

FUTURE ACADEMIES BEHAVIOUR POLICY

CONTROL TABLE			
Document title:	Behaviour policy, Future Academies		
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Version number:	V1		
Date created:	30.09.2017		
Date approved:			
Approved by:			
Review information:			
Last internal review:			
Last review by Governors/Directors:			
DOCUMENT HISTORY			
Version	Date	Author	Note of revisions

Behaviour for Learning

We hold high expectations for every member of the School. We create an environment in which pupils can flourish in their studies and relations with others, free from fear and intimidation. Our school is characterised by its warmth and positive attitude to its academic, pastoral and moral education. The atmosphere should be relaxed, purposeful, based on mutual respect and focused on learning and personal progress. All pupils' should feel known, safe, valued and respected.

Positive behaviour underpins effective teaching. We want positive attitudes in all members of the school by insistence on:

- Following the three school rules
- Mutual respect
- Self-discipline
- The ability to evaluate and reflect on the opinions of others.

School rules

We expect every member of the school to uphold, promote and exemplify our three school rules:

- 1. WE COME TO SCHOOL TO LEARN**
- 2. WE RESPECT EACH OTHER**
- 3. WE KEEP EACH OTHER SAFE**

It is essential that all staff keep the rules alive by referring to them on a daily basis, both to exemplify expectations, to reinforce pupils' positive conduct and used as a starting point with pupils when dealing with negative incidents. Our positive expectations for good behaviour are made visible through our emphasis on providing a structured environment with clear routines, so our pupils learn self-discipline, organisation, good manners, and courtesy to others. We celebrate good behaviour and reward it with positive reinforcement.

The rules must be explicitly taught to pupils in EYFS and Key Stage One; in Key Stage Two pupils are expected to self-regulate and demonstrate understanding by automatically keeping to the rules. Staff in Key Stage Two should be mindful of newly arrived pupils who have missed out on rule teaching.

In all classrooms, we display the three-school rules poster, with illustrative examples relevant to the age of the pupils in the classroom or to the subject.

Whole school strategies for managing behaviour

When dealing with misdemeanours we are aware of a pupil's self-esteem and point out that **it is the behaviour that is unacceptable and not the pupil.**

First we:

- Check the pupil understands why s/he is in trouble.
- Establish s/he understands that the behaviour was unacceptable. Always refer to the School Rules.

Then we:

- Explore the effect that the behaviour has on others.
- Examine strategies for avoiding the same situation in the future.
- Encourage pupils to think of/or offer some alternative strategies.
- Problem solve.
- Give an appropriate sanction.

Recognition incentivises pupils to remember their individual responsibility to maintain a high standard of behaviour. **Sanction reminds pupils of our high expectations.**

Early Years & Key Stage One

EY and KS1 behaviour is managed through positive reinforcement strategies. Children are rewarded for good and kind behaviour, positive learning attitude and academic achievements. EY and KS1 use a rainbow system, where children's names are placed on colours related to their attitude and behaviour in the class. This is to reset each day.

When positive reinforcement alone is not successful, individual pupils are given 'time out'. The amount of time is directly related to their age i.e. 3 years equals 3 minutes' 'time out'. At the end of this time, pupils are spoken to by an adult and asked to give an example of how they could have avoided 'time out'.

When a child has returned from 'time out' and has not settled back into classroom routine/expectations, they may spend additional 'time out' in another classroom. If behaviour is significant or repeated after additional 'time out', there will be involvement from Deputy Headteachers (or if necessary Headteacher). All repeated or significant behaviour will be recorded in class behaviour book.

The entries in class behaviour books are monitored each term by Deputy Headteachers, and reported to parents by phone call home and in Behaviour Reports in Terms 1,3,5.

Keys Stage Two

Each class will display and use Millbank Academy stepping-stone behaviour chart. Teachers will use small versions inside the class behaviour book to record children's names on the chart each day. The chart should be used like a thermometer with consequences graduated as you move down the chart. A pupil's name might move down the chart in order Step 2 to Step 5, or may be moved directly to a specific step depending on a particular incident. Class behaviour books will be checked at the end of each day by class form tutor and they will communicate with parents when necessary.

When positive reinforcement or general warnings are not successful, individual pupils are given 'time out' (Step 3 & 4 on the behaviour chart). This may involve been asked to sit by self in class or another classroom or miss some/all or more than one playtime. Work may be sent home to finish and sorry letters may be written.

Any child who is placed on Step 4 & 5 of the stepping stone behaviour chart must have a behaviour log form (pages at the back of the class behaviour book) fill out. Deputy Headteachers or Headteacher will be involved and parents will be spoken to. A child may be sent home from school for more than a day if behaviour is significant. See also 'Bullying' within this document.

