



Positive Behaviour Policy

Millbay Academy

Good behaviour is central to all we do at Millbay Academy, as this creates the right culture for learning. High standards of behaviour are expected and promoted at all times in lessons and throughout every aspect of the Academy's life. All members of staff set high standards and pupils are given clear guidance on what is expected of them. Everyone is expected to learn and follow our Academy Charter. Our Behaviour Management System is used consistently to underpin and reinforce good behaviour. We work in partnership with parents to ensure that the Academy's values become central to the lives of learners.

We aim to provide a safe, calm and orderly environment where all students are ready to learn and no individual impacts on the learning of others.

The content contained within this document outline detail for both Primary and Secondary phases at Millbay Academy. Across Primary and Secondary phases there is a consistent approach regarding the regular use of praise and rewards. A measured approach regarding the appropriate use of sanctions is also detailed. There is also specific detail about the different phases to reflect unique age-related approaches.

Approved by:

Adopted by the Trust/Millbay Academy: 30th November 2020

Next review due by: November 2021



Behaviour Policy – Primary (Culture for Learning)

Learning Together | Achieving Excellence.

Millbay Academy is committed to protecting the rights of every child in its care and putting this at the heart of our actions and decision-making.

The Culture for Learning (Behaviour) Policy has been written with the UN Convention on Rights of the child in mind with particular reference to:

Article 3 (Best Interests of the Child) which states: The best interests of children must be the primary concern in making decisions that affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 19 (Protection from all Forms of Violence) which states: Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

Article 28 (Right to education) which states: All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving

physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Our Academy Charter has been compiled based on some core principles/rights: • We have the right to feel safe; • We have the right to a good quality education; • We have the right to be treated with respect; • We have the right to talk, to be heard and to listen to others; • We have the right to be part of our Academy's community.

This policy should be implemented in conjunction with the following related policies:

- Millbay Academy Positive Handling Policy
- Millbay Academy Anti-bullying Policy
- Millbay Academy SEND Policy

Aims

- To promote the Academy values of Respect, Responsibility, Curiosity, Creativity and Courage.
- To work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility.
- To create an environment which encourages and reinforces good behaviour and enables children to achieve their best.
- To define acceptable standards of behaviour and an understanding of personal responsibility.
- To promote self-esteem, self-discipline and positive relationships.
- To encourage relationships based on kindness, respect and understanding of the needs of others.
- To ensure fair treatment for all regardless of age, gender, race, ability and disability.
- To encourage the involvement of both home and the Academy in the implementation of this policy.
- To treat issues when they occur in a caring and solution-focused manner.

Expectations

- All members of the academy community - adults and children alike - are asked to respect each other.
- Everyone should have high aspirations and try their best to make sure they achieve their goals.
- Everyone is expected to respect their own and other people's property and to take care of books and equipment.
- Everyone should be considerate to others when moving around school by walking carefully and quietly.
- If a child has a grievance against another child, it must be reported to a member of staff who will deal with the matter.
- Physical violence is not acceptable, neither is retaliation.
- Abusive language will not be tolerated on school premises.
- Everyone is expected to be punctual and attend to the best of their ability.
- Children must not bring in the following prohibited items to the Academy:
 - sharp or dangerous objects
 - toys or expensive personal belongings (unless given permission by the Academy)
 - Money (unless given permission by the Academy)
 - Phones or other electronic devices
 - Alcohol, tobacco in any form or controlled drugs
 - Fireworks
 - Children should wear the correct Academy uniform.

This policy has been formulated for the safety and well-being of the children in our academy.

Approach to conflict resolution

- When speaking with a child, ensure you are not towering over them by getting down to the child's level.
- Ensure all children involved have the chance to speak and give their view on what happened, even if the adult thinks they know what happened. It is important that all involved listen to what each child has to say and do not interrupt. The adult should make clear these expectations, that everyone should speak respectfully and calmly and that everyone will get a chance to speak.

- These conversations should take place as close to the incident happening as possible but sometimes due to heightened tensions or time-constraints, this is not sensible or practical and should happen at the next convenient opportunity.
- During the conversation, the adult should take care to label the child's behaviour and not the child. The adult should use our restorative questions - see Academy Charter (appendix 4).
- The aim is to find some agreement about what happened and for all to agree what should happen next. Time should be given for the children to reflect on what they would do differently if the situation should arise again in the future.
- To try to avoid spiralling poor behaviour, it is important that adults finish the conversation so that children leave with the belief that they can put things right and that the adult believes they can behave well.
- If the incident is a serious one, it should be noted on Arbor and where appropriate the Headteacher or Assistant Headteacher informed. Parents should be informed on the same day, either using a written slip (appendix 5) or for more serious or repetitive incidents face to face or on the phone.

