



Manchester Communication Primary Academy

BEHAVIOUR FOR LEARNING

Policy 2018

Approval History

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Greater Manchester Academies Trust Core Values

Manchester Communication Primary Academy (MCPA) is dedicated to ensuring that our academy environment supports learning and the well-being of children and staff through a strong sense of community cohesion. Co-operation, mutual support, and respect are the foundations of our community and we work hard to provide a safe academy where all children feel included and valued in every aspect of academy life.

We expect that all children will achieve their potential and enjoy their learning, whilst demonstrating the Greater Manchester Academies Trust core values of:

- **Heart:** caring for themselves, their learning and their development and others.
- **Trustworthy:** always do their best, be truthful and look after the learning environment and their resources.
- **Inspiring:** can create, question, solve and communicate effectively and become role models.
- **Helpful:** think of others and learn together.
- **Straightforward:** follow clear routines that help us learn and have simple, effective procedures that are consistently applied.

(See Appendix 1: Greater Manchester Academies Trust Core Values)

At MCPA, we aim;

- To develop in children a sense of self-discipline and an acceptance of responsibility for their own actions
- To create conditions for an orderly academy community in which effective learning can take place
- To ensure there is a mutual respect between all members, and where there is proper concern for the environment

We do this by:

Ensuring we maximise the celebration of positive choices and community behaviours.

Encouraging the development of a positive self-image, self-management and self-regulation.

Supporting pupils to develop a secure level of emotional literacy.

Nurturing a sense of community and consideration for others.

Supporting children to recognise, reflect and challenge patterns of inappropriate behaviour.

Ensuring consistency in our protocols, procedures & practices.

Developing a consistent 'Language Code' for addressing pupil behaviour.

Promoting a positive academy ethos where everyone feels happy, safe and secure.

The Department for Education has updated its advice to academies on behaviour and discipline (January 2016). The section 'Behaviour and sanctions' outlines some examples of what is permissible; this guidance has been taken into account and underpins the MCPA Behaviour for Learning Policy.

Definition of Behaviour

Behaviour is the way we act and respond to people and to situations we find ourselves in. At MCPA we believe that all behaviours are communications; all in response to feeling, experience or stimulus. Behaviour is also an individual's response to their own perception and/or interpretation of a situation or event.

Aims of the Policy

The purpose of this policy is to ensure a consistent approach to the celebration of positive community behaviours; the support & management of challenging behaviours and the teaching of behaviour for learning strategies.

At MCPA we aim;

- To develop a Policy that is implemented by, and supports, the whole academy based on a sense of community and shared values.
- To nurture supportive and positive policies to create a caring, community atmosphere in which learning, and teaching, can take place in a safe and happy environment.
- To deliver a curriculum that develops values and attitudes as well as knowledge and skills.
- To create an environment which encourages and reinforces positive community behaviours.
- To ensure that behaviour within the classroom facilitates the delivery of the academies' curricular aims and the development of positive attitudes.
- To encourage consistency of response to presenting behaviours.
- To ensure that every member of the academy behaves with consideration and concern for others.
- To promote self-esteem, self-discipline and positive relationships between community members.
- To ensure that the academy's expectations and strategies are widely known and understood by all.
- To develop within pupils a sense of self-discipline and acceptance of responsibility for their own actions through the delivery of a social and emotional curriculum.

Academy Rules

The Role of Rules

- It is important that we provide clear behavioural boundaries and guidelines within which our pupils operate.
- It is equally important to remember to remain flexible; over rigid application of a 'rule' to some children may create more challenging behaviours than it was designed to avoid.
- Other pupils may need an explanation about flexible rules; that everyone is different, and at times, has different needs.
- All staff must take a flexible approach determined by the individual needs of pupils. This

should be communicated effectively through class, phase and whole staff meetings to ensure consistency of approach.

- Our rules are underpinned by our Community Qualities that encourage children to adopt a range of positive attitudes and behaviours, as well as promoting children’s safety in academy.
- Our Rules are displayed prominently in each classroom with symbols where appropriate. They are evaluated and updated regularly, with input from pupil voice activities.

Depending on the age of the children, they are introduced to 3 all-encompassing rules. It is expected that staff and children know these rules and refer to them which discussing both positive and negative behaviour. Rules are underpinned by 7 identified ‘Community Qualities’ to support understanding.

The rules for Y5 and 6 are the same as the rules for all children at Manchester Communication Academy (secondary academy), this will enable effective transition of children, ensuring complete clarity of expectations. Rules are displayed in all classrooms in partnership with our agreed community qualities.

EYFS	Years 1 - 4	Years 5 - 6
Take part and try hard	Learn well	Put your learning before everything else
Think about others	Look after your Academy and everybody in it	
Listen then do	Follow instructions from the MCPA staff team	

(See Appendix 2: Academy Rules)

Community Qualities

To support pupils in understanding the components of the overarching 3 academy rules we have underpinned them with the identification of 7 ‘Community Qualities’.

Community Qualities are;

- Attitude
- Behaviour
- Courage
- Determination
- Enthusiasm
- Friendship
- Resilience

The seven Community Qualities enable staff to provide children with consistent and positive feedback; they also encourage explicit and clear praise which is vital in supporting pupils to understand their behaviours.

When praising children, adults will describe the behaviour that is being rewarded and link it to the core value.

(See Appendix 3: Community Qualities Poster)

Codes of Conduct & Class Community Charters

Our expectations are that adults and children will:

- listen to each other and respect other peoples' views
- care for all people and treat them with respect and politeness
- disagree without losing their tempers
- care for their surroundings and the belongings of all
- ensure that other people are not put at risk, or hurt, by their actions/words
- use positive and polite language when resolving conflict

In learning times/spaces we expect children to:

- get on with their work responsibly and complete the work to the best of their ability
- share and use materials sensibly returning them to the appropriate place
- let others get focus on their learning and help by not distracting them
- listen to, and follow, instructions

Everyone at MCPA has the right;

- to learn
- to feel and be safe in academy
- to be respected

At the beginning of an academic year teachers and pupils will hold a 'class huddle' to discuss and decide upon specific expectations & rules for their classrooms. The classroom expectations/rules will be written up on an Academy 'Classroom Community Charter' template and displayed in each classroom.

(See Appendix 4: Classroom Community Charter Template)

Community Systems

Behaviour management is not a discrete, separate element of academy life. It is recognised that staff always need to consider their own behaviour as everything **we do**; our words, actions, postures, planning, organisation, and what we **do not** do, contribute to behaviour management.

MCPA is committed to promoting social inclusion by encouraging positive, appropriate and caring community behaviours, intervening promptly when problems occur, using appropriate behaviour management strategies where required, identifying underlying causes of inappropriate or challenging behaviour, and working with parents and other agencies to support and encourage positive behaviours.

Behaviour management should be addressed proactively not reactively, prevention is better than cure. Discussions about challenging behaviour should, where possible, focus on questions such as 'how can we ensure it does not arise?' and 'can we understand what is causing this child to behave in this way?' rather than rushing to discover 'what we can do when this behaviour occurs?'

