



**MILLBANK
ACADEMY**
LIBERTAS PER CULTUM

Behaviour policy

Approved by:

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Date: October 2020

Last reviewed on: October 2020

Next review due by: November 2021

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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:

- 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

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
- Not listening to adults / defiance towards adults
- Not telling the truth
- Play fighting / hurting anyone else on purpose
- Saying rude words
- Being unkind to others in school
- Damaging/taking other people's things

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
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Details of our school'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 governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

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

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

We hold high expectations for every member of the School. We create an environment in which pupils can flourish in their studies and relations with others, free from fear and intimidation: it is a 'place to grow.'

We are a small school, characterised by its warmth and positive attitude to its academic, pastoral and moral education. The atmosphere should be calm, purposeful, based on mutual respect and

focused on learning and personal progress. All pupils should feel known, safe, valued and respected.

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

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

School rules

We have three school rules that we expect every member of the school to uphold:

1. WE COME TO SCHOOL TO LEARN
We learn new words every day and speak in sentences.
2. WE KEEP EACH OTHER SAFE
We take care of each other, and our planet, the Earth.
3. WE RESPECT EACH OTHER
We listen to the person speaking and use our best manners.

The school rules are explicitly taught to all pupils. Our positive expectations for good behaviour are made visible through our emphasis on providing a structured environment with clear routines, so our pupils learn self-discipline, organisation, good manners, and courtesy to others. We celebrate good behaviour and reward it with positive reinforcement.

All staff promote the school rules daily, using them to exemplify expectations, to reinforce pupils' positive conduct and used as a starting point with pupils when dealing with negative incidents. Staff are mindful of newly arrived pupils who have missed this learning.

7.1 Rewards

Children are rewarded for good and kind behaviour, positive learning attitudes and academic achievements. The reward system is designed to ensure all children receive rewards; dedicated time is allocated during the day to celebrate achievements in the classroom and in whole school assemblies.

Classroom - Year group teachers discuss and agree what the classroom rewards should be - examples are given here and are at the discretion of the form teacher.

Rewards for individual children:

- Stamps and stickers for specific behaviour or effort.
- Student of the week awards given.
- Postcards home
- 'Moving up the rainbow'
- Special privilege/ responsibility within the classroom

- Positive verbal feedback to parents
- 'Good work'- sent to Deputy Headteacher or Headteacher for high level achievement

Whole classes are also rewarded by marbles in a jar, counted at the end of day/week. An overall agreed reward is provided when the target number is reached.

Special rewards:

Every week, one pupil from each class is nominated for a **headteacher's award certificate** by their class teacher to be presented by the Headteacher in Friday Assembly. The children are presented with a special sticker and their parents are invited to the assembly.

Commando Joe bear is an award chosen by Commando Joe; the child is chosen from any class across the school for demonstration of skills that show character through the activities participated in.

The golden table draw is held each week to determine 6 pupils from each phase who get to sit at the golden table on Friday lunchtime. The raffle tickets are given to pupils by the lunchtime staff for demonstration of exemplary table manners, politeness, making good choices at lunchtime and for demonstration of our school rules. The table has juice and sauces as well as a gold themed decoration.

Speller of the week is awarded to a member of a class who have done the best over the week in the spellings; they are awarded with a small trophy.

Silver and gold Mathletics certificates are handed out on a weekly basis.

Presentation certificates are given out weekly in assembly. Children's work is photocopied and handed to the member of staff leading the assembly. The prize of this is having the work displayed in the hallway.

House Points - Each row of the classroom is a 'team.' Our teams are: *Drake, Shackleton, Kingsley and Johnson*. Teams' points are allocated for good behaviour and at the end of the term an award is given to the team with the highest points across the school.

7.2 Sanctions

The school behaviour sanctions protocols are based on a stepping stone behaviour chart (*included in appendix 1*). Children move progressively along the steps according to their behaviour. Once on a step, the child remains on it for the rest of the day and the chart is reset each morning. This information is recorded in the class behaviour book and on SIMs. Parents are told if a child reaches Step 4 by the form tutor.