Rewards

Across the Academy, all staff reward children using positive behaviour strategies. These include:

- Smile and warm eye contact
- Praise
- Positive body language
- Positive tone of voice
- Merit or House points (recorded on Arbor)
- Positive use of the behaviour chart 'Good to be Green'
- Describing exactly what the child is doing right
- Using a child as a positive example
- Recognising all the children who are making the right choice
- Communicating good news with parent/carer after school

More tangible rewards are given in the form of:

- **Merits** - awarded to all children who are on green at the end of the day (recorded as a merit point on Arbor);
- **Stamps / stickers** - for additional merits awarded for personal excellence (also recorded as a merit point on Arbor), children have a stamp/sticker added to their Good to be Green Bookmark (appendix 6);
- **Raffle tickets** - for a completed row of 10 frogs, a raffle ticket is awarded and placed in the Good to be Green raffle ticket box; the raffle will be drawn every half term at the Good to be Green assembly;
- **Good to be Green** postcards are awarded by SLT for exceptional behaviour;
- **Weekly certificates** are awarded in the Good News Assembly: 2x stars of the week per class; 2x lunchtime awards per key stage (key stage one includes EYFS for the purposes of this award); 1x class attendance certificate; stars of the week and lunchtime awards are recorded as house points on Arbor following the assembly, and communicated to parents the following week;
- **Celebration Assembly** happens every half term at which awards are given out for 'Good to be Green', Attendance (the attendance cup), Values and Attitudes to Learning.

The ratio of these strategies should always heavily outweigh the use of reprimands to create a positive, caring environment. Positive comments should be specific eg 'I like the way you tidied up the game after you had finished playing', rather than just a generalised 'well done'.

House Points

Pupils belong to one of four houses (Phoenix, Union, Atheneum or Newport). Every 5 merit points will automatically earn 1 point for the child's House (these house points are calculated automatically by Arbor). Pupils can also earn direct house points for 'going the extra mile', in particular for achievements in learning, sport, music and the arts, for positive contributions to the academy or wider community and through demonstrating our values.

Good to be Green display

Every class has a Good to be Green behaviour chart for recognising children demonstrating our values.

- On this display, all children have a card with their name on it.
- Children start each day on green.
- If children make negative individual choices they are first warned verbally and then supported as per the table below.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards the amber/green.

Good To Be Green	Pupils who remain green all day will automatically get a merit point. Recorded on Arbor.
First reminder - PIP	Praise In Public - notice the good
Second reminder - RIP	Remind in Private
First warning (I've noticed that...)	Pupil reminded of Academy values. Pupil turns their card to amber. Appropriate time is given for pupil to address low level behaviour.
Second Warning	30 sec script (to include the consequence) - see the Academy Charter (appendix 3).
Final Warning	Pupil turns card to red. Pupil is moved away from their peers and spends 5/10 minutes (depending on age) reflecting on their behaviour on the designated time out/thinking chair. During this time the children should complete a Behaviour Reflection Sheet (appendix 4). The incident is logged on Arbor. Pupil then returns to class and has an opportunity to move back to amber/green by demonstrating positive behaviours.
Where a child is still on red at the end of the day	A slip is sent home with the child so that parents are aware (see appendix 5). Teachers may need to phone parents to discuss the circumstances; SLT need to be informed and the phone call logged on Arbor. If a pupil is persistently on red, a parental meeting with the class teacher may be required. A behaviour support plan may also be drawn up. SLT are informed and any meetings recorded on Arbor.
If poor behaviour persists or is high level (see Behaviour Categories - appendix 2)	Pupil taken to see Headteacher or Assistant Headteacher and a phone call home is made. In these instances, each case is judged individually and may result in any of the following: 1. Missed playtimes 2. Loss of privileges, eg. trips

	<p>3. Internal exclusion within the Academy</p> <p>4. External exclusion - Child does not attend the Academy for a fixed period.</p> <p>In the very rare circumstances of the Headteacher permanently excluding a child, the decision will be referred to the Governing Body/RSAT for ratification.</p>
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Recording behaviour incidents

Behaviour incidents that warrant a child's name being moved to red must be recorded on the academy MIS, Arbor. This includes all medium and high incidents as shown on the behaviour category sheet in appendix 2. Serious incidents, categorised as 'high', must also be recorded on CPOMS.

Recording should be done as soon as conveniently possible but definitely by the end of the day in which the incident took place.

Serious Behaviour

Sadly, there will be times when children are inappropriately behaved. Serious behaviour incidents include:

- Refusing to follow instructions and defiant or disruptive behaviour in the Academy
- Physical or verbal violent towards another pupil or member of staff
- Behaviour that affects the safety and well-being of other children and adults eg. fighting, bullying, intimidating behaviour, swearing, spitting
- Persistent disruption of learning
- All racist and homophobic incidents are referred to the Headteacher or SLT and are recorded

Such behaviour will involve escalation to a final warning, followed by being taken to the Headteacher's office and a strategy meeting arranged between parent/carer, the Headteacher, SLT and/or the class teacher. In occasional cases the incident may be serious enough to warrant an exclusion being issued.

