

The Milton Keynes Academy

Behaviour Policy

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1. INTRODUCTION

“If you treat people as they are, you will be instrumental in keeping them as they are. If you treat them as they could be, you will help them become what they ought to be.” **Goethe**

“Rethink traditional approaches to discipline. Substitute skill development for punishment, using misbehaviour, upsets and fighting as opportunities to teach young people impulse control, conflict management and awareness of feelings.” **Dianne Schilling**

By age 4 a professional’s child will have had 50 million words addressed to it, a working class child 30 million and a family on benefit 12 million.

At 3 years of age the child of a professional family has a more extensive vocabulary than parents on welfare.

At 3 years of age the child of a professional family has had 700,000 encouragements, and 80,000 discouragements. The welfare child will have received 60,000 encouragements and 120,000 discouragements.

Based on US research. Source: Polly Toynbee, The Guardian 02/01/2004

Aim

Schools are places of learning and it is important that behaviour is managed so that the aims of The Milton Keynes Academy can be achieved. The purpose of a behaviour policy is to support this process through:

- The creation of a positive and orderly atmosphere where teaching and learning can take place
- The creation of a safe environment for students and staff through the clarification of expectations, roles, rights and responsibilities
- The reduction of teacher stress through the identification of effective systems and practices
- Addressing the demands of changing conditions and approaches

Poor behaviour in schools cannot be tolerated. To do so is to harm the interests of students, staff and the perpetrators of bad behaviour. Children have a right to attend school in safety and to learn without disruption from others. Parents are entitled to expect that their children have the best possible learning experience and one that will allow them to fulfil their potential. Teachers have a right to work in an environment that allows them to use their skills to the full for the benefit of all their students.

The Culture of the Academy to Support Good Behaviour

1. **Prevention** – Prevent problems before they occur.
2. **Organisation** – Create a consistent but flexible active learning environment.
3. **Caring** – Establish and maintain a caring learning environment.
4. **Co-operation** – Provide students opportunities for co-operative discipline.
5. **Community** – Merge classrooms / school / community to support the learner.

Source: *Consistency Management & Cooperative Discipline* Dr. H. Jerome Freiberg

Prevention is...

- Having a vision and a plan.
- Knowing that 80% of classroom management is prevention.

- Welcoming students as partners in the classroom.
- Spending time establishing classroom management at the beginning of the year to save time throughout the year.
- Identifying the important procedures and routines, modelling and teaching them.
- Assessing self and receiving feedback from the students.
- Implementing positive responses and consequences.

Caring is...

- Knowing each student's name and a unique personal quality.
- Using picture seating charts and creative name tags.
- Teaching through procedures that promote learning for all students.
- Supporting students by offering peer tutoring and enrichment.
- Acknowledging student accomplishments in and out of class by using praise and posting student self-selected best work.
- Honouring the child, but correcting the behaviour.
- Allowing students time to reflect on learning.

Co-operation is...

- Creating class rules together.
- Working together as partners or in co-operative groups.
- Helping each other with supplies, materials and work.
- Sharing the classroom management between teacher and students.

Organisation is...

- Allowing students to assist in operating the classroom.
- Creating homework calendars.
- Creating a seating chart.
- Establishing clear routines and procedures for sharpening pencils, getting materials, making up missed work etc.
- Posting and stating goals, objectives and assignments.
- Making instruction varied and interesting.
- Using meaningful and useful assessments.

Community is...

- Building community through identity: teams, mottos etc
- Developing pride in school through group projects 'Keep our Academy Clean' an Academy garden or a 'Make a Difference' day etc
- Involving parents in students' learning.
- Informing the families of students' activities within weekly schedules, classroom or year level newsletters written by the students etc
- Sharing good news with parents.
- Forming a school partnership with a local business.
- Praising and publishing good news in a school paper.
- Using available community resources.

STUDENTS AS TOURISTS		STUDENTS AS CITIZENS
Tourists		Citizens/Stakeholders
Do low-level worksheets		Do small group projects
Work by themselves		Work in co-operative groups of 2-4
Work on what the teacher has provided		Create new ideas and materials through projects
Seldom write		Write every day
Rarely have their work prominently displayed		Have their self-selected work displayed
Seldom discuss the reasons for their answers		Usually think/talk aloud about how they derived an answer
Seldom participate in class		Take the initiative to interact with teachers and peers
Have an “it’s your classroom” attitude		Have an “it’s our classroom” attitude
Have few friends in class		Have several friends in class
Are usually late to class		Usually arrive on time or are early to class
Are absent from school more often		Have fewer absences
Feel neutral or hate school		Like or love school
Teacher controlled discipline is used		Co-operative discipline is used

A Consistent Approach to Behaviour Management - Procedural Responsibilities

At the Milton Keynes Academy we set out to tackle barriers to learning through the following intervention strategies:

Teachers will:

- Be generous with praise, recognition and reward.
- Display student work as much as possible.
- Recommend students for, and give, rewards.
- Speak to students in a calm manner and reconcile differences.
- Encourage students to make positive choices.
- Move a student if appropriate.
- Manage detention if appropriate.
- Isolate a student with another member of staff, later informing the Subject Leader / Head of Specialist Village.
- Follow Lesson Exclusion procedure.
- Refer to the Subject Leader / Head of Specialist Village through appropriate referral forms.
- Action advice from Individual Behaviour Plans for specified students.
- Contact a parent after consulting the Head of Learning Village and informing the Subject Leader.
- Keep a record of any conversations with parents.

Subject Leaders and Heads of Subject Villages will:

- Promote positivity in discussions relating to students.
- Offer advice and guidance to staff.
- Promote the use of rewards and praise.
- Monitor the use of the Teacher’s strategies (see above).
- Change a student’s set if necessary, informing the Head of Learning Village.
- Sponsor Reconciliation and RJ meetings.
- Invite parents into the Academy after consultation with the Head of Learning Village.
- Refer students causing concern to the Head of Learning Village outlining strategies tried.

- Monitor and evaluate supportive interventions utilised, eg class visits and/or observations, analysis of data collected etc.

Heads of Learning Villages will:

- Interview students
- Sponsor Reconciliation and RJ meetings.
- Remove students giving most concern from lessons for a specified period utilising a system of internal isolation and informing parents.
- Interview students causing concern with their parents, keeping them fully informed of progress/concerns.
- Recommend students to appear before a Behaviour Panel and prepare relevant reports.
- Sit as members of the Behaviour Panel.
- Prepare appropriate cases for referral to the Principal.
- Liaise with Subject Leaders / Heads of Specialist Villages to identify students as early as possible for referral for support.
- Refer individuals in most need to the Upgrade Team Leader, working together to develop Pastoral Support Programmes
- Liaise with the Upgrade Team Leader concerning referrals to external agencies through inter-agency meetings, Police liaison etc.

The Upgrade Team Leader will:

- Respond to referrals from Heads of Learning Villages.
- Offer advice, support and guidance.
- Construct individual Pastoral Support Programmes for students highlighted through Academy procedures.
- Prepare cases for referral to outside agencies.
- Audit existing provision for the promotion of positive behaviour, highlighting areas of concern, areas of strength and recommend amendment to context.
- Investigate and establish links with alternative pathways for individuals in need.
- Establish and maintain an effective communication system through which feedback is given, advice applied and reviewed on all additional support given.
- Ensure that behaviour related training and support arrangements are co-ordinated with all other elements of the Academy's organisation, so that good behaviour management underpins all teaching and learning.
- Organise and attend Governors' Disciplinary Panels for all exclusions of more than five days.

