Old Trafford Community Academy

OLD TRAFFORD COMMUNITY ACADEMY

Behaviour Policy

2026 – 2027

Signed by:

	Headteacher	Date:	
	Chair of governors	Date:	

Date to be reviewed: September 2027

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Statement of intent

Old Trafford Community Academy we believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We believe that children learn best when they feel safe, secure and valued, and their self-esteem is high. Without this security, effective learning cannot take place.

At Old Trafford Community Academy, we understand that:

- The establishment of an appropriate school ethos and culture is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative team work.
- Effective behaviour management is best carried out in partnership with parents, and is dependent upon positive relationships between the school and the community it serves.
- As a school committed to the principle of inclusion, we accept our responsibility to support all children. We recognise that our children have diverse needs and skills levels. Individual children may therefore need to be supported in different ways to enable them to improve their behaviour.
- Our own actions as staff can affect children's behaviour both positively and negatively.
- Every child has the right to learn and no child has the right to disrupt the learning of others.

We therefore aim to ensure that all children:

- Know that they are valued members of the school community
- show tolerance and understanding with consideration for the rights, views and property of others.
- Develop a responsible and co-operative attitude towards learning, through the development of good learning behaviour.
- Achieve their potential in terms of self-esteem, academic achievement, and social, moral, spiritual and cultural awareness.
- Take a pride and responsible interest in caring for their environment.
- Prepare for their future role as responsible citizens.

We are therefore committed to:

- Promote desired behaviour in being Ready, Respectful and Safe
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensure equality and fair treatment for all.
- Praise and reward good behaviour.
- Challenge and disciplining misbehaviour.
- Provide a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encourage positive relationships with parents.
- Developing positive relationships with children to enable early intervention.

Strategy

We believe our aims will be achieved by addressing each of the following areas:

- Creating an emotionally-literate academy

- The curriculum/pedagogy
- Ensuring our expectations are clear
- Encouraging and recognising desired behaviours
- Responding to undesired behaviours
- Providing effective support for children who have social, emotional and mental health difficulties (SEMH)
- Providing effective support for staff

We acknowledge that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Reasonable and proportionate sanctions will be used where a child's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

This policy and our principles have been developed through adopting the principles from existing evidence based research such as the work undertaken by the DFE and the work of the Education Endowment foundation.

1 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2022) 'Behaviour in schools: Advice for Headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and child referral units in England, including child movement'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Equity, Diversity and Inclusion Policy
- Health and Safety Policy
- Focus-Trust Behaviour and Discipline Policy

2 Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and children.
- Reporting to the governing board on the implementation of this policy, including its effectiveness

The Child and Family Wellbeing Lead Practitioner will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the governing board, SLT and the Child and Family Wellbeing Lead Practitioner, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful implementation of the behaviour and SEMH policies to support children with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a child's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for children with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the child themselves.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with behavioural difficulties will be able to access a broad curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Not tolerating disruption and taking proportionate action to ensure acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any child with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
    - Attendance Officer
    - Headteacher.
    - Child and Family Wellbeing Lead Practitioner
- As authorised by the Headteacher, sanctioning children who display poor levels of behaviour.

Children will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3 Definitions

In this policy, we will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature

In this policy, the school will define "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the child themselves and/or other children's, including, but not limited to, the following:

- Rudeness or disrespect to their peers or adults
- Interruption to learning through disruptive talking in class
- Leaving designated learning spaces without permission
- Running in school
- shouting
- Failure to attempt learning
- Refusal to follow instructions and requests

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity and frequency of the behaviour.

4 Staff induction, development and support

The Headteacher will ensure all teachers understand classroom rules, routines and expectations and how to enforce them, including any sanctions for not following the school's expectations.

Teachers will inform children of classroom rules and routines at the beginning of the academic year and revisit these daily. Particular focus will be on what 'Ready, Respectful and Safe' looks like and means in an age appropriate way. Where appropriate, teachers will explain the rationale behind the rules and routines to help children understand why they are needed, and will model rules and routines to ensure children understand them. Teachers will also explain clearly to children what will happen if they do not follow classroom rules to ensure children are aware of the sanctions that may be imposed.

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules, routines and expectations and how best to support all children to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of children at the school to enable behaviour to be managed consistently.