If a pupil's behaviour causes serious risk to other pupils or staff in the Academy, or their behaviour continually breaches the Academy's behaviour policy, this may result in the Academy trying various measures to try and avoid exclusion, these may include:

- Approaching the local authority for advice.
- Removing the child from their class into the parallel class where appropriate or another year group in extreme circumstances.
- Offering a part time place in the afternoons at a partner RSAT Academy, for a fixed period of time.
- Reducing the child's timetable for a fixed period of time with a planned timetable of increased hours.

These measures are in addition to any referrals or SEN actions that the academy will have put in place, including behaviour plans.

In the event of all these measures being exhausted, the Academy may have to consider either fixed term exclusions or, as a last resort, a permanent exclusion from the Academy.

Behaviour outside of school

The Academy has high expectations of its pupils not only when they are inside the Academy but also outside of Academy opening times. Pupils may face consequences to their behaviour both before and after school and at the weekend.

Examples of unacceptable behaviour includes:

- Inappropriate use of social media

- Sending abusive messages over the internet, or through social media or messaging systems.
- Inappropriate behaviour on public transport or on the journey to or from the Academy

Consequences of inappropriate behaviour in these circumstances will follow the Academy's behaviour sanctions, and in serious circumstances may result in fixed term or permanent exclusion from the Academy.

Exclusions

Exclusions are the ultimate sanction. The Academy will comply with all national regulations and give due regard to RSAT guidance. In all exclusion matters, the safety of the individuals concerned will be paramount.

The decision to exclude a pupil will be taken in the following circumstances:-

- In response to a serious breach of the Culture for Learning (Behaviour) Policy;
- If allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the Academy.

Exclusion is an extreme and serious sanction and is only administered by the Headteacher or Assistant Headteacher in their absence.

Exclusion - whether fixed term or permanent - may be used for any of the following, all of which constitute examples of unacceptable behaviour and are infringements of the Culture for Learning Policy:

- Verbal abuse to staff and others
- Verbal abuse to pupils
- Physical abuse to/attack on staff
- Physical abuse to/attack on other pupils
- Persistent low level aggressive behaviour towards another child
- Indecent behaviour
- Damage to property
- Theft
- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Carrying an offensive weapon.
- Leaving school premises without permission
- Unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Where children are not excluded, parents will receive a written warning and a discussion will be held with the Headteacher as to an appropriate sanction. This list is not exclusive and there may be circumstances that have not been envisaged.

Duration of exclusions

The Headteacher will consider the length of the exclusion on a case by case basis. More serious offences will result in exclusions of longer duration, as will subsequent exclusions.

Excluded pupils and their parents are required to attend a reintegration meeting with the Headteacher and/or the Assistant Headteacher before the pupil can return to class.

Playtime and lunchtime provision

At Millbay Academy, we expect our children to have high standards of behaviour during playtimes. At playtimes, the play areas are staffed with Mealtime Assistants, as well as some teaching assistants.

While supervising, Mealtime Assistants play with the children in the playground.

Mealtime Assistants are expected to use positive reinforcement and avoid negative language when speaking to the children, i.e. 'I really like the way...', 'I'm impressed by your...'. If there are any instances of inappropriate behaviour during lunch, Mealtime Assistants will give a verbal warning. If the behaviour continues, a timeout will be used. If the behaviour still continues, it will be referred to the staff member on indoor duty. Any incidents requiring referral to the staff member on indoor duty will be recorded on Arbor and communicated to the class teacher by the staff member on indoor duty.

We have some specific rules for lunchtime and play times:

Dining Hall Rules

We always:

1. Walk sensibly and wait quietly in the dinner queue.
2. Say please and thank you.
3. Listen to the mealtime assistants and do as we are asked.
4. Talk quietly and only to the people on our table.

Playground Rules

We always:

1. Play together and choose games that don't hurt others.
2. Stay in sight of an adult.
3. Play carefully with equipment.
4. Show respect when talking and playing with other children.
5. Show respect to all adults by listening to them when they are speaking to us.
6. Stay calm, listen respectfully and wait our turn to speak when we are trying to resolve a disagreement.
7. Stay in the playground unless we have permission to be inside.
8. Stop when the bell goes and stand still.
9. Walk quietly to our classroom.

A time out area is provided for children who may be experiencing difficulties in the playground.

Appendix to behaviour policy in light of Coronavirus June 2020

To be reviewed: August 2020, or sooner if any material changes are made to reopening plans.

During the Coronavirus pandemic one of the most important protective factors in keeping staff and children safe is social distancing. Staying more than 2m apart from other people is one of the key ways of keeping safe. All staff will role model social distancing whilst working so that children can see the importance of this strategy.

All staff will explain to the children in their care why social distancing is so important and that it is now part of our behaviour policy. Social distancing is an expectation of children and demonstrates they are making good choices.

Whilst it is recognised that young children will find it difficult to socially distance, every effort will be made to enforce this rule.

Staff will also make every effort to help children understand this rule, for example by regular reminders to the whole group and individual support where needed.

If any child wilfully refuses to follow socially distancing instructions, they will be excluded for a fixed period and asked to follow the home learning in place for their year group.