The Principal will:

- Respond to referrals from Heads of Learning Villages.
- Use appropriate sanctions including exclusions. In exceptional circumstances the Principal may judge that permanent exclusion may be appropriate. These circumstances may include:
 - Serious or threatened violence against another student or a member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an offensive weapon
 - Failure of PSP
- The Principal will also consider whether or not to inform the Police where such a criminal offence has taken place. Other agencies may be contacted including the Youth Offending Team, Social Services or Child Guidance Services.
- Ensure that guidelines are followed on decisions to use exclusion.
- Keep Governors informed on all matters relating to behaviour.

Governors will:

- Ensure that Academy policy and its related procedures and strategies are implemented.

- Ensure that the Academy complies with guidelines and legislation.
- Monitor the application of this policy promoting positive behaviour.
- Have regard to guidance on exclusion and administering exclusion procedures.
- Oversee student disciplinary matters holding a panel to review exclusion decisions and to make recommendations on exclusions of over five days.

2. CLASSROOM MANAGEMENT

2. 1. RIGHTS, RULES AND CONSEQUENCES

2.1.1 Rights

- The right to learn
- The right to teach
- The right to feel secure
- The right to dignity

2.1.2 Expectations and Behaviour in the Classroom

We expect students at Milton Keynes Academy to aim for high standards of behaviour. The teaching areas of our school (also the dining room, halls and corridors) are places of work and where we all spend much of our day. We need clearly understood rules and expectations so that all members of our Academy can work successfully, safely and enjoyably.

Staff expect students:

- To be courteous and well mannered
- To listen effectively
- To try their best when doing their work
- To let others feel comfortable
- To show respect to everyone including themselves

Students may expect staff:

- To be courteous, consistent and fair
- To prepare and mark their work
- To be on time
- To listen, at appropriate times, to students' explanations of behaviour
- To recognise good work and behaviour
- To deal with inappropriate behaviour

Behaviour in the classroom

- Be on time for lessons and with the required equipment, books etc
- Follow instructions straight away
- Complete your work in the set time and do it well
- Let others work without your interruption
- Put up your hand to ask or answer questions, do not shout out.

2.1.3 Establishing Rules

The first four weeks are crucial in developing the smooth running of a class. Taking students of mixed ability, background and temperament, and building a co-operative, rights-respecting group is no mean feat. There are several areas that need crucial, whole-school attention during this phase:

Rules

The primary function of rules is to establish 'the way we do things here'. The more co-operative the group is, or becomes, the less we need to be rule managers. We apply rules, like the brakes on a car, when necessary. If it is found that rules or routines are not achieving their purpose, consideration may need to be given to change. They are the framework for desirable social behaviour, not an end in themselves. Dialogue, negotiation and classroom meetings all enable the class to address behaviour, not just in terms of rules but of people's fundamental rights and the supporting values – co-operation, sharing, and care for others and the environment. In terms of developmental moral reasoning, teachers need to extend the concrete expression of the rules as to why we should behave like this (Kohlberg 1976, Piaget 1932). Depending on the comfort level of teachers, the discussion process can range from teacher-directed discussion through to role playing the behaviour related to the rule. It is also essential that these classroom rules fit in with the school-wide rules.

At the beginning of the academic year, students are psychologically and developmentally ready to have rules made clear and to participate in appropriate discussion about them. If teachers do not establish productively in the first few weeks, they lose that developmental advantage. Doyle (1986) has shown that all teachers introduce some rules and procedures in the first few days. Effective teachers integrate such rules into a workable system, anticipating the need for rules, expectations and appropriate cues such as 'hands up'. They responded 'consistently to appropriate and inappropriate behaviour', significantly reducing the number of 'call-outs' and inappropriate movement around the room.

Consequences

It is also important to discuss consequences for breaking rules and to explain to students how behaviour is a choice. It is especially important to explain what 'time-out' is and why it is used in school.

Manners

It may seem old fashioned to talk about manners; what may be basic to a teacher is not so obvious to all our students. 'Please', 'Thanks', 'Excuse me', when moving through personal space, 'May I borrow?', waiting one's turn - these basic good manners are not always experienced as normative in their backgrounds. We may, therefore, have to teach and encourage manners as part of the rights / responsibilities framework of a classroom – not merely expect, demand or assume them. Manners are not the be-all and end-all in human relationships but they are, at least, the social oil that tempers incivility.

Class routines enable the smooth running of the class. Students need to know clearly how to behave: when entering and leaving the room, at lunchtime etc. They need key signals about how to gain the teacher's attention and what are appropriate noise levels.

It is important that routines are explained, modelled, rehearsed and encouraged. Clear reasons for routines should be given. Positive practice can also help a routine to become *routine*. Before teachers direct students in or out of a classroom they can give a reminder: "Before we go in, what do we need to remember?" Encourage students who remember routines without being reminded. "Thanks for remembering to put the chair away."

Classes where smooth running resulted from planning are much preferred to those where routines are ad hoc and dependent on the vagaries of mood, necessity or crisis.

2.1.4 Making the Rules Work

Repeat

The most effective way to ensure that class rules and boundaries are implanted in the student consciousness is to keep them circulating. Refer to them frequently and consistently. Once they have been established they can be highlighted when dealing with individual or class behaviour. Either a simple reminder: “Class, please remember our rule for walking sensibly around the classroom” or a clarification: “Andrew, I’m not happy that you have ignored our rule about speaking politely to one another. You need to remind yourself why it is important... remember, everyone in the classroom has a right to be respected. By calling people names, you are spoiling that right for someone else. How would you feel if someone was being disrespectful to you?”

Rules should also be referred to positively: “Well done! Everyone has paid attention to our rule about being quiet today, which has really helped us to get on with our work.”

Remember, rules are most effective when they are applied consistently. For example, if a school chooses to promote a strict uniform code and every member of staff upholds it, students will be less able to flaunt their ‘alternative’ clothes. If staff are inconsistent in maintaining this rule, conflict and confusion will almost certainly arise.

Revisit

Many teachers will spend time discussing class rules and expectations during initial meetings with a new class. It is helpful to revisit this experience at the start of each term, or whenever you sense that the rulebook needs refreshing. To ensure that the discussion has the necessary impact, it may be helpful to make more of the occasion than simply giving a monologue. Here are some suggestions:

For older students, begin with a brainstorming session about ‘rights’. What are they? Why are they important? Establish some ‘rights’ for members of the class. This can lead to further discussion: how can we make sure that people have their rights respected? Be being ‘responsible’ of course. Ask students to suggest what their responsibilities should be. What would help us carry out these responsibilities? Having some reminders / rules about how to behave... By going through this process, you will be encouraging your students to understand *why* we need to follow rules.

Younger students may benefit from visual reminders. Having decided on helpful class rules, spend a lesson on putting together a display. Another idea would be to photograph students enacting certain dos and don’ts, providing a fun visual resource, and also using role-play to get them engaging with the process.

A more formal approach would be to agree on the rights and rules, and then have them typed into ‘contracts’ for each class member to sign. This emphasises a collaborative approach to rule making and maintenance, but in itself is not enough for certain individuals who may struggle to comprehend the ‘binding’ effect of putting a signature on a piece of paper.

Review

If the rules are not getting through in the way that they should, it may be worth reviewing their appropriateness and changing or developing them as necessary. Do they need simplifying? Are they tackling the real cause of disruption? Do they cover everything? Has the behaviour or attitude of the class changed thereby certain rules are no longer relevant? Does a change of environment or activity require additional attention? Remember, they need to be ‘workable’ in order to be effective. A system of rules does not have to be static, but any changes you make should be clearly communicated to your students... otherwise confusion will ensue.