As soon as pupils are able to accurately record the incident independently, they are expected to write a brief but honest account of their part in the incident using a dated post-it note. If the pupil finds being honest difficult they may need to write several drafts. The post-it notes should be stapled onto the relevant behaviour log form.

The entries in class behaviour books are monitored each term by Deputy Headteachers, and reported to parents by phone call home and in Behaviour Reports in Terms 1,3,5.

In conjunction with the SENCO and/or Headteacher where necessary, individual behaviour plans will be created for children. Class form tutors will share these with parents/carers in individual introductory and follow up meetings.

Millbank Academy Behaviour Chart

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy aims to promote an environment where everyone feels happy, safe and secure within school.

Our stepping-stones are designed to help the children always behave well and respect others.

STEP 1 is a general warning to a child about what they are doing, if the child continues they will move on to the steps below.

Behaviour

- Moving or talking at 'hands up'.
- Talking or running in the corridors.
- Calling out or talking when the teacher is talking.

STEP 2



What will happen

- Eye contact/frown from the teacher.
- Stand with an adult.
- Being put on the stepping stone chart.
- Name in the class behaviour book.

Behaviour

- Stopping other children from working.
- Not listening to adults in school.
- Not telling the truth.
- Lots of step 2 behaviour.

STEP 3



What will happen

- Asked to sit by self in class or another classroom.
- Have to finish work at home.
- May miss some or all of playtime.
- Name in class behaviour book.

Behaviour

- Saying rude words.
- Being unkind to others in school.
- Hurting anyone else on purpose.
- Arguing with adults in school.
- Refusing to do your work.
- Damage or taking other people's things.
- Lots of Step 3 behaviour.

STEP 4



What will happen

- Your class teacher will speak to you about it.
- Write a letter to say sorry.
- May miss a whole lunchtime or more than 1 play time.
- Name put in behaviour book.
- Deputy Headteacher or Headteacher could telephone your parents.

Behaviour

- Bullying.
- Taking things that do not belong to you.
- Hurting anyone else on purpose.
- Making unkind comments about anyone's skin colour, clothes or beliefs.
- Lots of Step 4 behaviour.

STEP 5



What will happen

- You **will** have to see the Deputy Headteacher or Headteacher
- Deputy Headteacher or Headteacher **will** speak to your parents.
- You may be sent home from school for more than a day.



Every week two pupils from each class are nominated for a 'Merit of the Week' certificate by their class teacher, to be presented by the Headteacher/Deputy Headteacher in Friday EY Assembly. Pupils choose a prize to take home. Their photograph will be displayed in Early Years Hall.

Key Stage One & Key Stage 2

Every week two pupils from each class are nominated for a 'Merit of the Week' certificate by their class teacher, to be presented by the Headteacher/Deputy Headteacher in Friday Assembly. Children and parents will receive notification a week prior, and parents are invited to attend.

Top effort postcards

Pupils may also be chosen to receive a Millbank Postcard with a personalised and specific congratulatory note from a teacher, which is sent via Royal Mail to their home address. Teachers should hand postcards to the school office by Thursday, at the latest, in order to reach the children's homes before Monday. Teachers are expected to find a valid and specific reason to send each pupil in their class a merit postcard at least once in a school year; teachers are to keep a record of postcard recipients.

Future Academies Cross-Trust Behaviour Expectations

Future Academies is committed to Knowledge, Aspiration and Respect. The behaviour and conduct of our pupils should reflect their respect for the education and opportunities the Trust provides them.

Across the schools, staff and visitors should find that all pupils, from 3-19, will observe the following:

Communication

- Look adults in the eye when being addressed.
- Stop and stand still when being addressed by an adult.
- Address adults, including teachers, by name.
- Answer in a full sentence when addressed.
- Respond to: 'good morning, how are you?' with 'I'm well thank you, how are you (name)?'.

- Be ready to serve as a classroom greeter/ambassador at any time (as age appropriate e.g. EYFS pupils will respond when questioned and children from KS2 onwards will be forthcoming when visitors are present).

Conduct

- Uphold the school's code of conduct.
- Recognise their role as an ambassador of the school even outside the premises.
- Show consideration for others.
- Walk on the left in corridors, stairwells and doorways.
- Hold open doors for teachers and adults.
- Respond to the hand 'stop' signal at all times by standing still, becoming silent and facing the adult giving the signal to await further instruction.
- Never have food except in designated areas and at specified times.
- Remain seated while eating.