Some children will not be able to follow social distancing rules due to an additional need. In this case, any adult working with this child will be provided with PPE to provide them with an additional layer of protection.

Risk assessments will be in place for these situations.

Appendix 1 – Useful de-escalation techniques

- o Calm stance
- o Calm talking
- o Consequence reminder
- o Contingent touch (touch involving little, if any, active resistance such as reassuring touch, physical prompts and guides and unobtrusive personal safety responses to low level risks)
- o Distraction
- o Diversion
- o Firm clear directions
- o Humour
- o Inform of desired behaviour
- o Instruction
- o Limited choices
- o Negotiation
- o Non-threatening body language
- o Oops is OK
- o Options offered
- o Patience
- o Planned ignoring
- o Reassurance
- o Reminders about consequences
- o Step away
- o Success reminders
- o Swap adult
- o 'Talk and I will listen'
- o 'When you are calm I will listen'
- o Time to think
- o Verbal advice and support
- o Withdrawal directed
- o Withdrawal offered

Low	Medium	High
<ul style="list-style-type: none"> • Calling out • Out of seat • Near-by distraction • Running in school • Work avoidance • Not following instructions • Name calling/teasing • Snatch/throw to disrupt • Misusing equipment • Not lining up • Pushing • Littering • Risky play 	<ul style="list-style-type: none"> • Any of the behaviours listed in the 'low' category,when persistent and repeated after a warning. • Not accepting responsibility • Refusal to follow instructions • Refusal to complete work • Disrupting class • Rude to adults • Deliberate use of feet to hurt (i.e. kicking) • Deliberate use of hands to hurt (i.e. hitting) • Deliberate use of mouth to hurt (i.e. biting) • Deliberate actions to upset • Swearing (reaction/shock) • Stealing (minor) • Leaving classroom 	<p>Any of the behaviours listed in the 'medium' category, when persistent and repeated after a warning.</p> <ul style="list-style-type: none"> • Threatening/intimidating pupils • Threatening/intimidating staff • Physical abuse to/attack on staff • Physical abuse to/attack on other pupils • Indecent behaviour such as showing / touching private parts • Sexual abuse or assault • Discriminatory Language (gender, sexuality, race,religion, heritage) • Vandalism/graffiti • Disruption stops learning • Running away/around school • Risk to safety • Swearing (intimidate/threaten) • Bullying • Stealing (major) • False accusations against staff • Fighting • Refusal to leave/blocking room • Open defiance/derogatory to staff • Assault on staff • Bringing in/sharing prohibited items • Carrying an offensive weapon • Leaving or attempting to leave premises without permission
Consequences		
<p>Teacher informed</p> <ul style="list-style-type: none"> • Name moved on behaviour chart • Reflection • Complete reflection sheet • Time-out in class • Time-out from playground • Discuss at break/lunch • Restorative action 	<p>Teacher informed</p> <ul style="list-style-type: none"> • Name moved on behaviour chart • Reflection • Complete reflection sheet • Time-out in class • Time-out from playground • Discuss at break/lunch • Restorative action 	<p>Teacher informed</p> <ul style="list-style-type: none"> • Name move on behaviour chart • Reflection • Complete reflection sheet • Time-out in class • Time-out from playground • Discuss at break/lunch • Restorative action
	<p>Recorded on Arbor</p> <ul style="list-style-type: none"> • Parent/carers informed 	<p>Recorded on Arbor</p> <ul style="list-style-type: none"> • Parent/carers informed

	<ul style="list-style-type: none"> • Time out in parallel class • Discussed with Inclusion/SLT • Consider behaviour support plan (BSP) • Behaviour review meeting 	<ul style="list-style-type: none"> • Time out in parallel class • Discussed with Inclusion/SLT • Consider behaviour support plan (BSP) • Behaviour review meeting
		<p>Recorded on CPOMS (and Arbor)</p> <ul style="list-style-type: none"> • Discussed with Headteacher • Meeting with parents/carers • Risk of exclusion meeting • Internal exclusion • Fixed term exclusion* • Permanent exclusion* • Contact police* • Inform RSAT*

Appendix 2 - Behaviour Categories - (not an exhaustive list)

Appendix 3 - Millbay Academy Charter

<p>Our Academy Values</p> <p>Responsibility</p> <p>Respect</p> <p>Curiosity</p> <p>Courage</p> <p>Creativity</p>	<p>Our Aim is for All</p> <ul style="list-style-type: none"> ★ To be safe and happy ★ Are excellent Learners ★ Have excellent social and emotional skills ★ Fulfil their potential ★ Serve their community 	<p>When We Go Above and Beyond</p> <ul style="list-style-type: none"> ★ We acknowledge our best on our class 'WAGOLL board. ★ Merits and House points awarded and recorded on our Good to be Green bookmark & Arbor. ★ Stars of the Week certificates at our weekly Good News Assembly. ★ Half termly Celebration Assembly. ★ Weekly Celebration events with SLT. ★ Postcards and phone calls home.
<p>Our Routines</p> <ul style="list-style-type: none"> ★ Hands up for silence ★ Meet and Greet ★ Silent Signals ★ Silent transitions 	<p>The Millbay Charter</p> <p>We are calm</p> <p>We notice the BEST</p> <p>We have routines</p> <p>We think about what we say</p>	<p>Our Phrases</p> <ul style="list-style-type: none"> ★ "I've noticed that...." 'I need you to..." ★ "Remember our Academy values" ★ "Can I remind you about..." -