2.1.5 Consequences

These are the planned consequences for 'time out' rules. Depending on circumstances, they can be used in any sequence.

- Rule reminder
- Verbal apology
- Written apology
- Sit down together, work it out using problem solving steps which are consistent and common throughout the Academy
 - The problem is...
 - Some ways to fix it are...
 - We plan to...
 - We will check with... to see if our plan is working
- Walk with teacher and / or fill in a simple sheet
 - What did I do against the rules?
 - What rules did I break?
 - Why did I do it (optional)
 - What else can I do to fix it? Not just "Sorry" but strategies to use when a similar problem arises
- Withdrawal from playground, other staff involved in supportive action, parents involved if necessary, loss of privileges, behaviour agreements
- Outside personnel, suspension

Fixed Consequences

Our actions have consequences which may result in favourable or unfavourable outcomes. In some classrooms, teachers use fixed consequences for inappropriate behaviour. A fixed consequence system uses a sequence of responses which are designated for each student misbehaviour. For example, a student may receive a warning for misbehaviour and have his/her name placed on the board. Subsequent misbehaviours result in additional ticks and more severe consequences. A fixed consequence system may not relate to differences in misbehaviour or individual student needs. It may also have the opposite result of what is intended by the teacher. A student seeking attention may enjoy seeing his/her name on the board. In some classrooms, students are in competition with each other to gain the most ticks.

Responsible Consequences

Responsible consequences relates to the need for students to take responsibility for their actions. If a student calls another a name, the child needs to apologise verbally or in writing. If a student damages something, the child needs to replace or correct it. For example, a child who writes on the wall would clean it. Develop a plan that would begin to include more responsible consequences into your classroom. Think about how your students could help build responsible consequences with you.

Examples of Fixed Consequences	Examples of Responsible Consequences
Student's behaviour report is changed when caught running in the corridors.	Student must go back to starting point and walk slowly when caught running down the corridor.
Student is sent to time-out area for being off task during instruction.	Teacher moves closer to an off-task student during instruction.
Student's name is placed on a board as a warning.	Teacher non-verbally warns student through the use of eye contact or shaking of head.
Student breaks a class rule and teacher sends letter home explaining the incident.	Student breaks a rule and student writes a letter home explaining the incident.
Students are sent to Vice Principal's office for fighting.	Students have to shake hands with each other for fighting. Students are taught conflict mediation skills.

Student is sent to the end of the queue for pushing.	Student must apologise to the person he or she has wronged.
Student misses break for writing on toilet walls.	Student must clean toilet wall for writing on it.
An incident is recorded for answering out of turn	Teacher ignores student that answers out of turn and praises other students for raising their hands.
Wasting time on an assignment causes student to miss free time.	Wasting time on an assignment causes a student to have that amount of time taken away from their free time.

2.2 Behaviour Management – Easy Reference Guidelines

Give students dignity and choice. Give choices, eg “You can either stop making that noise or wait outside” or “Your choices are to sit here with your friend and work or to sit on your own.” Giving students choice leaves them with some sense of dignity, even if they are driving you mad! Ignore them if they try to introduce another option and repeat the two choices calmly.

Avoid making them choose between impressing their friends and obeying you. Talk privately to students misbehaving so that they are able to make the right choice without losing face.

Stay calm and in control. Speak as politely to students as you would to a class of adults eg “Daniel, I would really appreciate it if you could possibly stop talking to Tim for a few minutes so that everyone can hear” rather than “Daniel, will you please stop talking!” Smile!

Talk as quietly as possible. If you talk loudly students will take this as a sign that they are being loud and then get louder. You will have more presence if you talk more quietly so they have to be quiet to hear you. The quieter you are, the more scary and therefore the more respect and control you have, as well as appearing to be more confident and in control. You are putting on an act.

Act shocked at all violations of rules and deal with minor offences in detail. Vary your tone of voice when you want to tell someone off. If you use just the same tone as when you are teaching them, the message they will get is that behaving badly is not surprising or shocking to you, that you see it as a normal thing to happen.

If students start calling out:

- Make a big deal of it
- Stop asking questions for a few minutes; just teach
- Get everyone to stand up and make a fresh start after discussing reasons for not calling out
- Remind them each time you ask a question eg by putting up your hand as a non-verbal cue
- Ignore them and ask the student who has got their hand up
- Get students to write down rules in their books
- Make them sit/stand in silence for one minute

Use four times as much praise as criticism. Praising people who are listening/getting started with their work is a subtle way of letting people who aren’t know that you’re not happy with their behaviour. Again, a different tone of voice here would help to separate your reactions to things in their minds.

Follow up incidents as soon as possible and definitely the same day. Summon students you see in registration to discuss their behaviour, or to recap on behaviour targets set last lesson. Individual attention targeted on a small group of students will be much more effective than a general class telling off. Phone students at home to discuss it without fear of interruption.

Talk to badly behaved students individually in private, never in a group. You need to build a positive relationship with students that is independent of their learning. Humour and showing an interest in students, including outside lessons, will make them feel more guilty when you have to take them aside because of bad behaviour.

The effectiveness of your instructions/ requests is inversely proportional to the distance between you and the student – the further away you are, the less effective. Going round the room / using LSA to go round the room asking students to be quiet and listen at the beginning of the lesson will be more effective than you having to raise your voice.

Don't assume students will remember your rules from one lesson to another – make it as easy as possible for them. When they are lining up outside, go down the line and ask them the same question eg “How are you going to come into the classroom?” or “What are you going to do when you get inside?” to reinforce a rule discussed previously.

Ask students which rules they need to remember at the start of each lesson. Praise students for remembering rules, eg putting up their hand, being ready to start. Ask students to show you what the rules are by doing them.

Discuss listening strategies with students regularly eg sit up straight, don't look out of the window, making eye contact with the teacher, join in discussions, ask questions etc.

When you ask a question, remind them to put their hands up before you ask it eg by putting up your own hand.

Discuss possible 'dangers' before you start an activity eg “What could spoil our discussion?” or “What do you need to remember about how to take part in a discussion?” or “Who can remember what went wrong last time we worked in pairs?” or “What am I looking for when I walk around the room listening to your discussions?”

Have a cue to stop talking eg hold up a ruler, ring a bell. Reward students who respond to it quickly, eg with team points.

Have rewards for good listeners and good team workers; discuss what you are looking for.

Ask questions like “Do you agree Sam?” or “Can you put what Abdul said into your own words Katie?” to keep students focused.

Ask students to repeat instructions back to you to check they have understood.

Plan your behaviour strategies in as much detail as your lesson content. Have a clear escalation of procedures and follow it consistently. Give students warnings of what will happen next. Try not to over-react by suddenly announcing an after school detention! Always follow up your threats.

Take time to talk to your LSAs about how they can help. They can keep detailed records of particular students (eg ticks and crosses for everything they do) which can lead to sanctions or rewards. They could also be involved in contacting parents/mentors form tutors. Use them to deal with behaviour that is interrupting your teaching eg “Miss X, could you take Danny outside/speak to Danny to explain to him why he shouldn't be doing such and such. Stand by Danny's table for five minutes to monitor him.”

2.3 LESSON PLANNING

If your planning and preparation of lessons is not immediately appreciated or students respond negatively to lessons that you have spent a good deal of time on – don't give up! It takes time to change the expectations and learning habits that students have built up about what should happen in a lesson. As with behaviour management you have to play the 'long game' and not expect immediate or even short term gains.