This policy outlines academy expectations in terms of community behaviours and outlines supportive systems and measures employed to secure positive outcomes for all. It extends to all members of our academy community and is written in line with the Multi-Academy Trust's values.

Classroom Management & Academy Routines

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging positive behaviours, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution; working walls should highlight main focuses for English/Maths/Topic; and overall the classroom should provide a welcoming environment that all pupils invest and take ownership in.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage positive community behaviours as well as quality work.

Several resources have been created and are in place to support class teachers in observing, recording, tracking and referring behavioural issues that cause concern.

These include;

- Community Class charter Template.
- Academy Rules poster.
- Community Qualities poster.
- E.A.R.S; are we listening strategy poster. **(Appendix 5)**
- Good to be Green Phase specific system posters. **(Appendix 6)**
- Positive behaviour strategies reference sheet; outlining possible strategies that could be implemented when working with challenging behaviour. **(Appendix 7)**
- Personal Development Lead Teaching Assistant available for support.
- Behaviour for Learning referral process will ensure additional support is signposted and implemented as appropriate. **(Appendix 8)**
- CPOMS tracking and recording systems support teaching teams in further developing and maintaining a behavioural over.
- Behaviour/Environment Walk feedback & support. **(Appendix 9)**
- Support/guidance from Assistant Headteacher (PDBW).

(See Appendix 10: Positive Behaviour Management in the Classroom & Appendix 11: Creating a Positive Ethos)

Staff Responsibilities

The academy understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the academy must act responsibly and professionally and will never denigrate children or colleagues. We work hard to ensure that discipline is consistent across the academy so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable children may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

Staff are a constant presence around the academy, in-between classes, during breaks in the academy day, and at lunch times, to check that children are using the academy grounds respectfully and behaving appropriately.

All MCPA staff are expected to;

- To communicate honestly, openly and professionally with all.
- To develop practice that is consistent and in line with academy policy & rules.
- To approach challenging behaviour creatively and in a child centred way.
- To role model good behaviour and positive relationships.
- To create a positive climate with high aspirations & realistic expectations.
- To provide an effective learning and teaching environment.
- To encourage positive relationships based on kindness, empathy and respect.
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions.
- All teachers, support staff and lunchtime organizers are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around academy.

Children's Responsibilities

Children are expected to follow the academy rules, showing respect for the rights and needs of all adults and other children in our MCPA community. The academy council will play an important role in communicating and reviewing aspects of the behaviour policy.

The academy expects all of its children to show respect to one another, to academy staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other children or staff will not be tolerated. Children are ambassadors for our academy even when off academy premises, and we expect them to act accordingly. They are expected to follow the academy rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as IBPs, Early Help support, parenting courses and other inclusive strategies.

Parents' Responsibilities

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The academy will report behaviour, appropriate or inappropriate, to parents regularly. We encourage parents to communicate with the academy if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it.

Parents/carers have a vital role to play in their children's education – supporting their child's

learning and cooperating with the academy.

We are very conscious of the importance of good communication between home and academy. Thus, the academy aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at academy. It is important for all adults on site, including parents, to model positive behaviour at all times and in particular in their interactions with each other.

We display the academy rules, Celebration & Reflection systems and explain them in the academy prospectus and on the academy website. We have a Home/Academy agreement which is signed by children, parents and teachers when behaviour concerns require additional support/intervention. We expect parents to read these and support them.

We expect parents to behave in a reasonable and civilised manner towards all academy staff, as professionals, and that issues will be dealt in an atmosphere of trust and mutual respect. Incidents of verbal or physical aggression to staff by parents/guardians/carers of children in the academy will be reported immediately to the Principal/SLT and/or Governors who will take appropriate action.

Home-academy communication

As an Academy, we understand the importance of working in partnership with parents/carers. We will keep parents/carers informed of the progress of their child with respect to the behaviour system. This will be done through Dojos the children are given, notes/postcards home, certificates, phone calls, website updates and conversations at the beginning & end of the day at the class door.

In recognising the essential role parents/carers play in terms of a child's development, learning progress and behavioural/emotional well-being MCPA has in place the following systems which provide a base on which to build increasingly strong relationships with parents/carers.

- ClassDojo system enables parents and staff to pro-actively engage with classroom behaviours & achievement.
- Weekly & half termly behaviour reward certificates are sent home in celebration of child's achievement/progress.
- Praise & celebration assemblies are scheduled to enable parents/carers to join us.
- Class teaching teams (Teacher & TAs) are available at classroom entrances every day at the start and end of day for informal message exchange and updates.
- Scheduled Pupil Progress meetings enable in-depth sharing of child progress.
- The academy website provides a 'Behaviour for Learning Bulletin'
- If a child's behaviour escalates to Tier 2 or 3 of our Graduated response, as part of the support/intervention process parents/carers will be contacted and invited to share in the process of developing further support packages. (Appendix 12: SEMH Graduated Response)
- If Tier 2 or Tier 3 Intervention measures are to be implemented parents/carers will be involved in the creation, signing of and adhering to a 'Home-Academy Behaviour' contract.

Common Language

We use the language of rights and responsibilities to encourage everyone to take responsibility

ity for their own behaviour. All staff will explain the children's positive behaviour by linking it to our seven 'Community Qualities'. For example;

- **Attitude**, e.g. "I like the way you were really positive then, even though you found that task difficult, 1 dojo awarded!"
- **Behaviour**, e.g. "I like the way you managed your behaviour then and walked away from a disagreement, 1 dojo awarded"
- **Courage**, e.g. "I like the way you showed great courage then, when you told the truth even though it was difficult, 1 dojo"
- **Determination**, e.g. "I like the way you didn't give up then, you showed great determination, you've earned a dojo"
- **Enthusiasm**, e.g. "I like the way you were so excited to share your idea then, you were very enthusiastic, 1 dojo!"
- **Friendship**, e.g. "I like the way you went to check in on your friend because you could see they looked upset, 1 dojo!"
- **Resilience**, e.g. "I like the way you tried to smile then, even though you were disappointed you didn't win, 1 dojo awarded"

Making the reason for praise explicit and articulating it in reference to one of our community qualities not only makes the 'celebration/praise' more meaningful it also provides an opportunity to model positive behaviours to others.

At MCPA we prefer to '**Celebrate**' pupil's achievements and positive choices as opposed to 'reward'; to 'reward' implies that the making of positive choices; maximising effort, prioritising learning and demonstrating caring community qualities are somehow beyond what should be expected.

Similarly, we reference '**Reflection**' in place of 'sanction/punishment'. We believe behaviour is communication and we work hard as a staff team to develop an understanding of what underpins the behaviour; we ask why. Though all pupils are made aware that choices and behaviours have 'consequences' we do not use the term with a punitive connotation. At MCPA it's not about excusing behaviour; it's about explaining it.

A common language that is clearly understood and consistently employed provides the foundation upon which MCPA builds its child centred approach to supporting behaviours for learning.