	We repair relationships	<i>previous good behaviour.</i> ★ “I need to speak to you at... today” (2 minute conversation). ★ “Thank you for” ★ “Fantastic walking, thank you”.
We Will... ★ Praise in Public (PIP) ★ Remind in Private (RIP)	Our In-Class Steps 1. Reminder - PIP - notice the good 2. Reminder - RIP - Drive By 3. Warning (I've noticed that...) 4. Last chance - 30 script (to include the consequence) - Amber 5. Repair	We Rebuild and Repair ★ What happened? ★ Who has been upset, and in what way? ★ What were you thinking and feeling? ★ How could things have been done differently? ★ What do you think about it now? ★ What do you think needs to happen to make things right?
<p align="center"> We Manage Moments...(30 second script) “I understand that you.... But our rules at Millbay are”. “Be that as it may, my expectations are...”. “The consequence will be...” </p>		

Appendix 4 - Behaviour Reflection Sheet - restorative questions to support children to reflect and take responsibility

1. What happened?	2. Who has been upset, and in what way?	3. What were you thinking and feeling?
4. How could things have been done differently?	5. What do you think about it now?	6. What do you think needs to happen to make things right?

Appendix 5 - Behaviour Report Slip



Dear _____,

Unfortunately, _____ has today behaved in a way that is contrary to the Millbay Academy charter, resulting in disruption to learning and/or harm to other children.

Despite attempts to provide support and guidance, there has been no significant improvement to the behaviour during the course of the day.

A brief explanation is provided here:

Please confirm by signing this slip that you have discussed the behaviour with your child and supported them in understanding why this is not acceptable, and return the slip to school. If you would like to make a comment, please do so on the back.

Dear _____,



Unfortunately, _____ has today behaved in a way that is contrary to the Millbay Academy charter, resulting in disruption to learning and/or harm to other children.

Despite attempts to provide support and guidance, there has been no significant improvement to the behaviour during the course of the day.

A brief explanation is provided here:

Please confirm by signing this slip that you have discussed the behaviour with your child and supported them in understanding why this is not acceptable, and return the slip to school. If you would like to make a comment, please do so on the back.

A light blue rectangular box intended for a parent or guardian to sign and return the slip.

Appendix 6 - Good to be Green Bookmark


Book marks will be given to all children.

Merit stickers or stamps will be given to children as they are awarded with a merit; once a row of 10 has been achieved a raffle ticket will be issued.

My Bookmark		

Dream BIG....READ!

Appendix 7 - Behaviour Support Plan (BSP)

Child's Name:					
DOB:	Class/Teacher:	Need/Diagnosis:	Agencies involved:	Date Started: Review Date: Review Date: Review Date:	
PHOTO:	Likes and interests:	Warning signs:	Resolution:		
Home/School communication:	Preemptive Measures:		School Actions:	Recording and communicating incidents:	
	Proactive Measures:			Education visit arrangements:	



Positive Behaviour Policy Secondary

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1. Aims

This policy aims to:

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

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

The Positive Behaviour Policy provides a clear system of consequences for staff to apply when students do not manage to reach the high standards expected both inside and outside the classroom. This document should be used in conjunction with the Academy Rewards Policy.

This policy will aim to ensure the Academy provides a safe, calm and orderly environment where all students are ready to learn and no individual impacts on the learning of others.

Please see summary positive behaviour policy within this document (section 8)

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our Academy's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The Reach South Trust Board is responsible for reviewing and approving the behaviour policy.

The Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteachers to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Trust Board. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on the data recording system (Arbor)

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

(* Please see the full code of conduct for further details)

7. Rewards and sanctions

Please see Rewards Policy document (Appendix 3) - detailing rewards, merits and house system

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Merit marks
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Celebration Assemblies

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class (Removal Room)
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Exclusion

*We may use the removal room in response to serious or persistent breaches of this policy (see summary section 8). Pupils may be sent to the removal room during lessons if they are disruptive, and they will be expected to complete the set work.

Pupils who do not attend a given detention are also sent to the removal room in line with the behaviour policy summary.

7.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement/team for procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management (Please see two-page summary below)

Positive Behaviour Policy

The Positive Behaviour Policy provides a clear system of consequences for staff to apply when students do not manage to reach the high standards expected both inside and outside the classroom. This document should be used in conjunction with the Academy Rewards Policy.