Examine your schemes of work, lesson plans and resources carefully:

- Do they match your students' ability and interests?

- Are they relevant, stimulating, dynamic and differentiated?
- Do they challenge students to think in different ways?
- Are lessons planned with timings recorded and pace in mind?
- Have you taken into account different learning styles and cultures?
- Do your lessons provide opportunities for individual, paired and group work?
- Is there space for autonomous and active learning?
- Do you build in opportunities for self, peer and group assessment?

Prepare lessons that do not rely on you holding the attention of the whole class for more than 10 minutes of a 60 minute lesson. Strictly limit the time you spend talking to the whole class. Time yourself, you may be shocked at how long you are expecting them to actively listen. 'Teacher talk time' is a major cause of disruptive behaviour and restless students. Try to set up activities that enable you to practice your behaviour management strategies with individuals and small groups. Consider preparing instructions for learning activities in written form for the students, so that lessons rely less and less on you addressing the whole class.

3. SCHOOL LEADERSHIP

3.1 Roles and Responsibilities

All teachers and where appropriate learning support assistants, have the following responsibilities:

- To manage their lessons so that students are not prevented from working by poor organisation, bad behaviour or unnecessary noise.
- To assess students' work frequently, offering them constructive criticism, praise when appropriate and whenever possible, opportunities for discussing it.
- To begin lessons punctually.
- To be vigilant in public areas at all times.
- To record and report all incidents of concern to the Head of Village on the same day.
- To ensure that Reconciliation Meetings occur.
- To initiate contact with parents, following discussions with the Head of Learning Village and ensure that a record is kept.
- To use reward systems.

Tutors will:

- Manage their time so that students are not prevented from working by poor organisation, bad behaviour or unnecessary noise.
- Promote positive behaviour utilising the reward systems available wherever possible.
- Support students in developing the necessary skills needed to establish and maintain positive interactions with others.
- Contact home where necessary following discussions with the Head of Learning Village and ensure that a record is kept of all conversations and concerns.
- Monitor student progress making case referrals of students in need of additional support to the Head of Learning Village.
- Support students through the necessary time and encouragement in maintaining their progress files, keeping them up to date.
- To be vigilant in public areas at all times.
- Offer advice and guidance to students with challenging behaviour.

Subject Leaders and Heads of Subject Villages will:

- Promote positive behaviour management within their team.
- Monitor incidents of concern and behaviour referrals through the Academy's system.
- Sponsor Reconciliation Meetings.

- Provide support, assistance, guidance and training opportunities to encourage positive behaviour management.
- Set standards and provide a positive role model.
- Ensure that students have access to an appropriately challenging relevant curriculum.
- Deploy human and material resources appropriately.
- Ensure that staff use the motivational systems available.
- Monitor the performance of all students in their area.
- Identify and refer appropriately students causing concern.
- Initiate contact with parents, following negotiation with the relevant Head of Learning Village and ensure that a record is kept of the conversation.

Heads of Learning Villages will:

- Respond to referrals from Subject Leaders or Heads of Specialist Villages.
- Offer advice, guidance and support in all matters relating to students in their Village.
- Be responsible for the allocation of rewards for individual students in their Village.
- Monitor behaviour referrals across the Village highlighting good practice and making planned intervention in areas of concern in consultation.
- Operate early intervention strategies referring students as appropriate for additional support.
- Conduct interviews with students and/or parents ensuring those interviews are recorded.
- Construct Individual Behaviour Plans with students, communicating such to their teachers and relevant staff, monitoring their application, amending and feeding back to all concerned.
- Refer individual students for additional support where appropriate to the Upgrade Team Leader.
- Promote positive behaviour through, eg assemblies, rewards and letters of commendation.
- Present reports and evidence on incidents which result in exclusion to the Governors.

The Upgrade Team Leader will:

- Audit existing provision for the promotion of positive behaviour management, highlighting areas of concern, areas of strength and recommend amendments.
- Ensure that behaviour related training and support arrangements are co-ordinated with all other elements of the Academy's organisation, so that good behaviour management underpins all teaching and learning.
- Develop and sustain elements of the curriculum which will promote behaviour improvement so that students have appropriate skills through which to exercise their responsibility to others and behave well at all time.
- Offer advice, support and guidance to staff, students and parents.
- Investigate and establish links with alternative pathways for individuals in need.
- Respond to referrals from Heads of Learning Villages ensuring that support is focused upon students in greatest need, so that targeted intervention is consistently applied and advice communicated to relevant staff.
- Organise the way in which the Academy draws on behaviour support from a range of outside agencies, so making full use of advice and assistance in support of our most vulnerable students.
- Prepare and action cases for referral to outside support agencies with the Heads of Learning Villages and SENCO.
- Construct individual Pastoral Support Programmes for students highlighted through the Academy's procedures.
- Ensure that any fixed term or permanent exclusions follow guidelines.
- Organise and attend Governors' Disciplinary Panels for all exclusions of more than five days.
- Keep the Principal and the Governors informed.

The Principal will:

- Promote positive behaviour management throughout the Academy.
- Ensure that the Academy establishes and maintains policies on positive behaviour management so as to ensure that these are widely understood by all members of the Academy community and are applied consistently by all.

- Ensure that staff are aware of their responsibilities and are given appropriate training and support.
- Take appropriate action in any cases of serious breach of the Academy's Code of Conduct.
- Conduct Principal Referral Meetings in response to referrals from Heads of Learning Villages contributing to Individual Behaviour Plans.
- Ensure that guidelines on exclusions are followed.
- Ensure that Governors are kept informed of matters relating to behaviour.

Governors will:

- Ensure that Academy policy and its related procedures and strategies are implemented.
- Ensure that the Academy complies with guidelines and legislation.
- Monitor the application of this policy promoting positive behaviour.
- Have regard to guidance on exclusion and administering exclusion procedures.
- Oversee student disciplinary matters holding a panel to review exclusion decisions and to make recommendations on exclusions of over five days.

3.2 Monitoring of Behaviour in Learning Villages

The first meeting of each term will have a single agenda item and deal with Behaviour and Learning. Questions to ask include:

- How do we cater for mixed ability ranges?
- How do we set up the rules?
- What is the best seating plan to begin the year with?
- What do we do on Friday after lunch or during stressful times?
- Do we have a wet-day plan?
- Have we established how time out will work in this area of the Academy?
- Have we established how to get students' attention at critical points in lessons?
- Do we talk over noise to establish group attention?
- How do we settle groups down to begin instruction or discussion sessions?

All staff will be invited to contribute to a review at the end of each term. A pro-forma will be issued to staff and Student Voice. Parents will also be asked to make comments and recommendations.

The implementation will form part of the Academy Development Plan and as such will be part of the annual cycle of Self-Evaluation and Quality Assurance which includes the Governing Body.

3.3 Criteria for SEF Judgements

How well do learners enjoy their education?

To help focus your evaluation and sharpen your judgements, consider the following characteristics and use on a 'best-fit' basis to evaluate, making appropriate allowance for age and capability.

