items which present a risk to the health and safety of other members of the school community.

When restraint is used by staff, this is recorded in writing and the parents / carers of the student will be informed. Force is never used as a form of punishment. Please refer to the Academy's Physical Restraint Policy.

7. False Allegations Against Staff

Where a student makes a deliberate false accusation against a member of staff, the Headteacher will consider what disciplinary action to take. When such allegations are made, appropriate support will be provided to the member of staff involved.

8. Trips and Visits

Behaviour on school visits will be dealt with in line with this Policy. Consistent poor behaviour may lead to non-participation in any school trips or visits, subject to discussion between appropriate staff.

9. Monitoring

The school will collect data on the following:

- Behavioural incidents, including removals from classroom.
- Suspensions and Permanent Exclusions
- Attendance
- Use of Alternative Provision
- Incidents of searching and confiscation

The data will be analysed on a termly basis and from a variety of aspects including:

- Whole school level
- By age group
- By protected characteristic

10. Reasonable Adjustments

Under the equality act, schools are required to provide additional support or make reasonable adjustments to facilitate the best possible learning and school experiences for students in our care.

At certain stages in a young person's school life they may struggle to access, or manage within, the typical provision offered by a school because of:

- Social, Emotional and Mental Health Needs (SEMH)
- Adverse Childhood Experiences (ACE)
- Special Educational Needs and Disabilities (SEND)

Staff within the school, with the support of the Special Educational Needs Coordinator (SENCO), will be mindful of pupils' individual needs when issuing praise or sanctions for behaviours and when considering the impact of the behavioural norms. They will be guided by the Education, Health and Care Plans (EHCPs) for those pupils who hold them, or individual education plans / pupil support plans for those with additional needs but without an EHCP.

We will make the best endeavours to ensure that pupils with additional needs are supported to meet the expectations and behavioural norms. Reasonable adjustments might include, but are not limited to:

- an opportunity to observe behavioural norms via a visit to the Academy prior to start date
- additional support for the arrival to and exit from school
- additional support to adhere to break and lunch time norms
- re-teaching of behavioural norms
- adapted resources to teach behavioural norms

- adapted sanctions and rewards

For pupils with special educational needs and/or disabilities, a risk assessment may be completed to ensure risks are mitigated in a safe way. Support plans will be updated as a result.

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties, and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

11.Review

The Headteacher and Senior Team will evaluate this policy will review this policy bi-annually and it will be a regular ST agenda item.

If for no other reason, the Governors will review this policy in line with the procedure for policy review.