Vision:

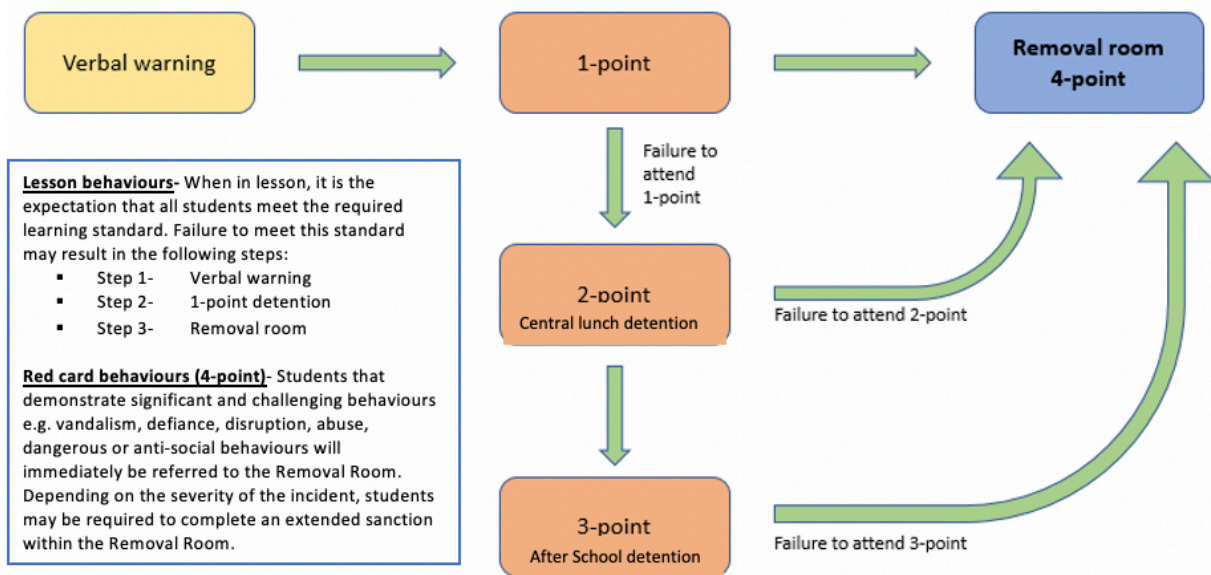
Providing a safe, calm and orderly environment where all students are ready to learn and no individual impacts on the learning of others.

Aim:

- To create a safe environment conducive to learning
- To ensure behaviour is managed consistently, fairly and with mutual respect
- To provide a clear framework of consequences
- To enable behaviour to be monitored and tracked by staff, students and parents

Consequence structure and information

Verbal Warning	Student does not meet the expected learning standard	
1-point	Up to 10-minute conversation/detention held with the subject teacher <i>(1 point logged on Arbor)</i>	<ul style="list-style-type: none"> ▪ Inappropriate behaviour in class e.g. language, off task, shouting out, chewing, inappropriate use of ICT, answering back ▪ PE kit 1st offence ▪ Minor classwork concerns ▪ Minor homework concerns
2-point	10-minute centralised lunchtime detention <i>(2 points logged on Arbor)</i>	<ul style="list-style-type: none"> ▪ Late to tutor time and/or lesson (punctuality) ▪ Non-attendance at 1-point consequence ▪ Confiscation of mobile phone or device 1st offence ▪ Failure to have report signed/see teacher ▪ Other
3-point "Over time" Behaviours	40 -minute (3.20 – 4.00pm) centralised afterschool detentions <i>(3 points logged on Arbor)</i>	<ul style="list-style-type: none"> ▪ Insufficient improvements over a period of time- Classwork ▪ Insufficient improvements over a period of time- Homework ▪ PE kit 2nd offence ▪ Confiscation of mobile phone or device 2nd offence ▪ Other
4-point "Red Card" Behaviours	Student to spend 24 hours <i>(one full school day)</i> in the Removal Room. When a student is in the removal room, they will have access to food and drink. Parents/carers will receive prior notice if students are required to attend afterschool detentions.	<ul style="list-style-type: none"> • Persistent disruptive behaviour • Refusal to follow reasonable requests • Persistent lateness • Truancy- Left lesson/school site without permission • Swearing at, aggressive behaviour or intimidation of staff • Swearing at, aggression or intimidation of other students • Anti-social behaviour and unsafe behaviour • Failure to comply with school uniform policy • Failure to attend 2-point (lunchtime detention) • Failure to attend 3-point (afterschool detention) • PE kit 3rd offence • Confiscation of mobile phone or device 3rd offence • Other



Arbor- This is the platform in which all behaviours are recorded at the Academy. An APP is downloadable on all smart phones for parents/carers and students, or you can access the website. We highly recommend you routinely monitor to identify rewards issued, homework set and any concerns raised by staff. Log in details are sent out annually, if you do not already have log in details, please contact your child's tutor.

3-Point detentions- This sanction will be recorded on Arbor and students will be expected to attend on the next available day (Tuesday/ Wednesday/ Thursday.) Parents/carers will receive a notification from Arbor (if account has been activated) and a text message will be sent the day before the detention.