Outstanding	Nearly all learners have first-rate attitudes, exemplary behaviour and high levels of attendance. They are very punctual to school and to lessons. They co-operate extremely well with staff and others, readily demonstrate initiative and do not feel intimidated. They take a great deal of interest and pride in their work, involve themselves enthusiastically in lessons, and are eager to join in other activities. They report very favourably on how much they enjoy school and are excellent ambassadors for it.
Good	Most learners enjoy their education a good deal and this is demonstrated by their positive attitudes, restrained behaviour, consideration for others, good levels of attendance and punctuality to school and to lessons. They collaborate readily with others, often take the initiative and feel free from intimidation. They take care over their work, involve themselves well in lessons and are keen to take part in the school's activities. They report that they like coming to school a lot and speak warmly of

	it.
Satisfactory	Most learners enjoy their education reasonable well, as shown in their satisfactory attitudes, behaviour, attendance and punctuality, but there might be an absence of obvious enthusiasm or a small minority of disaffected learners. Learners feel generally free from intimidation and comply with rules and requests, though they show only limited enterprise. The presentation of work and learners' participation in lessons and other activities are adequate. Learners say they enjoy school.
Inadequate	Many learners are disaffected and/or intimidated and do not enjoy their education. This is shown by the unsatisfactory attitudes or behaviour of a significant minority, and the impact it has on others, or by poor levels of attendance and punctuality. Learners are often reluctant to co-operate with staff, and there is a low level of participation in what the school offers. Much work is reluctantly and poorly completed, and learners are often disengaged in their lessons. Many learners speak about the school without affection for it, or are openly hostile to it.

How well do learners make a positive contribution to the community?

To help focus your evaluation and sharpen your judgements, consider the following characteristics and use on a 'best-fit' basis to evaluate, making appropriate allowance for age and capability.

Outstanding	Learners make excellent relationships with adults and each other and demonstrate a high level of social responsibility by ensuring that their behaviour is not intimidating or offensive. They express their views with much confidence, whilst listening very well to the opinions of others, and through this make an important contribution to decisions about how the school runs. They show a great deal of initiative in getting involved in school and community activities and very readily take on responsibilities for managing aspects of them, so contributing significantly to the range and quality of these activities. They are confident in managing changes in their lives and are developing very well the knowledge and understanding that will enable them to become informed citizens.
Good	Learners make good relationships with adults and each other and their good level of social responsibility is shown in their consideration and restrained behaviour in their dealings with others. They express their opinions politely but with a determination to be heard whilst listening well to others, and so contribute effectively to the making of decisions about how the school runs. Many school and community activities flourish due to the desire of learners to become involved and take on responsibility for them. They approach changes in their lives with some confidence, and are developing well the knowledge and understanding that will enable them to become informed citizens.
Satisfactory	Learners make fairly stable relationships with adults and each other. With some exceptions they exercise social responsibility in their dealings with others. A fair number of learners express their views with confidence, listening tolerably well to others, and thus have some influence on how the school is run. Learners' willingness to participate in and take responsibility for school and community activities are satisfactory overall, but there might be a minority of learners who do not engage readily. They manage changes in their lives with some degree of independence, but need quite a lot of support. They develop a satisfactory knowledge and understanding of the things that will enable them to become informed citizens.
Inadequate	Learners find it difficult to make stable and positive relationships within school. They demonstrate a low level of social responsibility as shown for example in the extent of the insensitive and intimidating behaviour they display. Relatively few express their views with confidence, and they are not skilled or tolerant in listening to others. Learners have little impact on how the school runs. Involvement in school and community activities is low. They show little confidence in managing changes in their lives and are not adequately acquiring the knowledge and understanding they need as citizens. Overall learners have an inadequate understanding of their social responsibilities and a low level of participation in school and community activities.

4. REWARDS AND SANCTIONS - INTRODUCTION

All children are naturally motivated by rewards and incentives but they can be particularly effective with students from deprived communities because they make achievement real, short-term and achievable rather than relying on the distant concept that 'education will be worthwhile, someday'. Rewards are not necessarily financial. Older children are often harder to engage or tempt with a reward or incentive system and so approaches may need to be more subtle in presentation and promotion for this target group. Simply increasing the value of the reward may not be the answer. The 'wrap around' commitment shown by the staff and the ways they celebrate and publicise students' achievement are likely to be more important factors than the monetary value of the ultimate reward.

The knack to a successful rewards and incentives scheme is providing a reward that students will strive to achieve, will maintain motivation and does not rapidly diminish in currency by being judged to be too easy or too 'out of reach'. Students will expect an equitable system which doesn't disadvantage either those who are already motivated or discriminate against those whose attitudes are potentially more negative at the outset. These systems aim to improve a wide range of behaviours including: attendance, behaviour, organisation, effort, progress and attainment. Success is often linked to making the appropriate match between the reward and the response required.

REWARDS

Whole Academy

We recognise the value of rewarding students 'merit awards'. Students accumulate merits from teachers, and will receive acknowledgement and reward as their collection increases; 20 merits equals a certificate, 50 merits equals a mention in assembly, 100 merits equals tea with the Principal. The benefits are that it encourages consistent practice among staff and creates a unified school ethos.

Whole Class

Reward merits to each table (if they sit in the same places every lesson) or the class as a whole. Rewarding students in this way can encourage teamwork and group cohesion.

Individuals

A system that awards points/merits to each individual student provides a very personalised, attentive approach to reward; and will enable you to address the motivations and needs of every student. This is particularly important when working with students with SEN. If you have challenging students in your main-stream class, it is possible to set up personalised reward systems specific to these individuals (as long as the rest of the class understand the reason for this singularity and receive adequate whole-class rewards themselves), enabling you to monitor and address individual need.

What are you rewarding them for?

Specific situations - Certain events during the day may require additional attention such as when students have problems with specific situations.

When are you rewarding them?

Every lesson - Factor in time to discuss and record class/merit points at the end of every session, will maintain the relevance of the process.

Regular and small - For more challenging students, it can be helpful to have a system that provides

frequent incentives to earn points.

The long haul- For more able students, or for a special purpose, your reward system may head towards one large prize at the end of an extended period of effort: an end-of-term party, trips or special assemblies.

How are you rewarding them?

Systematically - Whether you are issuing points, stickers, stars or merits, etc. it is vital that you establish how students are to accrue them.

Clearly - Be clear about what a student is being rewarded for – associate the positive behaviour with positive attention. Likewise, if a student has had difficulties and therefore missed out on rewards, be specific about why this has happened.

With incentive - It could be trips, favoured activities, acknowledgement through certificates or a mention in assembly.

Verbally - The most important reward you can give – one that should be provided regardless of any other systems you have set up – is good old fashioned praise!

Popular Rewards

1. Positive Notes Home - Type up photocopy sheets of A5 or A6 with “Dear Parent/Guardian, Just a quick note to say how pleased I am with.....’s work in class today.etc” Keep a stack on your desk and use them as a higher order reward. Students will value these notes more than you might imagine.
2. Positive Referral - Send a student, either during the lesson or at an appropriate time, to see a colleague for further acknowledgment and praise.
3. Merits / Stickers / Star Charts - Create a cumulative rewards system with tangible rewards at say 15, 50 & 100 points to support good choices in behaviour. Record merits in student’s individual exercise books or homework diaries. Use an ink stamp or sheets of stickers or bits of paper with your signature and keep a record for yourself.
4. Class Rewards - Post a sheet of A4 paper on the wall with a tally chart entitled ‘Class Reward’. Any student can earn a class reward point and once earned they cannot be taken away. Once the class reaches 20/40/60 points the class earns a reward. Differentiate the target total to keep your classes motivated; the class that struggles to begin the lesson will need a shorter-term than the one you can already get working. Make the rewards age appropriate and desirable. For instance they might be able to listen to music while they work, work outside in the Summer, have extended story time. You may choose to negotiate these rewards (that don’t involve money!) might be.
5. ‘Leave First’ Token - Very useful if you have the students before break, lunch or at the end of the day.
6. Subject / Class Award Certificate - Use as a higher order reward and send a copy direct to parents.
7. Choosing Where to Sit - Earning the right to negotiate over their place on the seating plan.
8. Coffee mornings - held on an informal basis by the Principal.
9. Weekly assemblies - where attendance, effort and progress are all rewarded. – ‘Top 100’ lists and ‘Hotter than hot@ top 10 are used to identify students.