The SLT and SENDCO will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a child's behaviour, e.g SEND and mental health needs.

The SLT will review staff training needs regularly, and in response to any serious or persistent behaviour issues.

5 Effective classroom management

High quality teaching is crucial and contributes significantly to the classroom climate. Where children are engaged and 'hooked' in the lesson, there will be less low-level disruption. Teachers will employ strategies and make decisions to ensure all children are displaying a positive approach for learning. These will include, but are not limited to, the following:

- Ensure the learning environment is ready, prepared and supports children's learning.
- Teachers deploy teaching assistants effectively.
- Teachers and teaching assistants shine the light on children embodying our expectations.
- Teachers and teaching assistants address misconceptions early to ensure all children can access their learning
- Teachers follow the school's pedagogical approach
- Teachers make pedagogical choices that enable the children to engage actively and participate.
- Staff model expectations

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all children.
- Establish agreed rewards and positive reinforcements.
- Encourage respect and development of positive relationships.
- Create a sense of community.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep children stimulated.
- Establish sanctions for misbehaviour.
- Establish clear responses for managing behaviour related concerns.

Subject to reasonable adjustments, e.g. those made for children whose SEND may affect their behaviour, children will be expected to follow the school's Code of Conduct, which requires children to:

- Be Ready, Respectful and Safe **See appendix A**
- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and children.

- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

At OTCA we understand that displaying children's work and celebrating their efforts creates a sense of community which contributes to a safe and welcoming environment. Within their classrooms, teachers position themselves effectively within the classroom to ensure they have the best view of the room. Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early.

6 Prevention strategies

This section outlines our strategies for preventing unacceptable behaviour and initial interventions, support and sanctions to improve children's behaviour.

Positive teacher-child relationships

A relational approach is key to addressing undesirable behaviour. Staff will focus heavily on forming positive relationships based on predictability, fairness and trust to allow staff to understand their children and create a strong foundation from which behavioural change can take place.

Within class, teachers will support the children with understanding 'Zones of Regulation.' Teachers will share strategies and tools with children to help them understand their feelings and the 'big feelings' that they may feel. Showing children ways to work through their emotions in a way that is safe for themselves and others. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which may affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit'. **See appendix E**

Praise and rewards

Praise is key to making children feel valued and ensuring that their work and efforts are celebrated. When giving praise, staff will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- Vary the way in which praise is given.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize and special assemblies
- Positions of responsibility, e.g., being entrusted with a particular project
- Trips and activities for a whole-class or year group

Curriculum to promote positive behaviour

Positive behaviour will be taught to all children through the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Through the curriculum, we focus on defining positive behaviour and making it clear what this looks like. Assemblies which focus on promoting British Values will be delivered through the year. Routine will be used to teach and reinforce the expected behaviours of all children. Appropriate and reasonable adjustments to routines for children with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing poor behaviour. **See appendix B for routines and expectations.**

7 Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a child's mental health, behaviour, and education. Where vulnerable children or groups are identified, provision will be made to support and promote their positive mental health. The school's Child and family Mental Health Lead and the SENDCO will commission the support of external agencies to support children with SEMH /EBSA or where a trauma has been experienced

Preventative measures for children with SEND

Behaviour will always be considered in relation to a child's SEND. Where a child is identified as having SEND a Pupil Passport will be created and the graduate approach will be used to assess, plan, do and review the impact of support being provided.

Staff at Old Trafford Community Academy take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the child has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND.

We aim to anticipate likely triggers of poor behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the child

concerned. Measures implemented, where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Staff support children with practicing strategies to help them get back to the 'green zone' of regulation.
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Training for staff in understanding autism and other conditions

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Attune and validate the child's feelings
- Using simple, direct language. **See appendix D**
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the child and creating an outcome goal.
- Identifying any points of agreement to build a rapport.

Initial interventions

A range of initial intervention strategies to help children manage their behaviour and reduce the likelihood of more severe sanctions will be used.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Short-term behaviour chart
- Long-term behaviour plans
- Small group provision
- Communication intervention programme
- Anger management intervention programme
- Work on understanding zones of regulation
- Staff facilitating opportunities for children to practice strategies to use at times of dysregulation
- Time to talk with the school's Child and Family Well- being lead
- Parenting support and family support from the school's independent social worker
- Liaison with local partners and agencies eg Longford Park School Outreach
- Where the child has SEND, an assessment of whether appropriate provision is in place to support the child, and if the child has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a child's education will be considered where serious concerns about a child's behaviour exist.