Dress

- Comply with the school's uniform policy.
- The Trust has the highest expectations of staff and expects professional conduct at all times. Staff are to set an example to all pupils in the way they conduct themselves both on- and off-site.

Across the schools, pupils and visitors should find that all staff will observe the following:

- Address pupils using their name, if known, and if not, staff shall ask pupils to introduce themselves.
- Always engage pupils in conversation when moving around the school.
- Greet pupils before the school day begins.
- Supervise pupils during out of lesson time.
- Never have food except in designated areas and at specified times.
- Never use personal mobile devices on school premises. Staff should refer to the Acceptable Use Policy.
- Comply with the staff dress code, wearing appropriate attire at all times.
- Be an ambassador of the school and a role model

In addition:

- Pupils should always use *please* and *thank you* when asking for something or being given something.
- To preface an address to an adult, pupils should say '*excuse me please (name)*' and should never interrupt when other people are speaking. In more urgent moments of need, children should apologise for interrupting first.

- Pupils should not cross in front of an approaching adult, even when engaged in play.
- Cues, Signals and Practices for Listening, Responding and Classroom Routines

Signals and phrases are used for economy of language by all adults, across all year groups. These include:

‘STOP’ signal

To indicate that talking and body movements should cease and attention should be paid. One hand is silently placed at chest height in the stop signal, palm facing outwards. Children are expected to respond within 5 seconds. Other adults support by silently repeating the gesture. Facial expressions are used to acknowledge pupils who have responded quickly. Adults silently move to make eye contact with those children who are not responding.

1, 2, 3

To indicate a transition.

1. Holding up one finger indicates children should stand up on the spot silently, wherever they are.
2. Two fingers instructs the children to move to their new position (e.g. to go to stand behind their tables, carpet spots, place in the line etc).
3. Three fingers instructs the children to sit down silently or begin walking in the line.

Turn and Tell Your Partner (abbreviated to TTYP in planning)

To indicate that it is time for children to turn and talk to their partners on the directed discussion point, turn your two hands inwards, pointing at each other. The stop signal is used to bring an end of the discussion. Be sure that you have explicitly explained to the children who their partner is, or what to do if they need to find one.

My Turn Your Turn (abbreviated to MTYT in planning)

To indicate that the children are to repeat what the teacher has said (e.g. this may be used as a strategy to teach new vocabulary, language pattern or sequence of instructions). The teacher touches their chest to indicate ‘my turn’ and then opens their palms to the class to indicate ‘your turn’; all pupils repeat what the teacher has said.

Full Sentence

To indicate 'use a full sentence please', hold your arms out in front of you, hands shoulder width apart, palms facing inwards. Full sentences are always expected when answering all questions.

Magnet Eyes

Term mainly used in EY & KS1, to remind the children to look at/give eye contact to whomever is speaking, be it the teacher or the peer.

Track the Speaker

Shortened to 'Track' as the children become more familiar. Term mainly used in KS2, to remind the children to look at/give eye contact to whomever is speaking, be it the teacher or the peer.

All adults working with children use, and have the same expectation of response, to the above signals. Aside from lunchtime bells and the use of a whistle in PE and Games, no other signals are used to gain the attention of pupils.

The school also adopts a 'no hands up' policy, with wait time for thinking (this may take the form of TTYP or individual thinking time), with the exception of perhaps speedier questioning styles, where hands may be requested.

Wait Time

After asking a question, the average teacher waits about a second before taking answer. While there will be times in which a quick response is most appropriate, for the most part, these answers are unlikely to bring out the best in your students. Using *Wait time* allows students time to think before answering a question and creates conditions in which all students can participate. Providing students with a time frame helps students to manage their thinking time- "*I'll start taking answers in ten seconds*".

Cold Call

Cold call means calling on students regardless of whether they have raised their hands or not. Cold calling can help you:

- Check for understanding
- Maintain the expectation that everyone participates and is engaged.
- Manage pacing- increase efficiency and build momentum.

- Increases think ratio and participation ratio- cold calling can be used after *Wait time or Turn and Tell Your Partner.*

Call and Response

Call and response means using group choral response to build energetic, positive engagement. You ask (call); the students answer (respond) in unison.

Use of Praise

Confidence and motivation are increased through effective use of praise. The deed, not the pupil, is praised. Positive reinforcement is a powerful tool; it should be as specific and as public as possible. In contrast, criticisms should be whispered or non-verbal.

Praise is used to create a culture where pupils work hard and develop resilience and an open mindset; *“I’m not sure I can do it now, but with effort I can.”*

Praise must be proportionate. If we are careless with praise, children are told that their reading is 'fantastic' or their batting 'brilliant' when clearly it is not. Over time these superlative adjectives will not motivate children, but cheapen the currency of praise.