The following outlines the two complimentary systems we utilise to celebrate pupil's efforts and to monitor and support positive, effective behaviours for learning. Everyone in our academy shares responsibility for supporting and managing children's behaviour and implementing our two community systems:

- Class Dojo (House Points)
- 'Good to be Green'

Implementation of 'Behaviour for Learning' Systems

There is a consistent approach to supporting, and managing, behaviour during lesson time

and lunchtimes. Procedures are followed by teachers, teaching assistants and lunchtime organisers so that children can adhere to the routines and rules within the Academy.

On arrival, supply teachers are also informed of the agreed behaviour for learning strategies, rules and procedures of the behaviour system. It is essential for all staff, including cover and supply staff, to adhere to Academy principles and policy in relation to the management of behaviour. Shared understanding and consistent application of policy/rules will ensure clear boundaries are established and a common approach to behaviour management maintained. Manchester Communication Primary Academy sets high expectations in terms of child achievement, progress and behaviour.

We recognise that where individual children are engaging in continuing disruptive behaviour this can be as a result of unmet social/emotional/mental health needs. If such needs are identified, we will do all we can to ensure that the child receives appropriate support. We recognise our legal duties under the Equality Act 2010 in respect of children with SEN and/or disabilities. Whilst all children identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these children often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all children. An Individual Behaviour Plan will be used for children whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed

Class Dojo: House Point System

The academy ensures that all members of staff motivate learners and promote the highest standards of behaviour, within the context of learning, by using a variety of rewards to recognise positive behaviour. Every child is assigned to one of MCPA's five House Teams; house team members are evenly distributed throughout classes and across the academy. MCPA house teams are;

- **Shakespeare** (House colour - Yellow)
- **Marconi** (House colour - Blue)
- **Turing** (House colour - Red)
- **Cooper** (House colour - Green)
- **Olympic** (House colour - Purple)

The house system using ClassDojo helps staff boost classroom engagement, efficiently recognise, celebrate and share pupil achievement and avoids painful data entry.

ClassDojo enables staff to;

- Award feedback points for specific 'community qualities' and class specific accomplishments
- Let pupils reflect on their in-class performance with their pupil accounts
- Support children in building positive learning habits
- Break down potential barriers between the classroom and home

- Keep parents informed about child's progress
- Promote team and house ethos

House teams provide an opportunity for children to feel and experience being part of something bigger; something beyond themselves and to work collaboratively with children across all age groups towards a common goal. There will be various activities/events throughout the year that will enable House Teams to meet and work together; Sports Day to name but one.

At MCPA we use 'Class Dojo' to record and track Dojos/house points that have been awarded. Pupils are awarded Dojos/house points in celebration of them demonstrating one of our 7 'Community Qualities' or for showing they have consistently met the class target for that week/half term.

House/Dojo points are calculated each week and ranked; weekly totals are updated on the whole academy display and the top scoring house team have their 'colours' placed on the display copy of the House Champions Cup.

Weekly house point totals scores will be zeroed at the start of each week to support a friendly sense of competition.

At the end of each half term the winners of the House Champion's Cup will be announced; the winning house colours will be placed on the cup with members of the winning house receiving a House Champion Badge.

Children will be awarded with one house point at a time, as all effort is equal. This will ensure that there is no discrepancy between how the children earn celebratory house points, e.g. should one staff member award four house points whereas another may award one house point for the same achievement.

If all children are making positive choices; are demonstrating one, or more, of our community qualities, staff can award a 'Class Dojo/House Point award'. This means that five house points will be added to each child's dojo profile. For a 'Class Dojo award', all pupils should be making the right choice all together.

Dojo/House points are intended to be used to reinforce a positive classroom ethos, making clear to children that everything that they do is of value. Any staff can award any children with Dojo points. Dojo points are not to be used in a punitive way and therefore will not be removed therefore; if a child earns a Dojo making a poor choice later does not cancel out the positive.

The table over leaf outlines what Dojos can be awarded for;

Dojo's can be awarded for...	Number of Dojo's...
Attitude	1
Behaviour	1
Courage	1
Determination	1

Dojo's can be awarded for...	Number of Dojo's...
Enthusiasm	1
Friendship	1
Resilience	1
Class Target Dojo (<i>Listening for example</i>)	1
Class Dojo (<i>awarded for any of the above when all pupils demonstrate the community quality</i>)	5 (per pupil)

EYFS - Reception

Though the complexities of the wider house system may not provide all children in EYFS/Reception with the short-term celebration that is required to instil the positive connotations of team working it is important that we introduce children in the early years to the skills, qualities and benefits of working together and support them to self and co-regulate.

Therefore, in EYFS/Reception children will be introduced to the same concept; working together towards a common goal but their celebratory system will be more immediate. Dojos are still awarded for the same reason i.e. demonstrating one of the 'Community Qualities' or for meeting the class target.

Classes will have a Dojo jar; one jar per class. When a child is awarded a Dojo they will place a Dojo ball in the class Dojo jar. Once the jar is full, all children will be involved in a celebratory class event (*as decided by the staff*).

Good to be Green: Classroom Behaviour Monitoring System

The 'Good to be Green' system, which runs alongside the Class Dojo/House system, provides an effective, non-confrontational, way of promoting positive community behaviours.

This highly visual system, with child friendly resources, supports children in understanding their behaviours for learning and to visually track their progress. We believe that it's important to promote a positive message regarding behaviour management; 'Good to be Green' is a means of promoting our high expectations of positive behaviour and reinforces the message that every day is a new day; we make mistakes, learn from them and move on.

Through the "Good to be Green" system pupils;

- Are clear about the behaviours for learning expected of them.
- Develop positive attitudes to academy and work which emphasise high standards.
- Develop self-esteem and enhance levels of self-confidence.
- Develop good habits in relation to self-discipline and co-regulation.
- Develop respect for others.

- Are taught, praised and rewarded for displaying behaviours for learning.
- Understand that positive behaviours benefit all; that we celebrate these behaviours but that they are behaviours we should all expect therefore do not warrant 'reward'.
- Know that they will be supported to reflect and explore their exhibited behaviours if challenging.

The academy ensures that all members of staff motivate learners and promote the highest standards of behaviour, within the context of learning, by using a variety of 'intrinsic motivation' approaches to recognise and encourage positive behaviours for learning including;

Meaningful, explicit praise

- High-fives, thumbs up, round of applause
- Verbal congratulation of pupils
- Sharing success with partner classes
- Presenting achievements to members of SLT
- Class specific celebratory systems
- Class Dojo points
- Good to be Green Cards & Going for Gold challenge
- teachers congratulating pupils
- Class specific reward systems
- Positive phone calls home

(See Appendix 13: Intrinsic Motivation)

Administration

Each class has a 'Good to be Green' display chart; each chart has a named pocket for each class member.

With the chart classes are provided with a green card for each pupil and a collection of yellow, red and 'Stop & Think' cards.

Each child starts every day with an empty pocket and will be awarded with their green card as and when positive behaviours for learning are demonstrated. This approach supports pupils in focusing on the day ahead whilst enabling staff to recognise and celebrate pupils who come in and settle straight into their learning without fuss (pupils that can feel overlooked) whilst avoiding direct confrontation with those that don't. The aim in all classes is to demonstrate 'Green behaviours for learning' and earn their green cards as soon as possible. Class teachers will determine the ways in which cards are administered.