10. Two special celebration assemblies held one at Christmas and one in the Summer. – can include performances.
11. Symbols of success are scattered around the Academy, eg Principals reward pens with messages on them.
12. Staff are praised and rewarded with gifts during staff briefings.
13. The Principals' open door policy - encouraging students to share good work and be rewarded with a letter or pen.
14. Attendance badges – presented in assemblies and letters posted home.
15. Student of the Month – Photographs displayed in the Academy entrance and photos in presentation covers sent home for students and their parents.
16. Photographs of subject prize winners framed - and displayed near to the relevant department.
17. Copies of students with positive press coverage framed and displayed.
18. Photographs of ex-students who come back to teach or train framed and displayed.
19. An Annual Presentation Evening.
20. An Annual Revision Conference for each year group.

SANCTIONS

The use of sanctions to address difficult behaviour can be contentious. They should be viewed as consequences of a student's actions. Here are some suggestions for making sanctions helpful.

Make them appropriate

Ensure that the intensity of the consequence reflects the seriousness of the 'crime'. Sometimes it is necessary to give them a bit of a shock (if the behaviour has been particularly inappropriate);

- Loss of points/merits
- Send them to the Principal or Senior Vice Principal
- A telephone call home.
- Asking them to write a letter of apology
- Withdrawal of privileges (eg a trip)

Sometimes it is a matter of wasting their time (to make up for wasting yours);

- After school detention in silence
- Litter picking at lunchtime
- Staying behind at break to complete unfinished work/write lines
- Tidying the classroom

See them through

Whatever consequences you set, you need to make sure they are enacted. Issuing a sanction and then forgetting/not bothering to pursue it will undermine your authority. If you decide that a student has behaved so well that they have relinquished the sanction imposed on them, fair enough – but make sure this is made clear to the student, otherwise they may assume they 'got away with it'. Do not be fooled by those who go

out of their way to be helpful after you have set them detention. Unless the circumstances are exceptional, you should operate a 'too late' policy – you do the crime, you do the time...

Do not threaten what you cannot deliver

If the idea is to see consequences through, think carefully before you administer them. It will be you who has to chase the issue up, you may have to give up your break or use valuable after school time. If you are prone to outbursts of "Right, you are in detention every night this week" you may need to bite your tongue.

The sliding scale of intervention

It is helpful to think of your behaviour management practice as a sliding scale enabling you to feel in control and for your students to make choices.

Sanctions should be seen as a last resort when dealing with general difficult behaviour – it is helpful to hold onto your bargaining power. A student should first have the chance to put things right and make amends. If they fail to do this, then they can be sanctioned accordingly, and shown the consequences of their unfortunate behaviour. But without the steps in between they will never learn to take responsibility for themselves and to make good choices.

The two most valuable ways of encouraging students to take responsibility for their actions and regain personal control are withdrawal ('time out') and apology. Although some individuals may show resistance to both of these things, they are not necessarily sanctions and should be viewed positively: a chance to reflect, to regain composure, to calm down, to accept responsibility and to change their attitude before treading down the path of disaster! If they fail to do these things adequately or choose to continue with the problematic behaviour, they are making their own unhelpful choice.

Here is a guideline to the sliding scale of intervention, assuming you have noticed a student exhibiting some disruptive off-task behaviour. It provides the opportunity for you to use the minimum intervention necessary – which is less stressful and disruptive for you and the class. The important thing is to intervene early – be vigilant and tackle problems before they start developing. If a student responds appropriately to your intervention at any point, the work is hopefully done. If they fail to respond, then move onto the next level.

The Look – Glare at the problem and make students aware that you are aware of them.

Physical Presence – Move towards the problem and hover ominously.

Verbal Warning – Quietly tell the student what they need to do / stop doing.

Repeat Verbal Warning – Repeat the warning, and explain that if they choose to continue they will have to take some 'time out'.

Time Out – Student to move temporarily to another part of the classroom/outside the door; where they sit quietly, without disturbance and calm down/reflect. Time out should be no more than five minutes. It is not a punishment, it is a chance to show they are able to comply with classroom conduct. At the end of time out speak to the student about their behaviour (seek an apology or a demonstration of willingness to make a better effort) and allow them to return to class.

Warning of Consequence – If the student fails to cope with time out, or their behaviour fails to improve after taking it, warn them that this will lead to a consequence (detention/move to another table etc).

Enact Consequence – Set the sanction. Be aware however that this may cause further resentment from the student, and will not necessarily make things easier. A way round this would be to request that the student speaks to you after class, that you will set the consequence then – suggest that you might take into account their behaviour for the rest of the lesson – if they buck their ideas up they may get a more lenient sentence.

The Final Straw – If behaviour continues to deteriorate and the student, despite several chances, is failing to comply with classroom boundaries, it may be necessary to withdraw the student from the lesson entirely.

They are not in the frame of mind to learn and will only disturb others. After this sanction has been applied it is important to follow up the process and establish a way for you and the student to move forward.

Popular Sanctions

Impositions

Students are given additional work to complete at home that, when completed, is signed by their parent/guardian. Type up the instructions for the task and have five or six different ones photocopied so that you have them ready. Make a note at the bottom of the imposition explaining the consequence of not handing the work in before school the following day. The work should be linked to their work in class, relevant, appropriate and differentiated to take half an hour of the students' time. Do not give times or repetitive tasks as these are completed with resentment rather than thought.

Lunchtime Detention

After school detentions are difficult to enforce, cause complications with the timings of families and eat into students' life out of school. Lunchtime detentions are easier to enforce and students tend to resent them less. Keep the detention to 15 minutes since a longer punishment does not have more positive impact, and find an opportunity to build your professional relationship with the student.

A Moment After Class

Hold the student back after class very briefly to discuss their poor choices. You are showing them that you care about the choices they make in your lesson.

Class Report

Keep a brief record of the student's behaviour in each lesson over an agreed period. Explain that when it is complete a copy will be sent to Parents, Vice Principal etc. At the end of each lesson read the comment to the student and ask them to co-sign the report. Be prepared to reward better choices. In individual lessons apply your rules and rituals to students on report in the same way as others.

Time Out

Give time outside the classroom, ideally supervised by another colleague, to allow the student a few minutes to calm down and rejoin the lesson. The language is important here. A 'time out' is less aggressive than being 'sent out' and echoes 'time out' in sport where players are given time to calm down away from the field of play.

Phone Call Home

An effective sanction but one that must be handled with care. Take advice from a senior colleague about the home situation and likely impact of the call; many parents use corporal punishment and this association may not be desirable. Think carefully about the time that you call and prepare what you are going to say and how you are going to leave the conversation.

Moving a Student (to sit elsewhere in the room)

It is important that when a student reaches this sanction it is delivered privately, preferably away from other students. If the interaction is too public you risk involving others and causing humiliation.

'Parking'

Gentler terminology for moving the student out of the classroom to sit with or 'be parked' with another teacher who is teaching another class. Make prior arrangements with a senior colleague so you can send the student with his/her work. Give the student a prepared note or laminated card to take with them.

