

Behaviour Principles

The way our pupils behave in school is strongly correlated with their eventual outcomes. Excellent behaviour in Future schools means that pupils achieve more academically and socially. It means that time is reclaimed for better and more learning. Furthermore, it ensures that pupils and staff are happy at school.

Future Academies recognises that the behavioural systems work best when they are tailored to a school, to its stage of development and its particular needs. Therefore, behavioural systems are the responsibility of school leaders. Processes are planned and managed in line with the Future Way principles contained herein. All staff are expected to follow the expectations laid out in the school policy in a consistent manner.

Behaviour policies must have due regard to relevant statutory guidance, such as [Keeping Children Safe in Education](#), current [exclusions guidance](#) and [Prevent Duty](#) guidance.

Pre-empting problems

The primary strategy for behaviour management is to pre-empt problems.

1. All new pupils at Future schools are explicitly taught and deliberately practise routines as part of their induction.
2. Rewards and sanctions are iterated throughout the school year; they become part of the common language of the school.
3. Pre-emptive strategies are inculcated in all staff in order for them to employ the least invasive form of correction, and to avoid problems occurring.
4. Inclusion strategies are employed by all staff in order to pre-empt problems.
5. The Future Way on curriculum and pedagogy ensures that pupils remain focussed and ready to learn.
6. Behaviour policies are communicated to home, both during the induction process and at any point where there are substantive changes.
7. The Future Home School Agreement clearly sets out the responsibility of the pupil to adhere to the behaviour policy, and the responsibility of the parent/carer to support the implementation of the behaviour policy

Rewards

1. The rewards system is based on accumulation of points that reflect the Trust priorities of Knowledge, Aspiration and Respect.
2. The rewards system is used daily by all staff.
3. The rewards system has at least as high a profile as sanctions. It is referred to in lessons and around the school, the language of rewards is embedded in the culture of the school, and there is a section in formal assemblies every week dedicated to acknowledgement of rewards.
4. Parents and carers are kept informed about rewards.
5. Rewards are not of significant material value; instead rewards are focussed on access to opportunities, experiences or responsibilities.
6. When used, material rewards should reflect an area of the curriculum. For example, a history book or art materials.

7. There is an annual prizegiving ceremony that includes the whole school. Prize winner boards are displayed prominently in the school.

Sanctions

1. Use of sanctions is minimised by the employment of pre-emptive strategies outlined earlier in this document.
2. Sanctions follow a clear and straightforward escalation process.
3. Sanctions are applied by all staff consistently and fairly.
4. Sanctions in lessons are preceded by at least one verbal warning to the individual student, unless for serious incidents where there is an immediate referral.
5. Sanctions in lessons include referral to another lesson or to an Internal Referral room (IR). IR is run according to the Trust guidelines on this area.
6. A referral will result in a detention. Detentions are centrally run and logged on the school's MIS. Parents/carers are kept informed of any sanctions.
7. Staff who refer a pupil out of the lesson may be required to conduct a reconciling conversation with the pupil at the end of the day, and to call or meet the parent or carer.
8. The referral system is run by suitably skilled members of staff, who use their judgement to decide next steps.
9. If the teacher has asked for the pupil to be removed, the referral duty staff always supports the member of staff's decision. If there are concerns, they are to be taken up in an appropriate professional manner with the referring teacher at a separate time.
10. There is a system of further escalation for any pupil that misses a detention, for any pupil that receives multiple referrals or for any pupil who has committed a misdemeanour that is deemed by the school to be serious. This escalation might be a double detention, additional detention, lunchtime detention, or period of time in IR.
11. Escalation decisions are only to be made by SLT, taking into account the advice of other staff.
12. Any use of Alternative Provision must be quality assured by the school. Any new Alternative Provision provider must be approved in advance by the CEO.
13. Prior to any discussion regarding exclusions, nominated staff must carry out a thorough investigation of the facts. Any evidence and statements must be presented at the time of discussion. This will ensure consistency of approach both within and between schools.



Document control table			
Document Suite:	Behaviour	Document Title:	Behaviour principles
Document Type:	Policy	Version number:	V1
Author (name & job title):		Chief Executive Officer	
Staff responsibility: (name or post)		Chief Executive Officer	
Date Formally approved:	March 2022	Formal Approval by:	Trust Board
Review information:	<i>Scheduled</i>	<i>Next Review Due By</i>	
<i>Internal Review</i>	Annually	September 2022	
<i>Formal Approval</i>	Every two years	December 2023	