Removal Room (4-point)- This sanction will be recorded on Arbor. Parents/carers will receive a notification from Arbor (if account has been activated) and a text message. The member of staff issuing the sanction will contact parents/carers within 24 hours. During this time, the member of staff will make every effort to have a restorative conversation with the student.

Exclusions- For serious and repeated unacceptable behaviour, fixed term and permanent exclusions may be considered. Exclusions will be issued at the discretion of the Headteacher. On return from Exclusion students will attend the removal room for 24hours.

Student uniform- It is expected that students, at all times, adhere to the school uniform policy (*see Academy website.*) Failure to adhere to the policy will result in a student being sent to the Removal Room. A student will remain in the Removal Room until the uniform issue is rectified.

SEND- For students with identified Special Education Needs, appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and SEND code of practice.

Behaviour out of school

The Academy aims to develop all students to enable them to become responsible citizens and will sanction appropriately for misbehaviour out of school or online, including when a student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a student at the school, including online.

The Academy will use the full range of consequences and sanctions, including exclusion, where a student's misbehaviour at any time, irrespective of if the conditions above apply:

- have repercussions for the orderly running of the school including damage to property
- poses a threat to another student or member of the public
- could adversely affect the reputation of the school

Tracking and report cards

Tutors are given a fortnightly report detailing the number of behaviour points and merits and the reasons issued or awarded. Tutors will talk through any issues with students and discuss successes, concerns and improvements. Where a tutor is concerned about a pattern of behaviour, parents/carers may be telephoned by the tutor and/or the Pastoral Team/ Head of Key stage.

Heads of Year and Curriculum Team Leaders will monitor the number of points issued and work collectively with parents/carers to improve the behaviour of students in their year group or subject.

Student reports are based on a behaviour [points](#). This intervention is used if there is a pattern of poor behaviour. However, a report card may also be issued as a result of a serious incident or if requested by a parent/carer. The report card is centred on a student's attitude to learning. Students are given clear targets for their behaviour and teachers are asked to sign the report card at the end of each lesson. Parents/carers are also asked to monitor the report card. The purpose is to monitor a student's performance in the school over a period of time (usually two weeks) and when the student's behaviour improves, the report will be withdrawn

Tutor report - Green.	30 Behaviour points	<ul style="list-style-type: none"> ○ Call home (tutor) ○ Report 2 weeks duration minimum
HOY report - Orange.	60 Behaviour points.	<ul style="list-style-type: none"> ○ Meeting with parents (HOY) ○ One day in removal room ○ Report 2 weeks duration minimum
SLT report - Red	90 Behaviour points.	<ul style="list-style-type: none"> ○ Meeting with parents (SLT) ○ Two days in removal room ○ Report 2 weeks duration minimum

* Thresholds are subject to change on a termly basis

Clean Slate- At the end of each academic term, students are given a 'clean slate'. Points are not 'carried over'. If a student fails to attend a detention at the end of a term, the detention is re-scheduled for the following term.

Cumulative Tariff (runs over a year)- Although a 'clean slate' is issued each academic term, students cumulative total will be recorded. If termly behaviour continues to be of concern, then further action may be taken.

Use of reasonable force

On rare occasions, it may be required that a member of staff is required to physically intervene or use reasonable force. This will be used as a last resort and in accordance with the Use of Reasonable Force Act 2013 in line with DFE guidance.

This policy is based on advice from the Department for Education

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Trust Board regularly. At each review, the policy will be approved by the headteacher.

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Exclusions will only be used as a last resort these include both permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Covid

Pupils, parents and staff should continue to follow our normal behaviour policy.

Maintaining the safety of the whole school community is of utmost importance. If any student willfully refuses to follow safety guidance and instructions, a range of sanctions may be applied including exclusion.

Some changes and exceptions to our normal behaviour policy may be applied in order to maintain safe practice. We may amend or add to the behaviour policy in line with both Reach South and Official guidance changes.

Millbay Academy – Rewards Policy (DRAFT/ADAPTED DUE TO COVID)

Behaviour Management – Rewards/House System

Millbay Academy has many exemplary students that deserve recognition and praise. We believe in celebrating success and this Rewards Policy has been designed to reward students who demonstrate the Academy Values – (R.R.C.C.C)

Vision: Create a motivational environment that fosters a positive learning culture based on praise and reward, leading to consistently high standards.

- Aims:**
- To create an environment conducive to learning
 - To motivate and encourage all students to be the best they can be
 - To reward and celebrate success
 - To promote excellent behaviour in and out of the classroom

Rewards structure and information

Merits/House Points- Merit points are awarded for 'personal excellence'. Students must always be given a specific reason for the reward. Every 5 merit points will automatically earn 1 point for their House. Merits are the currency that are used to reward students. Students can receive merits for positive actions within lessons, attending extracurricular activities, having exceptional attendance and demonstrating excellent behaviour and outstanding contributions to the school community.