5. BEHAVIOUR STRATEGIES - THE ACADEMY-WIDE APPROACH

5.1 Levels of Behaviour

Level	Student Behaviour	Teacher Action	Extra Support
1	Student respects the rights of others – is co-operative and self-controlled.	Positively re-inforce behaviour, with appropriate comments and specific feedback (pat on the back, acknowledgement, sharing success, giving responsibility etc).	Involve colleagues in the celebration of student's achievements.
2	Basically respects the rights of others but has difficulties which affect self-esteem. Some degree of frustration, low concentration levels. Minor disruptions eg rudeness and annoying others, no homework, punctuality a problem, incorrect equipment.	Supportive teachers seek solution to problem with student. Consultation with other colleagues, support staff, guidance officer and parents. Re-inforce success, behaviour contracts between home and the Academy, documentation given to support staff describing problem, class meetings.	If necessary gain collegial help from staff and Head of LV/SV in defining problem and applying solution.
3	Persistently violates the rights of others in a minor way. Has continuing but minor problems, eg violates rights of others, continues Level 2 behaviour, poor attitude to learning and work, rude and unresponsive in class.	Teacher consults with colleagues and support staff who may contact parents. Actions may include detention, consultation with appropriate support staff (guidance, welfare etc). Place on behaviour contract, withdraw from playground or Academy functions.	Involve support from colleagues, support staff. Head of LV/SV, welfare office etc. Green Report
4	Continually breaches the rights of others. Regular and serious infringements of the rights of others eg verbal or physical assault, intimidation, vandalism, defiance, disruption etc. Isolated serious breaking of rules, continued deterioration in behaviour, ignoring any attempts to help.	Teacher consults with colleagues and support staff who may contact parents. Documentation recorded and filed. Information passed to all staff. Actions include student being banned from Academy functions, internal suspension (followed by counselling and contract), no playground privileges – time-out, daily behaviour report.	Must involve support staff, Head of Learning Village, Upgrade Team Leader and parent. Case conference a suggested option. Amber Report
5	Seriously violates the rights of others and shows no signs of wanting to change eg abusive, poor effect on peers, dangerous, uncontrollable and uncooperative.	Teacher refers problem directly to Principal. After discussion with parents the student may be excluded.	Must involve Principal, Senior Vice Principal, Vice Principal, Upgrade Team Leader and parent. Red Report

5.2 Stepped Behaviour Management Sanctions

A Hierarchy of Seriousness - The following are three broad categories of behaviour difficulties:

Level 3 for 'Trivial' behaviours:

Those are behaviours which will be dealt with by the class or subject teacher through the use of minimal interactions aimed at refocusing the student back on task. Keep the level of the interaction to a minimum with the teacher always being aware of their next step should it be necessary. These would include: diversions, rule reminders, positive directions, use of positioning in the classroom and closeness to the student.

Level 4 for 'Moderately Serious' behaviours:

These behaviours would probably require:

- A clear reminder of the rules or limits
- A reminder of the consequence of repeating the behaviour
- Applying the consequence which can either be immediate – “I want you to move to the empty seat over there now.” or deferred – “You will have to finish your work at break time.”

This level of misbehaviour includes moderately serious behaviour or repeated minor misbehaviour. It would be expected that such behaviours would be dealt with by the class or subject teacher.

Level 5:

This level of misbehaviour would require the involvement of more senior colleagues. Such involvement would probably take place outside lesson times. Ideally, the involvement of senior staff would be ‘stepped’ so that a sense of forward momentum can be maintained. There would be use of referral systems – taking things further:

- Student report and behaviour monitoring procedures
- Involvement of the Principal / Parents / Governors
- Isolations / exclusions
- Links with SEN stages

A student should be able to gauge how serious things are by what happens to them. They should also be clear about the next step in the process and what they would have to do to get them there.

Behaviour in the Academy – Three levels of seriousness

LEVEL 3	LEVEL 4	LEVEL 5
GENERAL		
Lateness		
Not wearing full uniform		
Did not have the right equipment		
AROUND THE ACADEMY	AROUND THE ACADEMY	AROUND THE ACADEMY
Using swear words in Academy grounds	Spitting	Smoking on site
Pushing in queues	Running out of the Academy	Out of bounds
Eating, chewing or drinking in lesson or other forbidden places	Graffiti & disrespect to site	Vandalism
Littering the site		
Running inside the building		
Cycling on walkways		

IN LESSONS	IN LESSONS	IN LESSONS
Cheekiness/backchat	Stopping others working	Total non compliance
Talking out of turn	Refusal to do work set / homework	Dangerous refusal to follow instructions
Internal truancy	Walking out / disturbing others' classes	
Did not work the best of their ability	Destruction of others' work or property	
Avoiding work / wasting time	Repeated truancy	
Hindering other students	Arguing Back	
	Refusal to follow instructions	
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS
Play fighting / horseplay	Racist comments	Bullying with menaces
Teasing others	Verbal abuse to peers	Vicious kicking
Attention seeking / Clowning around	Bullying	Fighting / thuggery
Spoiling other people's games	Rudeness to staff	Swearing at staff
Telling tales	Lying	Extortion
Name calling/rudeness to peers	Biting	Racial abuse
Arguing about everything	Hitting back (parents' orders)	Physical abuse of staff/students
	Kicking	Verbal abuse of staff/students
	Fighting / squabbles	
	Swearing at students	ANTI-SOCIAL
	Tormenting others	Alcohol abuse
		Drug abuse
		Stealing

5.3 Consistency: Classroom Techniques to be Used by All Staff

#	Theme	Academy Name	Focus Month	Description	Benefit for students	Comment
1	Co-operation	Hand signal		To develop a non-verbal sign that is used to get the students quiet and focused.	Non-verbal signal helps student recognise expectations.	Reinforcement – could use claps etc.
2	Prevention	Class Pen Pot		A pot holding pens & pencils to be borrowed.	Learning time not wasted.	Equipment check in Village.
3	Prevention	Responsible consequences		To motivate students to be responsible citizens within the classroom.	Knows expectations. Becomes more responsible for his/her behaviour.	Must link to Behaviour for Learning.
4	Organisation	Seating plans		To provide a guide for substitute teachers and visitors to become familiar with students' name.	Guaranteed seat in the classroom. To provide a sense of belonging. Gives clear limits.	
5	Community	Praise postcards		To positively motivate students by sending communication to the home.	Builds self-esteem. Reinforce good behaviour.	Need to get these produced. In long term customise to Villages.
6	Co-operation	Five inch voice		To develop a system that allows students to speak in a quiet manner.	Allows concentration during co-operative grouping.	Link to group work training.
7	Prevention	Reconciliation Meeting		A process to diminish conflicts and diffuse tense situations.	Solve problems with a peaceful solution. Empower students to take on more responsibility and mediate solutions.	Link to Peer Mediation/Restorative Justice.

5.4 Whole School Approach

5.4A The Report System - Policy

In common with most schools, we use a daily or weekly report to monitor student behaviour/work etc. Students causing particular concern can be placed on report.

A single colour coded design for the weekly report has been agreed in order to develop consistency and to give a clearer message to students and parents in terms of what we are trying to achieve when a student is placed on report.

Three levels of report have been agreed; Red, Amber and Green. Students are placed at the level thought most appropriate by the tutor or Head of Learning Village.

It is essential that the supervising teacher agrees no more than three targets which the student will aim to achieve. The targets should be achievable and specific.

Each student should then be set an appropriate numerical target for each day. If this target is not met, they should usually go up to the next report level.

Students should not be on report, at any given level, for longer than three weeks.