Green cards can be awarded for a variety of positive behaviours for learning as can be seen in the Good to be Green Behaviours guide. When awarded pupils place their green cards in their named pocket.

(See Appendix 14: Good to be Green; Behaviours Guide)

As with Dojo points, Green cards are not used in a punitive way; once a Green card has been awarded it remains; if a child makes an inappropriate behaviour choice later in the day that will be actioned in a supportive way but does not reverse a previous positive achievement.

From time to time children may struggle to exhibit positive behaviours for learning and may need support in meeting our academy expectations.

How it works

- Every child starts every day with an empty name pocket in the Good to be Green class display chart.
- Pupils who exhibited 'Green' behaviours will be awarded their 'Green' cards and these will be displayed in their name pocket in the wall chart.
- If a child demonstrates behaviours that deviate from our class expectations they will be given a friendly '**Verbal Reminder**'; this is a non-punitive, non-confrontational reminder and gives the pupil an opportunity to share if there's a problem.
- If behaviour continues fall below the expected/agreed standards a pupil may be issued with a '**Stop & Think**' card. This card will be placed in the pupils named wallet but is a purely supportive measure; time will be given to identify any underlying issues and to agree supportive measures. When the child is back on task, and exhibiting Green behaviours, this card will be removed.
- Should challenging behaviours continue a pupil will be awarded a formal warning, represented in their name pocket with a '**Yellow card**'. This formal warning stage gives the child a chance to consider their behaviour and improve it without any further action. At this stage the class teacher/member of staff, may also suggest some additional supportive measures; change of seat, alternative approach, time out in a partner class for example. It may be that the pupil is supported in having some reflective time away from their classmates to enable them to take some time out to consider their actions and again, give them the opportunity to improve. A 'Yellow card' is not removed but will be placed behind the green card when positive behaviours return; this enables us to have a 'pocket-picture' of a child's day.
- Should a pupil continue to exhibit persistent 'Yellow' behaviours or if their behaviour escalates their status will move to 'Red'. In this situation the pupil will receive a '**Red card**' which will also be centrally logged on our central recording system (CPOMS). Pupils receiving 'Red' cards will be supported during a period of reflection with a member of the Senior Leadership Team at lunchtime (if the card was awarded in the morning) or will be taken to a member of SLT if awarded in the afternoon. Reflection time will enable pupils to discuss the situation, to reflect on exhibited behaviours and to explore underlying causes and possible alternatives. Parents/carers will be informed if red cards are awarded and will be expected to support 'catch-up' learning that evening.
- If a pupil receives three red card a 'Home Academy Partnership' meeting will be held. Parents & carers will be asked to attend a review/planning meeting with the Assistant Headteacher (PDBW). This meeting is intended to be restorative, mutually supportive and positive outcome driven.

In supporting consistency and clarity across the academy Good to be Green system posters have been created and are displayed in classrooms and key spaces.

(See Appendix 6: Good to be Green System posters)

'Class Dojo' and 'Good to be Green' – Two systems to complement each other

It is important to remember that the two systems run alongside one another, to as best as possible, embed a positive classroom ethos, focusing for the most part on the positives.

If children 'lose' their 'Green' status, they can still earn 'Class Dojo House Points' for their team. This enables us to remind children that 'all is not lost,' they can still contribute, achieve and experience a positive.

Children struggling to manage their behaviour and make the appropriate choices are consistently supported to develop this further, being provided with clear behaviour choices and the 'House Point' incentives. Children making mistakes, and therefore making the inappropriate choices, are dealt with fairly and consistently, using the 'Good to be Green' system. Where children make mistakes, they are supported in understanding what has happened, how they can make it right again and how to move forwards.

Absent pupils will be recorded as Green for that day unless absent due to fixed term exclusion.

Celebration & Reflection

Here at MCPA we aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Two main systems are employed for the reward and tracking of children's behaviour. Both the 'ClassDojo' and 'Good to be Green' initiatives provide a framework through which individuals and whole classes can be rewarded for behaviour that meets/exceeds the Academies expectations. The use of regular praise of positive behaviour reinforces expectations, raises self-esteem and highlights a good example.

A wide variety of other recognition & celebratory systems can be used to motivate children but essentially gaining the teacher's respect and approval through genuine verbal/non-verbal praise should motivate children. Trusting children with genuine responsibilities can build self-esteem and can act as a positive encouragement e.g. monitor roles, play leaders etc.

Celebration

We acknowledge that our children respond differently to different rewards systems, so staff will use a range of strategies that reinforce individual children. Children are rewarded for their positive behaviour in a number of ways, including:

- Verbal, specific praise
- Certificates
- Forrest Academy sessions
- Reward charts
- Positive Phone calls home
- Postcards home

Focus Area	Celebration
Attendance Bank: Attendance	Class with the highest weekly attendance figure will earn £10 for their class attendance bank. This is saved and spent by class teams on an end of term/half term celebration activity/event.
Punctuality 'Pick N Mix': Punctuality	Class with the highest punctuality figure will earn a tasty treat for their class.

Focus Area	Celebration
Good to be Green Goal Scorers: Classroom behaviours	'Good to be Green' scores for each class will be collated and ranked; the class with the highest percentage of pupils on green will be awarded a forest academy session.
House Winners Cup: House points	House point scores (collated class dojo points) will be totalled on a weekly basis with the winning house announced in the Friday celebration assembly. The 'top scoring house team' will have their house colours displayed on the house cup. At the end of the term the house cup winners will be announced with winning house team members being awarded a winners medal/badge.
Dojo Champions: Community Qualities	'Community Qualities' are recognised through our 'Class Dojo' system. At the end of the week, the pupil with the highest Class Dojo score will be named a Class Dojo Champion.
Top Table Award: Lunchtime Behaviour	Pupils demonstrating our community qualities during lunchtime will have their names entered into a hat. During our celebration assembly on a Friday pupils names will be drawn at random from the hat with selected pupils being awarded a special 'Top Table' lunch.
Golden Bin Lid Award: Respect for Environment	Mr Phillips and his site team will decide which class has taken the most pride and care with their learning environment and will present the 'Golden Bin Lid' trophy to the winning class each week.
Headteacher's Highlight	The Headteacher announces his target area each week for the children; Politeness for example. On Friday in celebration assembly Mr Reed will then announce the winner of his 'Headteacher Highlight' certificate.

Positive Reinforcement

Experience has taught us that children respond far better to praise than they do negativity. At MCPA we consistently use positive praise to encourage children; providing pupils with guidance & support to make choices that are appropriate & positive. If a child is making inappropriate choices they are informed of this and told that they have the CHOICE to make an appropriate decision; they'll be supported in identifying this and what it looks like. When children have made an inappropriate choice they MUST be praised as soon as possible afterwards to show that the positive behaviour is preferred.

The word 'naughty' is never used in MCPA; the term 'inappropriate' is used instead. We endeavour to disassociate the children from their inappropriate behaviour and stress that sometimes behaviour is not acceptable, NOT the child.