Physical intervention

In line with the school's Physical Intervention Policy, in order to ensure the safety of all, staff have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Any violent or threatening behaviour will not be tolerated.

8 Intervention, limitations and sanctions to address unacceptable behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with care and confidence to maintain a calm, safe learning environment. Staff will be reflective and also encourage the children to do so, in order to prevent such behaviour from recurring.

The SLT and SENDCO will keep a record of all reported incidents to help identify children whose behaviour may indicate potential mental health or safeguarding issues. All staff will be alert to changes in a child's behaviour that could indicate they need additional support.

Support, such as targeted discussions with children and parents will be provided alongside the use of sanctions to prevent the undesirable behaviour recurring and impacting on their and other's learning. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable in line with the school's behaviour management stages:

- Stage 1: Issuing of a verbal reminder of the expected behaviour
- Stage 2: Limitation to undertake a restorative action or reflection **See appendix C:**

Where a child's behaviour is causing significant or repeated disruption or is deemed serious enough by a staff member, the following procedures will be followed in line with the school's behaviour management stages 3 and 4 (See appendix 1):

- The member of staff investigates the incident and decides whether it constitutes unacceptable behaviour.
- After other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the child will be relocated. The relocation to another learning space is to ensure no further disruption to the learning of others and that child's learning, to maintain the safety of all children and restore stability following an unreasonably high level of disruption.
- The child will relocate, with their learning, to another learning space where education can continue in a managed environment.
- The relocation will allow the child to regain calm and regulate in a safe space with the support of another familiar member of staff.
- SLT will inform the child's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented in line with the school's behaviour management stages. **See appendix C**:

- The Headteacher will consider whether the child should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a child has SEND, an assessment will be carried out at this stage, by the SENDCO, to determine whether there are any undiagnosed learning, communication difficulties, or mental health issues that may be contributing to the child's behaviour.
- Where a child is identified as having SEMH-related difficulties, SEND support will be put in place.
- Where SEND is not identified, but the Headteacher determines that support is still required for the child, a Pastoral Support Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options to improve behaviour.

We will ensure that all disciplinary sanctions are reasonable in all circumstances, and will consider the child's age, needs and any other contributing factors, e.g. bullying, safeguarding or home life issues.

9 Mobile Phones

OTCA is a mobile-phone-free environment by default, in line with Department for Education guidance.

Devices covered

This applies to mobile phones, smartphones, smartwatches and any other device that has the ability to independently communicate (e.g. through voice or message), record (audio or visual) or take photos.

Sanctions

If a mobile phone is seen, heard or used during the school day, it will be confiscated immediately and kept until a parent collects it.

Exceptions

Exceptions may be made only where there is a clear safeguarding need. Where a child walks to and from school unaccompanied, parents may request permission for their child to bring a mobile phone for safety purposes. If approved, the phone must be switched off before entering the school premises and handed to the class teacher/office on arrival. It will be stored securely and returned at the end of the school day. Mobile phones must never be seen, heard or used on school premises.

Exceptions to this policy may also be made for pupils with disabilities or medical conditions where a mobile phone is necessary (e.g., to monitor blood sugar levels), or for pupils with specific individual circumstances (e.g., young carers). Parents/carers should contact the Headteacher to discuss individual needs.

Staff and visitors

Staff should model good mobile phone behaviour and follow the expectations set out in the Focus-Trust Code of Conduct. Visitors should keep mobile phones on silent and only ever use them discreetly, away from pupils.

10 Monitoring, reviewing and evaluating

OTCA will collect data from the following sources:

- Behaviour incident data,
- Attendance, permanent exclusion and suspension data
- Surveys to staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and analysed termly by the SENDCO and SLT. Attempts will be made to identify possible factors contributing to the behaviour, systems or inadequacies with existing support. The data will also be analysed to inform school policies and practice.

This policy will be reviewed by the Headteacher, Senior leadership Team, SENDCO and governors on an annual basis. Any necessary changes will be made and these will be communicated to all members of staff and relevant stakeholders.