The school may use one or more of the following sanctions in response to unacceptable behaviour and a child being placed on a "step":

- A verbal warning
- The student's name is placed on a stepping stone chart
- Sitting or standing with an adult
- Loss of playtime/lunchtime
- Be asked to work by themselves in class

- Be asked to finish work at home
- Be sent to another class for 10 minutes
- Write a reflection and/or apology letter
- Be sent to the Deputy Headteacher and/or Headteacher

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

First we: Check the pupil understands why he or she is in trouble.
Establish he or she knows the behaviour was unacceptable, referring to the School Rules.

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

Behaviour plans:

In conjunction with the SENCO and/or Headteacher where necessary, individual behaviour plans will be created for children. These will be shared with parents/carers in individual introductory and follow up meetings by class teachers.

Sanctions for persistent or serious incidents:

Sanctions will be commensurate to the child's actions, as detailed on the behaviour chart. Other appropriate sanctions may include, but are not limited to:

- Missing school trips (if behaviour is unsafe)
- Being banned from after-school clubs
- Working independently away from the rest of the class for short periods of time
- An internal exclusion
- A temporary or permanent 'managed move' to another school or Alternative Provision Unit
- A fixed term external exclusion
- A 'final warning' meeting with the CEO (Paul Smith) or other Trust senior leadership
- Permanent exclusion from Millbank Academy

7.3 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 bus on the way to or from school.

7.4 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 of 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

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 school classroom rules and expectations of students
- 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
 - Using the school behaviour system for dealing with low-level disruption
 - Using positive reinforcement

In addition, four non-verbal signals are used by all adults, across all subjects in the School.

- **'STOP' signal**

One hand is silently placed at chest height in the stop signal. Children are expected to respond immediately. Other adults support by silently repeating the gesture. Facial expressions are used to acknowledge pupils who have responded quickly. Adults silently move to make eye contact with those children who are not responding.

- **Turn and Tell Your Partner (TTYP)**

Two hands are turned inwards to indicate that it is time for children to turn and talk to their partners on the directed discussion point. The stop signal is used to bring discussion to an end.

- **MTYT (My Turn, Your Turn)**

The teacher touches their chest to indicate 'my turn' and then opens their palms to the class to indicate 'your turn:' all pupils repeat what the teacher has said.

- **1,2,3**

The '1,2,3' signal is used to guide transitions to desks, to the carpet and to line up.

1. One finger indicates that children should stand up silently on the spot.
2. Two fingers indicate that children should move silently to either their desk, carpet spot or place in line and wait silently. In Maths this transition time may be used for counting, times tables or call and response of number facts.
3. Three fingers indicate that children should sit down or begin walking.

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

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

Any prohibited items (listed in section 3) 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, including proper use of restraint, 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 the governing board every year. At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy

Appendix 1: Behaviour chart



Millbank Academy Behaviour Chart

STEP 1

This is your first warning. If you continue to misbehave, you will move on to the steps below.



Behaviour

- Moving or talking at the STOP signal
- Talking or running in the hallways
- Calling out or talking over people
- Not sitting properly

STEP 2



Consequences

- Your name will be placed on the stepping stone chart.
- You may have to sit or stand with an adult.

Behaviour

- Irritating or distracting other children
- Not listening to adults in school
- Not telling the truth
- Play fighting
- Repeated step 2 behaviour

STEP 3



Consequences

- You will miss some of your playtime.
- You may:
- Be asked to work by yourself in class.
 - Have to finish work at home.

Steps 4 and 5 will be recorded in the Behaviour Book and your parents will be told by your teacher.

Behaviour

- Saying rude words.
- Being unkind to others in school
- Hurting anyone else on purpose
- Defiance to an adult
- Damaging/ taking other people's things
- Repeated Step 3 behaviour

STEP 4



Consequences

- You will:
- Be sent to another class for at least ten minutes.
 - Write a reflection during your own playtime or lunchtime.
 - Take your reflection to the Deputy Headteacher.
- You may have to finish work at home.

Behaviour

- Bullying
- Taking things that do not belong to you
- Hurting anyone else on purpose
- Making unkind comments about what someone looks like or their beliefs
- Repeated Step 4 behaviour

STEP 5



Consequences

- You will:
- Visit the Headteacher, who will speak to your parents
 - Miss at least one lunchtime or break time. During this time, you will write a reflection and an apology letter.