Reflection

Manchester Communication Primary Academy believes that all children should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by nurturing personal development, supporting pupil well-being and encouraging positive behaviour patterns we can promote good relationships throughout the academy built on trust and understanding, and that through the use of this policy

we can support all of our children in developing a high level of social awareness. Our aim is to ensure that all our children leave the academy with the key skills they need to continue to progress to the best of their ability in all areas of life.

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what sanctions will be used if they overstep the mark. We believe that appropriate sanctions should be applied fairly and calmly. The smallest possible sanction that is effective should always be used. We believe children need to understand the impact of their behaviour and are entitled to support and guidance in identifying & unpicking their motivators/triggers. We also invest in the ideology that each day is a new day and that pupils should always be given the opportunity to make amends.

There are of course consequences for pupil's inappropriate behaviour; however, we work hard as a staff to avoid using this terminology due it's negative/punitive connotation. Instead we refer to the majority of our 'sanction/consequential' systems as 'Reflection' as this umbrella term articulates the aim of our practices.

Reflection/sanction should be applied in a way that maintains self-respect. Whole group sanctions should be avoided where possible. Sanctions must be applied consistently, firmly, fairly and without confrontation.

Disruptions to the learning of others will not be tolerated. ALL classroom staff will challenge and act upon low-level disruptions positively and effectively acknowledging that for some pupils this may mean a change to classroom practice.

Therefore, if a child becomes disruptive and disturbs themselves or others from learning, then ALL staff will follow the procedure outlined in the Good to be Green system protocol.

Restorative Approaches

What are Restorative Approaches?

Restorative Approaches are needs led & value based. Here at MCPA they can be seen as part of our broader ethos that identifies strong, mutually respectful relationships and cohesive community as the foundations on which good teaching and learning can flourish.

Restorative Approaches are built upon the basic principles of;

- Genuineness - honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding - being able to understand another's experience and feelings.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

At MCPA we aim to promote the personal development of all our pupils and encourage active citizenship and the involvement of children in their communities. Central to this is developing our children’s ability to form positive relationships. Enabling our older pupils to become a Buddy is one of the ways we encourage our children to be involved in the life of the academy. Friendship Buddies (peer Mediators) are children in Year 5 & 6 who undertake training, following a nationally recognised scheme. This enables them to learn about peaceful conflict resolution. One of the ways they do this is to use L.E.A.F

L.E.A.F

At MCPA we use ‘L.E.A.F’ to underpin the more formal Restorative Approaches described above. When something goes wrong we encourage our children to ...Turn over a new ‘LEAF’.

L	Listen: (Ask in turn) What’s happened to you?
E	Emotions: How do all parties feel; how has everyone been affected?
A	Action: What do we need to do and say to make things better?
F	Follow up: Are things better?

Children who do not Respond to the Whole Behaviour System:

For a variety of reasons, it may, on occasion, be necessary to employ a number of additional support strategies & further interventions in order to ensure children experiencing behavioural difficulties can access the support they need.

MCPA operates a ‘three-tiered system of supportive approaches through our Graduated Response to potential SEMH ranging from ‘in-class’ support through to ‘specialist intervention’ and possible external agency support. The nature of any support system put in place is made explicit to the child as are the links between exhibited behaviour, consequences and effective learning.

Below is a summary of our Tiered support system; these lists a not exhaustive.

Tier 1: A variety of low-level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate. Stop & Think cards, Yellow cards, may, or may not be utilised at this stage.

If challenging behaviours are persistent/common, class teachers will alert parents/carers to the situation and highlight that there are some minor concerns. This is to open up and secure two-way communication that will support a holistic approach should support measures need to be escalated. At this early stage this communication also gives the clear picture to the child that both home and academy are working together to improve outcomes.

Tier 2: If in-class interventions have not proved successful at Tier 1 parents/carers will be invited into the academy for a meeting about their child's behaviour. This meeting will be jointly chaired by the class teacher and behaviour lead.

At this stage parents/carers will be updated on the concerns held about their child's behaviour. Behaviour tracking data, observation records and progress information will be shared and discussed at this time.

Parents/carers will be informed that their child's behaviour is now a serious concern and that their child is losing a lot of learning time. Explain what measures have already been trialled and inform that Tier 2 support will now be put into place.

Outline that Tier 2 support involves;

- Personal Development Lead TA/Class Teacher/Key member of staff meeting regularly with the child in order to address behaviour needs/Social & Emotional Development/ and to set targets.
- Behaviour targets will be set and reviewed on a weekly basis and shared with parents.
- Targets set and daily review will be recorded in a child 'Passport to Success' (Appendix 15)
- Inform parents/carers that at this stage it's essential that the child knows that home & Academy are working in partnership, this will now be formalised in the form of a 'home-academy contract' (Appendix 16)
- This contract will outline what is expected of the child, the academy and the parents/carers.
- The passport will be sent home each day to share progress and will be reviewed once a week by the assigned member of staff.
- At the time of implication, a review meeting will be agreed, and the process continued or escalated if necessary.

Tier 3: Children accessing additional support on Tier 3 will usually have had a referral based on one of the following;

- Child has already accessed support on Tiers 1 & 2 and behaviour remains an area of concern.
- Exhibited behaviours are extreme, unsafe, pose risk to others and need immediate, targeted support.
- Child has additional needs requiring them to access more specialist intervention.

We recognise that for a number of children, whose behaviour is beyond the whole academy Celebration & Reflection system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour and explore issues relating to self-esteem, motivation, self-image, confidence, social anxiety amongst others.

With Tier 3 support children will have an individual behaviour plan agreed between the child, staff and parents, managed by the Personal Development Lead TA, the Assistant Headteacher (PDBW) & SENCO. A range of specialist intervention programmes are available and will be specifically tailored to the needs of the child.

Targets will be set within an individualised programme which will have calendared reviews.

What will Happen if all the Above Procedures don't work?

If the procedures appear to be not meeting the needs of the child, and there is no improvement in behaviour, a further meeting will be arranged. This meeting may also involve the Principal, SENCo, Lead Behaviour Professional and Educational Psychologist. At this meeting the Academy will look to place the child on the Special Educational Needs Register for behaviour and an Individual Behaviour Plan (IBP) established. This means that the child is at risk of being excluded from the Academy and significant changes to behaviour and attitude must take place before a child is removed from this level.

What Happens in the Event of a Serious Incident?

In these incidences a child will skip stages within the behaviour system and be sent directly to a member of the senior leadership team. The incident will be investigated, and an appropriate consequence will be decided.

The following consequences can be utilised:

- Removal from class.
- Removal from unstructured times e.g. playtimes and lunchtimes.
- In-academy exclusion – where the child concerned works in isolation under the supervision of a teaching assistant for a specified time.
- Seclusion – where a child works offsite in a local primary academy.
- Fixed Term exclusion.

In all the above cases members of the senior leadership team will ensure that appropriate emotional provision is provided to prevent a repeat of such incidents.

Exclusion

In rare cases it may be necessary to exclude a child following the Academy's exclusion policy. This is only ever considered after all other avenues have been explored.