Arbor- This is the platform in which all merits/House Points are recorded at Millbay Academy. An APP is downloadable on all smart phones for parents/carers and students, alternately you can access the website. We highly recommend this is routinely monitored. Log in details are sent out annually, if you do not already have log in details, please contact your child's tutor.

Lessons- Teachers	Merits are issued every lesson. Teachers should aim to issue a maximum of five per lesson. No student can receive more than one merit per lesson.	<ul style="list-style-type: none"> • Respect eg Behaviours/attitudes/ helping others • Responsibility eg Quality Work • Courage eg Determination/Growth Mindset • Creativity eg Imaginative working • Curiosity eg Attitudes/Q and A
Extra-curricular activities- Co Curriculum	One merit is issued for attending each extra-curricular activity. No student can receive more than one merit per extra-curricular activity.	Selected from above
Behaviour and attendance- (Secondary)	Tutors track attendance and behaviour fortnightly. One merit is issued per student for 100% attendance and one merit for zero behaviour points for the fortnightly period.	<ul style="list-style-type: none"> ▪ Tutor- 100% attendance fortnight ▪ Tutor- zero behaviour points fortnight ▪ Reward eg Box of chocolates for top TG/Primary Class fortnightly in each year
Star Student- Head of KS Per Year Group	Two merits to be issued for Star Student. Fortnightly, Heads of Year select one student that has been the star student from their year group.	<ul style="list-style-type: none"> ▪ Head of Year- Star Student fortnight

Top merit achievers -Top merit achievers in each year group receive a reward.

Head of Key Stage- Heads of Key stage will select five additional students from each year group to attend the reward trip that have gone above and beyond, exceeded expectations and/or have achieved excellence.

Merit badge- Each term the top 30 merit achieving students will be awarded a merit badge. There is the opportunity for students to earn a bronze, silver, and gold badge each year. For each term that a student is recognised as a top merit achiever, they will be awarded with the next coloured badge eg7B 7S 7G

Reward trip- At the end of each term, a reward eg trip will be held for the 30 top merit achievers in each year group.

Clean slate- As with the Behaviour Policy, each term represents a 'clean slate.' All merits are reset to zero at the start of each term, giving all students the opportunity attend the rewards trip the following term.

Tracking

Tutors/Primary Classes are given a fortnightly report detailing the number of merits achieved. Tutors will talk through student successes and achievements. Heads of Year routinely monitor merits and generate a report at the end of each term in preparation for Celebration Assemblies.

Termly Assemblies and Awards

Assemblies- Celebration Assemblies are hosted each term. During the Celebration Assembly awards are issued to students that have demonstrated excellence throughout the term.

Awards- A variety of awards are issued during the Celebration Assembly. Awards aim to recognise individual and group achievement, academic progress, and pastoral accomplishment.

Attendance and Behaviour awards-

Tutor group achievement

- In each year group, the tutor group with the best attendance and lowest behaviour points are rewarded eg invited to attend a complementary rewards breakfast.

Student achievement

- All students with 100% attendance during the term are entered into a raffle to receive rewards eg vouchers
- Students with the highest % of merits during the term are entered into a raffle to receive rewards eg vouchers

Academic and pastoral awards- Subject and pastoral badges are awarded termly for outstanding progress, exceptional performance, independence, and resilience. Badges are limited and hold the upmost accolade. These are only awarded to exceptional students that have gone above and beyond on a consistent basis.

Subject award	Individual subject badges are awarded each term. Subject leaders select one student per year group who has demonstrated outstanding progress and/or exceptional performance. One badge awarded per department, per year group.
Tutor award	Tutors select one student, per tutor group, per term who have consistently gone above and beyond and/ or have demonstrated excellent progress and development. Award winners receive a tutor badge.
Head of Phase Award	Heads KS select one student, per year group, per term that demonstrated continual excellence and significant improvement. Award winners receive a Head of Year awards badge.
Leadership award	Badges are issued to those students who have demonstrated significant leadership skills. These badges are awarded to students that have significantly contributed to leadership activities within the school or within the local community.
Headteachers Award	Selected by Headteacher
Most Improved	Selected by Head of Key Stage

'Always' students- 100% Attendance & No Behaviour Points

'Always' students are defined as students with 100% attendance and zero behaviour points. Maintaining 100% attendance and zero behaviour points throughout a full academic year is no easy feat. 'Always' students have Respect Responsibility, Courage and Creativity, Curiosity.

Students who achieve this status deserve to be recognised and rewarded. At the end of each academic year, 'Always' students will be rewarded eg with an external reward trip. The choice of the reward will be decided by the Key Stage Leads with Student voice.

House Events (To be introduced 2020-21) - all above to provide points towards end of year house total scores

Example Competitions: Sports Day, Subject Competitions (every subject to do at least one competition per year) ie Maths Challenge, Engineering Competition, Poetry Competition.

Specialist Events could include: World Book day, Core PE (End of activity 6-week rotation competitions)