A weakness of many school report cards is that not enough space (and time) is given to what we expect to change while the student is on report. Measuring success or failure is therefore difficult. By including targets on the report, all staff will be monitoring and commenting on the agreed areas.

The report system has levels built in which support the overall monitoring of students.

The Report System

- | | |
|---|---|
| 1 | Student self-monitoring or Tutor imposed – GREEN |
| 2 | Head of Learning or Specialist Village / Subject Leader / Upgrade Team Leader – AMBER |
| 3 | Vice Principal / Principal – RED |

How the Report System Works

- There is a clear level based system, with Green starting with students who decide for themselves they would like to be on report to help them focus, through to Red – Principal Report, which if failed automatically leads to exclusion.
- Students who fail report at any level automatically move up to the next level.
- Targets are specific and focused, rather than being general.
- A scoring system where each target is given a mark out of five each lesson means that even though students may have a disappointing lesson early in the day there is an incentive to 'make it up' in subsequent lessons by hitting the target for the day.
- Space is given for staff and parents to comment.
- Opportunity exists for general or subject specific reports to be used.
- Successfully completing a period of time on report is followed by a letter from the Principal to parents.

5.4B Pastoral Support Programmes (PSPs)

A student will be placed on a PSP if they are deemed to be at risk of permanent exclusion from the Academy. This decision will be taken by the Upgrade Team Leader and the Head of Learning Village. Before a PSP is initiated, normally the following monitoring strategies will have been adopted with the student prior to their becoming eligible for a PSP:

- Form tutor report
- Attendance report
- Discussion between Head of Village and SENCO to ensure any learning difficulties are being addressed
- Targeted report
- Senior Leadership Team report
- Internal exclusion
- Alternative Placement Programme (APP)
- Fixed term exclusion, followed by a formal meeting with student, parents and Head of Village when student targets and re-integration procedures are agreed

- Following further fixed term exclusion, a formal re-integration meeting involving a member of the Senior Leadership Team, student, parents to discuss targets for improvement
- Academy/student/parent/Governor meeting, following a further fixed term exclusion meeting (or sooner if there are serious concerns)
- Student placed on the Academy Action Plus on SEN register.

In addition to these strategies there is also likely to be evidence of some of the following in relation to the student concerned:

- Academy / parents liaison
- Referral to Inclusive Learning Group
- BEST referral
- Academy / outside agencies liaison
- Student already has IEP
- Change of form group

In very exceptional circumstances the student's behaviour may lead to a PSP without any of these strategies having been first adopted by the Academy.

Once a PSP is initiated the following procedures are then implemented:

- 'Round Robins' are distributed to relevant teachers
- Student is interviewed by Upgrade Team Leader and a Key Worker is appointed
- PSP meeting attended by student, parents and relevant agencies takes place and targets are set

Monitoring and reviewing a PSP

Once a PSP has been set up there is an informal review by the Key Worker and student at the end of each day. PSPs are then reviewed formally by the Key Worker and student every two weeks and new targets are set as appropriate. A letter of praise or concern about the student, initiated by the Key Worker is sent to the parents following the fortnightly review. The Upgrade Team Leader formally reviews the PSP each half-term.

If the student is unable to meet their PSP targets successfully after sustained support, a formal review will take place between 16-20 weeks and other appropriate strategies will be explored by the Academy, in liaison with the parents and student. These may include:

- Temporary placement in the Upgrade Team
- Referral to Secondary Support Service
- Curriculum alternatives at Key Stage 4, including attendance at a further education college or another form of alternative provision
- Managed move with the consent of all parties involved

If all available strategies have been explored/implemented and the student is still unable to meet targets then the Principal may have no alternative but to consider permanent exclusion.

Whole School Systems

- Standard letter sent home if poor behaviour witnessed in an observed lesson.
- Behaviour support with Upgrade Team.
- Termly Principal meetings with parents of students agreed by staff as the ten most disruptive / time wasting.

5.6C Academy Behaviour Forms

Please see the Academy Behaviour Forms for.

- Monitoring Reports and Notifications to Parents
- Incident Reports

6. STUDENT SUPPORT

The Academy is built around the philosophy that good relationships are the foundation for a happy and successful school where children exceed expectations. The Academy is designed into a series of mini-schools called Learning Villages where dedicated teams of staff focus on student needs and progress. Intervention for supporting students is designed around the Wave 1, 2 and 3 models. Wave 1 intervention is provided within villages; Wave 2 is also provided within villages but focuses on subject based interventions and small group work; Wave 3 intervention is provided through specialist support from or commissioned by the Upgrade Team as part of the Academy Provision Map.

7. ORGANISATION AND FACILITIES

7.1 A Clean Environment

Keeping the Academy pristine and gleaming is a priority. The Academy cleaning staff will play their part but all staff are to teach students about respecting and valuing the beautiful building and resources with which they have been provided.

7.2 Graffiti and Mess

All day cleaning will be provided by the cleaning staff. Speedy reporting of damage or spillage is the responsibility of all staff and students.

7.3 Toilets

Toilets are an important facility and one which reflects the pride and ethos of the Academy. In the development of the building students talked about the importance of clean, attractive facilities which are safe to use. As a result, each Learning Village has its own suite of toilets which have been located outside the Heads' of Learning Village office to facilitate passive supervision. They have been designed to be attractive and hygienic. Students will be addressed in Village assemblies about the importance of respecting the facilities and any misuse will be dealt with severely.

7.4 Play Areas

The Academy recognises the importance of outside play areas for students of all ages and the need to define areas for different age groups and for quiet and boisterous play. The hard area with canopy outside the Year 7 Learning Village is designated for Year 7 and Year 8 students for quiet play (no ballgames); the basketball court is for basketball games; the Astroturf is for ball games with areas designated for Year 7 and 8 and for Year 9-11; the student entrance with benches is a quiet play area. Students are allowed to remain in their Villages or to use the Learning Resource Centre if they wish to sit and chat or to work alone.

7.5 Supervision and Duties

Annually, the Senior Vice Principal distributes the rota of duties and supervision. Members of the Extended Leadership Team will undertake supervision duties along with members of the support staff. Expectations and

responsibilities are outlined as part of the rota and staff are reminded of the importance of timely and effective supervision to ensure a happy and relaxed atmosphere around the site.

7.6 Welcome Areas for Parents

The Academy values its relationship with parents and has 2 strategy documents defining our approach; Communications Strategy and Engagement Plan. The Academy has a Main reception staffed by Academy Administrators with a welcome area to greet parents who have appointments or meetings with staff. Each Learning Village has a Village Administrator who acts as the single point of contact for parents and whose phone number and email will be made available to parents for ease of contact.

8. POLICY OWNERSHIP, MONITORING AND REVIEW

8.1 Disability Equality Schemes

Regulations under Part 5A of the Disability Discrimination Act set out the requirements of a disability equality scheme and the Department's publication *Promoting Disability Equality in Schools* provides guidance. Schools' duties include the requirement to assess the impact of school policies on disability equality. This should include an assessment of the impact of behaviour and discipline policies. The Academy will consider whether disabled students are affected more than others by our behaviour policy or by the application of sanctions such as detentions or exclusions. The involvement of disabled students and information gathered by the Academy will form an important part of the Academy's assessment.

8.2 Governors Review

The Governors will review a behaviour report on a termly basis. This report will contain statistical data, qualitative data and stakeholder voice.

8.3 Policy Ownership

The responsibility for ensuring that the Academy adheres to this policy and that this policy is periodically reviewed rests with: Principal of the Milton Keynes Academy.