The document, Exclusion from maintained academies, Academies and Pupil Referral Units in England 2012 <https://www.gov.uk/government/publications/academy-exclusion> (updated 10.05.2015) from the Department for Education, details the statutory guidance to which MCPA will have regard in carrying out functions in relation to exclusions.

Use of Reasonable Force to Control or Restrain Children

In accordance with the Education Departments - Use of reasonable force document 2013 & Education and Inspections Act 2006. This guidance is intended to provide clarification on the use of force in academy and help staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of principal and governing bodies in respect of this power. All staff must make reasonable adjustments for disabled children and children with special educational needs (SEN).

- Academy staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior academy leaders should support their staff when they use this power.

Good relationships between staff and pupils are vital to ensure good order in our academy. It is recognised that most pupils at MCPA respond positively to the Behaviour for Learning systems implemented by staff; this ensures the well-being and safety of all pupils and staff in academy. It is also acknowledged that, in exceptional circumstances, staff may need to act in situations where the use of reasonable force may be required. Please refer to MCPA's positive handling policy for more information on interventions used, staff training and details on how staff record incidents positive handling.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, academies generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- Academy staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of academy staff have a legal power to use reasonable force.
- This power applies to any member of staff at the academy. It can also apply to people whom the principal has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on an academy organised visit.

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from

damaging property, or from causing disorder.

- In an academy, force is used for two main purposes; to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances and dynamic risk assessment.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- prevent a pupil behaving in a way that disrupts an academy event or an academy trip or visit.
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground. restrain a pupil at risk of harming themselves through physical outbursts.

Academy cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

Staff training:

- Regular staff training using the Team-teach approach is provided for all staff.

Report incidents of reasonable force:

Any incidents should be reported to the Principal/SLT immediately. Written records will be maintained of any incident involving restraint and parents/carers informed. Regular staff training for staff in using Team Teach principles to ensure when children need restraining correct practices are adhered to.

Telling parents when force has been used on their child

Parents/carers will be informed about all incidents involving the use of force and a record of the incident and parent's response will be recorded in CPOMS In deciding 'what is reasonable force', teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident
- degree of force used
- effect on the pupil or member of staff
- the child's age.

What about other physical contact with pupils?

- It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.
- Examples of where touching a pupil might be proper or necessary:
- Holding the hand of the child at the front/back of the line when going to assembly or when walking together around the academy
- When comforting a distressed pupil
- When a pupil is being congratulated or praised
- To demonstrate how to use a musical instrument

- To demonstrate exercises or techniques during PE lessons or sports coaching
- To give first aid.

Policy Links

- PSHE Policy
- Safeguarding Policy
- Inclusion / SEN Policy
- Teaching and Learning Policy
- Bullying Policy
- Equal Opportunities Policy
- Nurture Policy
- Positive Handling Policy
- SEMH Policy

Monitoring, Evaluation & Review

Behaviour across the academy will be recorded on CPOMS; class pastoral files, Learning Mentor records will be recorded through reflections sheets, behaviour books and lunchtime incident book. Progress towards individual targets will be recorded on individual behaviour/ education plans.

Assistant Headteacher (PDBW) will collate, analyse and produce the following;

- Termly report on 'Good to be Green' data (**Appendix 17**)
- A 'Behaviour Snapshot' that will collate data from CPOMS, disparaging language data collection, dojo scores etc for class teaching teams (**Appendix 18**)
- Support in the setting and monitoring of class behaviour targets.
- Maintain the Academy Disparaging Language Record – reviewed half termly and feedback to class teachers through half termly behaviour snapshot.
- Behaviour Walks each half term.
- Assume responsibility for overseeing Tier 2 & Tier 3 interventions.
- Produce and maintain on-going sourcing of behaviour support materials for class teaching teams.
- Further develop and nurture Home-academy relationships (behaviour focus)

The Senior Leadership Team will monitor behaviour and evaluate the impact of this policy through the records listed above, through coaching, informal observations, comments from formal lesson observations and discussion with children, staff and parents.

This policy will be reviewed annually, with opportunities for consultation with staff, children and parents.

Appendices

Appendix 1:

Greater Manchester Academies Trust core values of:
Heart: caring for themselves, their learning and their development and others
Trustworthy: always do their best, be truthful and look after the learning environment and their resources
Inspiring: can create, question, solve and communicate effectively and become role models.
Helpful: think of others and learn together.
Straightforward: follow clear routines that help us learn and have simple, effective procedures that are consistently applied.

Appendix 2:

EYFS	Years 1 - 4	Years 5 - 6
Take part and try hard	Learn well	Put your learning before everything else
Think about others	Look after your Academy and everybody in it	
Listen then do	Follow instructions from the MCPA staff team	

Appendix 3:

- Attitude
- Behaviour
- Courage
- Determination
- Enthusiasm
- Friendship
- Resilience

Appendix 10: Positive Behaviour Management in the Classroom

Plan for appropriate behaviour

- Balance correction with praise and encouragement.
- Establish consistent rewards and sanctions.
- Use the language of choice to teach and emphasise taking the responsibility for inappro-

priate behaviour.

- Plan your language to be positive and motivational.
- Plan alternatives to confrontation, speak quietly.
- Know how to get help when necessary.
-

Plan for inappropriate behaviour

- All members of staff to use the same language (and agreed scripting) – the language of choice. ‘If you choose to do that then this will happen’.
- Plan what the consequences of inappropriate behaviour in your classroom will be and carry them out if an inappropriate choice is made.
- Plan alternatives to confrontation and don’t raise your voice.
- Try informal strategies first THEN follow the formal Behaviour Management procedure.

Separate the behaviour from the pupil

- Make the behaviour unacceptable, not the pupil.
- Making the behaviour unacceptable allows for change & improvement.
- Do not link poor behaviour to the pupil’s personality linking good behaviour to a pupil’s identity builds self-esteem.

Use the language of choice

- It gives pupils confidence by giving them responsibility.
- It regards mistakes as a normal part of learning.
- It has a positive emphasis.
- It reduces instances of conflict arising from trying to make things happen.
- It creates an important link between choice and consequence.
- It helps to empower children.

When we all use this language, pupils will become used to it. It gives feedback on the choices they are making, letting them know whether they are positive or negative: ‘The instruction is to sit in your seat. I’d like you to choose to do that now – thank you.’ ‘If you choose not to finish your work now you will be choosing to finish it at break. Make a positive choice and focus on your task’.

The main aim is to create a learning experience; to make a connection in the pupil’s mind between the choices they make and the outcome we create thus influencing their future choices.

Actively build self-esteem

If experiences in Academy are constantly negative and unsuccessful they will undermine the pupil’s ability to be successful. Pupils will create a model in their head that accepts a lack of success being the norm for them – this will lead to behaviours that avoid risk taking and challenge. These behaviours can be disruptive. As a significant adult you can alter this. We need to let pupils know that we respect and value them. If we all do this it will improve self-esteem. Praise the good choices they are capable of making.