100 Percent

When giving a direction, all staff should require that 100% of pupils comply. If anything less is accepted, there is a message sent that all directions are optional. Teachers get 100% compliance with warmth and a positive tone. Three principles are important in getting 100% compliance so you can teach.

1. **Use the least invasive form of intervention-** You want everyone to follow your directions in the quickest and least disruptive way, so choose an intervention that is as close to the top of the list below as possible.
 - a) Nonverbal intervention- use eye contact with off-task students without interrupting instruction.
 - b) Positive group correction- quick verbal reminder to all, “We’re following along in our books.”
 - c) Anonymous individual correction- sends the message that there are individuals not following, “We need two people.”
 - d) Private individual correction- correct individuals privately and quietly by leaning down next to the student and in a quiet voice telling the student what he should do, “Quentin, I need you to track me so you can learn”
 - e) Lighting-quick public correction- when you need to correct an individual publicly, make sure to minimise their time “onstage”. Something like, “Quentin, I need your eyes”, tells the student what to do and is efficient and effective.

f) Consequence- it's best to solve noncompliance quickly and save consequences for occasional use. Consequences should be quick, calm, and non-invasive.

2. **Rely on firm, calm finesse**- Remember that gaining 100% compliance is not about power, but about achieving an important purpose- that students will succeed. Take yourself out of the equation and focus on the goal. Rather than saying, "I asked for your eyes on me because when I ask you for something I expect you to do it," try "I need your eyes on me so you can learn."
3. **Emphasise the compliance you can see**- Asking for pencils down is better than asking for attention because you can see if it has been done. Then make sure students know you are looking, "Thank you, Peter. Thank you Marissa".

Sometimes noncompliance is not due to defiance, but because students do not understand or know how to follow a direction. To remedy this, clear and useful directions should be used. It is not helpful to tell students, "Don't get distracted or Pay attention". Has anyone ever taught them what the specific expectations are (eyes on the speaker, pencil down, for example)? Directions are most useful if they are specific, give students something to do ("Put your feet under the desk"), are sequential ("John, put your feet under the desk, put your pencil down, and put your eyes on me"), and observable (to assess it).

Use of Voice

As a teacher, you communicate with your students for many reasons (to correct, to praise, and to inquire) and in many different contexts. Students inevitably react to your communication in a variety of ways as well (they may be defensive, angry, motivated, grateful). Because communication is so important in classroom culture, below are guidelines to help with words and tone.

1. **Economy of language**- it's stronger to use fewer words. Focus on what is important and make just one point.
2. **Do not talk over**- when you need students to listen, your words are the most important and should not compete for attention. Wait until there is no talking or rustling. One technique is to cut off your instructions and wait completely still, "Year two, I need your...." Nothing continues until you have everyone's attention.
3. **Do not engage**- do not let students distract you from the topic at hand. For example, if you say "Please take your foot off Margaret's chair". David might say, "But she's pushing me!" Don't fall into the trap of engaging David by saying, "Margaret, is that true?" Instead say "I asked you to take your foot off Margaret's chair."

4. **Square up/Stand up**- when giving directions, stop moving and doing other tasks. To convey the seriousness of your directions, turn with two feet and two shoulders to face the object of your directions directly.
5. **Quiet power**- when you feel you are losing control, your instincts may be to speak louder and faster. Fight those instincts and get slower and quieter to maintain control. Exude calm and drop your voice so students strain to listen.
6. **Live in the now**- don't harp on the past. Instead of saying, "Keana, stop looking back at Tanya", say, "Keana, I need your eyes forward".
7. **Assume the best**- until you know a student has a bad intention, remain positive. If you say "Just a minute, class. I asked for chairs pushed in, and some people decided not to do it". This assumes disrespect, laziness and selfishness. Instead try, "Just a minute, class. Some people seem to have forgotten to push in their chairs."
8. **Allow plausible anonymity**- when possible, correct students without using their names. "Class, check yourself to make sure you've done what I've asked".
9. **Build momentum, and narrative the positive**- don't narrate it when students do not follow directions. Avoid, "I'm still waiting on some of you," and try, "I've got almost everyone now!"
10. **Challenge!** Kids love a challenge so frame a direction as one, "Let's see if we can get these papers in 12 seconds!"
11. **Warm/Strict**- we're socialised to think that being strict and being warm are opposites. In fact, as a teacher you must be both.
12. **Joy**- including joy in the work of learning is part of a high-achieving classroom. This can include anything from games (jeopardy), to making students feel they belong, to humour, to suspense (setting out a box wrapped as a present and building anticipation about what's inside).