Catch them being good

This is one of the keys to successful teaching and learning. Thanking pupils – let them know what the praise is for e.g. being quiet, lining up, pens down – it tells them what behaviours they can repeat in order to gain praise.

Actively build trust and rapport

- Positive relationships are at the heart of all we do.
- Building rapport with pupils requires effort, commitment and skill. It happens in many simple ways: learning names, greeting pupils in corridors, showing interest in what they do both in the classroom and out of it, show interest in them as human beings. In order to influence and guide pupils it is necessary to enter their world and be aware of their perspective.
- People achieve more when they are confident and trusting.
- Having confidence and trust encourages risk taking which leads to learning.

Model the good behaviour you want to see

- Calmly resolve conflict using the planned approach to bad behaviour.
- Calmness, predictability and certainty are the key behaviours to model.
- Listen to problems and respond.

Always follow up on issues that count (remember the consequence is inevitable)

- Always follow up on pupils' choices with a consequence.
- Following up shows that you care and what you say is important.
- Be positive about future behaviour when following up.
- Keep the focus on the behaviour not the personality.
- Remember a follow up does not need to be instant. Choose your time carefully; waiting sometimes brings better results.

Work to repair and restore relationships

- Catching them being good afterwards allows them a way back.
- Remember that pupils may still be stressed or resentful.
- Allow time and repeat the attempts to be positive.
- If there is no hope of a way back relationships and achievement will flounder.

Celebration of good behaviour and achievement

- Verbal praise.
- Written praise in books.
- Display of work.
- Certificates.
- Letters / postcards home.
- Telephone calls home.
- Assembly mention.
- Visits to SLT.

Consequences of bad behaviour or sanctions

Use a variety of strategies informally;

- Humour.
- Distraction.
- Re-direction.
- Surprise.
- Use the language of choice.
- Verbal reprimand.
- An additional piece of work or community task.

- Letter home.
- Phone call home.
- Move pupil within lesson.
- Tactical ignoring.

Classroom Management

Effective classroom management skills are essential for promoting good behaviour and positive learning experiences in lessons. In addition, well-prepared and stimulating lessons, in which pupils are aware of the lesson purpose, help to secure positive standards of behaviour. Personal reflection on practice, for the purpose of development and improvement, is of great importance.

Four basic principles appear to encapsulate the essence of effective classroom management.

These may be summarised as:

- Getting them in.
- Getting on with it.
- Getting on with them.
- Getting them out.

Getting them in:

- Arrive before the class, greet the class on the way in and begin on time.
- Ensure that pupils enter the classroom in an orderly manner (4-S-line).
- Ensure they put bags and coats etc in appropriate places.

Getting on with it:

- Have a formal start to the lesson.
- Establish a consistent routine for registration...and stick to it.
- Ensure the classroom layout is appropriate to the classes you are teaching.
- Be prepared for the lesson and ensure that the lesson purpose is known by pupils.
- Ensure that all pupils are enabled to participate fully in the lesson.
- Ensure the lesson content, structure and pace is appropriate, interesting, creative, relevant etc for the class.

Getting on with them:

- Know the pupils as individuals - by name and by attainment.
- Call them by their first names.
- Abide by the Code of Conduct from the first lesson onwards.
- Model the standards of courtesy expected from pupils.
- Emphasise the positive, including praise for positive behaviour as well as good work.
- Make sparing, fair and consistent use of reprimands and target the right pupil.
- Critique the behaviour and not the person.
- Use private rather than public reprimands where possible.
- Avoid sarcasm and threats.
- Avoid whole group punishments and all forms of humiliation.

Getting them out:

- Keep to time in the lesson and finish on time.
- Ensure the class packs away appropriately and leaves the room tidy.
- Ensure an orderly exit.

- You dismiss the class... not the clock!
- Establish, and stick to, an end of day and exit routine.
- Analyse the classroom management performance and learn from it.

General issues:

- Be fully prepared.
- Ensure the classroom is tidy and well organised.
- Ensure the classroom has relevant and attractive display on the walls.
- Make your room a positive, creative and progressive learning environment!

Effective Lessons

Effective lessons are likely to be those in which pupils are fully engaged and make good progress and improved attainment with sustained effort and commitment. Such lessons are normally well prepared and interesting, the aim of the lessons are clear to pupils, they are appropriately resourced, they include differentiated tasks according to ability and are well paced. Effective lessons are also likely to be those in which encouragement is given to pupils asking questions and making contributions as well as responding to teacher questions.

- Be well prepared for the lesson.
- Mark all work promptly and constructively.
- Use the results of assessment to help focus next stage of progression.
- Keep everyone occupied and interested.
- Extend and motivate all the pupils.
- Include some differentiation well matched to pupil ability.
- Plan for, and utilise, a behaviour for learning focus in the lesson.

Appendix 11: Creating a Positive Ethos

Classrooms are complex places. Many issues such as conflict, confrontation, frustration can be minimised if consideration is given to a number of issues.

Organisation

- Grouping - where possible avoid combinations of pupils that can be troublesome.
- Timetabling- different activities demand different standards of behaviour and self-control. Some children may need a period of time to calm down after an exciting, physical, active session. Whilst staff may want children to engage with a task they find challenging, this needs to be planned for, with careful consideration given to how long a child should be exposed to an activity known to cause frustration or emotional difficulty.
- Furniture and equipment- many difficult situations can be avoided if careful consideration is given to how the space is arranged.

Teamwork

- It is important that all class/ teaching group teams work well in order to ensure that a consistent approach to behaviour is taken.
- Reward systems used for groups / individuals should be commonly understood and consistently applied.

- Staff need to feel supported by colleagues at all levels and be able to voice their feelings and suggestions without fear of recrimination or ridicule and should feel confident that their views will be taken seriously by the team. This includes discussing incidents of behaviour in a positive, solution focussed manner.
- Behaviour management is a learning process and all staff should support each other in striving for best practice. This will reduce tension and promote consistency and good relationships between staff.
- The relationships between staff/staff and staff/pupils are of paramount importance; the children will learn civility, respect for others, sympathy, consideration much more easily if they are given continual good examples and role models.

Curriculum

- The differentiation of content and style of delivery to individual children can, if used sensitively, minimise feelings of failure, frustration and boredom, all of which can lead to behaviour problems.
- The experience of success and the joy of learning new skills within an environment that is nurturing will reduce the fear of judgement and failure and enhance self-esteem.

Effective classroom practice is key to creating a positive environment. As part of creating a positive ethos, the teacher will;

- Greet pupils.
- Make sure content is appropriate, planning is effective, including for the use of support staff.
- Use visual, auditory and kinaesthetic approaches.
- Have a positive/clean/prepared (for work) environment.
- Establish expectations.
- Ensure pupils understand that they have a choice.
- Use lots of praise (more than reprimand).
- Use sanction and rewards – low level behaviour dealt with in class.
- Look for signs of things going wrong- de-escalate, use the expertise of the support staff.
- Re-emphasise academy/classroom rules (displayed).
- Ensure pupils get more attention for positive behaviour.

Be prepared to;

- Stop a lesson if necessary.
- Practice what is required (movement, quiet, chairs away).
- Use sanctions and rewards.

Review with individuals/ class group;

- Expectations at regular intervals (beginning of session/half term/term).
- Explore concept of lost learning time.
- Use class huddles/PSHE/end of day talk time to review group issues.
- Discuss sanctions – consequences.
- Discuss support mechanisms – peer support, table groups, support staff, teachers etc.

Creating a Positive Ethos at an Individual Level

- The importance of the place of every member of staff in creating an environment that reduces the likelihood of challenging behaviour cannot be overemphasised.
- All staff have a duty to show children that they are liked, respected and welcome.

- Staff should set challenging but realistic expectations of behaviour.
- They should demonstrate by their own example appropriate ways of expressing their emotions. A calm, consistent approach and a sense of humour are important qualities that help to reduce tension and promote a sense of confidence and security in children.
- Pupils with ASC may present behaviours that require an individual response, which acknowledges their inability to cope with changes and their difficulties in understanding and responding to sanctions and rewards.

As a Whole Academy we will: Consider/ Review

- Appropriateness of curriculum content/ models.
- Role of the environment on behaviour –within classes, whole academy – standard of displays/ tidiness engendering calmness and pride.
- Effect of staffing and staffing structure on behaviour.
- Consistency using Reward/Sanctions strategies.

Appendix 13: Understanding Intrinsic vs. Extrinsic Motivation in the Classroom

In today's fast-paced world, engaging students is a major challenge for teachers. Oftentimes, it's all about finding the proper motivation. But which type of motivation are we talking about? Intrinsic motivation? Extrinsic motivation? Or perhaps a combination of both? Here, some clarification of intrinsic and extrinsic motivation and a few suggestions to help you inspire your students.

What is intrinsic motivation? Intrinsic motivation is doing something for the sake of personal satisfaction. The primary motivator is internal (i.e. you don't expect to get anything in return). You are intrinsically motivated when you do something simply because it makes you feel good, is personally challenging, and/or leads to a sense of accomplishment. For example, a student may be intrinsically motivated to read because it satisfies their curiosity about the world and brings them a sense of calm. Intrinsic motivation is doing something "just because."

What is extrinsic motivation? Extrinsic motivation is doing something to earn a reward or to avoid a punishment. The primary motivator is external (i.e. you expect to get something for completing a certain task, or you want to avoid a consequence for not doing something). For example, a student studies for a test because they want to earn a good grade. Or they mind their behavior because they don't want to lose their recess. Students choose behaviors not because they enjoy them or find them satisfying, but in order to get something in return or avoid an adverse outcome.

Does extrinsic motivation work? As educators, we have heard a lot about the downside of extrinsic motivation. Studies have shown that extrinsic motivation produces only short-term effects, at best. One study out of Princeton University goes so far as to say, "External incentives are weak reinforcers in the short run, and negative reinforcers in the long run."

Does it create dependencies? Another criticism is that sometimes kids get hooked on the rewards that come with extrinsic motivation. According to Monica Frank, PhD, "The more

children are provided rewards for activities that have natural reward, the more they will expect reward and be unable to set or achieve goals without that extrinsic motivation.” We’ve all had students that demand to know “What are we doing this for?” or “What do we get if we complete this task?” If we provide the “why” for our students too frequently, we stand in the way of them becoming independent learners.

Does extrinsic motivation affect a student’s self-esteem? When children rely too much on external motivation, they learn to compare themselves to others and may give too much weight to other people’s opinions. Do I have as many stickers as Mary? Is my teacher happy with me because I did the assignment the right way? If students are always looking outside of themselves for validation, they will be unhappy and unproductive when that validation is not readily available, and their self-esteem can suffer.

Is there room for both? Common sense shows us that extrinsic motivation is not always a bad thing, particularly when it comes to teaching children. In fact, it can sometimes be extremely beneficial, particularly in situations where students need to complete a task that they find unpleasant. In the classroom, just as in real life, there are many things we have to do that, if given the choice, we would not. Sometimes the right incentive serves as the hook that gets students invested in learning. And, we can’t forget: Kids are still developing and building up their bank account of experiences that provide the basis for intrinsic motivation. So if they need a little external motivation to master a new skill or tread into unfamiliar territory, that’s okay.

Bottom line: The key is finding the right balance.

So how can teachers spark their students’ intrinsic motivation?

The word *intrinsic* means to come from inside, so it seems counterintuitive to imply that we can train a student to be intrinsically motivated. While we cannot change who a student is as an individual, we can create the optimum environment to encourage students to develop their own motivation muscles. Here are a few suggestions to get you started.

1. **Know your students:** Get to know your kids as individuals and discover what they’re interested in and how they learn best. Then design your instruction around these motivating factors. Change up your instruction to keep kids engaged and interested. Provide a mix of independent, partner, and group work. Use technology. Incorporate art. Keep your finger on the pulse of your students and adjust as necessary.
2. **Give them ownership of their environment:** Involve your students in creating the guiding principles of your classroom community. Work together to establish the optimal learning environment for that particular group of individuals. Like all humans, your students are more likely to take care of something they helped to create.
3. **Make sure they have a solid foundation:** Explicitly teach basic skills so that students have a solid foundation of knowledge to build upon. Intrinsic motivation will come from being able to tackle complex tasks. Build up students’ confidence and make sure they have the resources they need before they begin.
4. **Practice setting goals:** Tap into the power of setting goals with—not for—your students. According to literacy consultant Lindsey Barrett, “Research spanning decades shows that setting student goals improves both motivation and achievement, encourages a growth mindset, and also supports the development of skills students need to be prepared for their future careers.”
5. **Give specific feedback:** Give students feedback that focuses on their strengths instead of

their weaknesses and be as specific as you possibly can. Instead of saying “great job!” or “you’re so smart,” tie your comments directly to the student’s effort. For example, “Your essay turned out so well because you created an excellent outline to work from,” or “Your conclusion from the science lab was so insightful because you made very keen observations.”

6. **Tap into their innate curiosity:** Encourage students to take on assignments simply because they want to know more, instead of feeling required to do so just to receive a grade. Establish a Genius Hour as part of your curriculum to give students the opportunity to direct their own learning.
7. **As much as possible, allow students choice in their work:** In his book *The Highly Engaged Classroom*, Dr. Robert Marzano touts the importance of student choice. He states that when students are given choices, they perceive classroom activities as more important. This increases their intrinsic motivation for putting in effort and going deeper with their learning.
8. **Make the connection between classroom activities and real-world situations:** Maybe one of your students wants to be an engineer when they grow up. If so, they need to have a solid understanding of math concepts. Knowing that what they’re studying will help them meet their goals in the future will boost your students’ intrinsic motivation.
9. **Get out of the way:** Trust your students to find their own way as often as possible. Your work as a teacher is to lay the groundwork and provide a framework for the work to be done. Michael Linsin shares this gentle but powerful way to increase students’ learning, motivation and independence: “Prepare them for success with spot-on instruction, to be sure,” he advises. “But then fade into the background. Independent practice is critical to learning, and offering too much help is often more problematic than not giving enough.”