



Behaviour for learning policy

'Safe Respectful Learning'

Rationale

We believe that it is the right of all learners and staff to learn and teach in a safe and respectful environment that allows everyone to 'Learn, believe, grow and achieve' academically, socially and emotionally.

We believe that all children learn better when they are actively engaged. Our curriculum is rich, ambitious and relevant to ensure high levels of engagement and good behaviours for learning.

Our approach is to recognise and reward positive learner attitudes and effort over time that result in progress. To develop a collective class cohesion, we use pom poms to reward the whole class. Each class work towards a reward that they choose and enjoy together. Individuals can earn house points for demonstrating progress over time or a personal best within their learning. Principal awards are given weekly to recognise 'Effective Lifelong learning inventory' skills over time.

Our expectations is that behaviours for learning are consistent across the school and link back to children being safe, respectful and learning. Our behaviour for learning policy provides **certainty and consistency of approach over severity of consequence.**

Responsibilities

MPA Team members have a responsibility to:

- understand and follow the policy as whole school consistency are paramount
- explicitly teach, establish and reinforce behaviour for learning expectations of 'safe, respectful, learning'. Class contracts will exemplify these and will be age appropriate. These will be displayed in class.
- teach children how to be safe, respectful and ready to learn in and out of class (i.e playground and when on trips)
- ensure that learners are treated with respect and that their individual needs are catered for through carefully adapted provision
- ensure all routines and transitions are safe and respectful so learning time is maximised for all
- provide discrete reminders about behaviour expectations. Publicly praise those exceeding behaviour expectations
- communicate expectations to ensure consistency as children transition between learning zones and adults
- promote self-agency through the use of ELLI

- teach children how to deal with falling out amongst themselves by providing them with the language of conflict resolution (using restorative justice approaches).
- communicate with parents on a regular basis to ensure that home and school are working in close co-operation.
- be aware of and use trauma informed approaches and languages with your class to promote improved social and emotional wellbeing.
- plan and deliver a weekly class citizenship session to develop Minerva global citizens of the future.
- teach children to recognise BIG feelings and how to positively manage
- ensure all children are safe. If necessary trained staff will be called to support with a child in crisis. Positive handling of the individual may be implemented.

Parents and carers have a responsibility to:

- ensure that their children arrive at school on time, suitably clothed, fed and refreshed by sleep to enable them to make the most of the opportunities which will be offered;
- support the work the school is doing by taking an active interest in their children's learning;
- engage in positive productive conversation with staff
- encourage their children to take responsibility with positive learning choices and leisure time activities.

Learners have the responsibility to

- respond in a way that will allow them to take full advantage of the learning opportunities available to them and other children
- arrive at school ready to learn and to take part in all aspects of school life.
- be safe, respectful and learning with everyone, our environment and our community
- catch up and complete learning that I have missed (repeatedly going to the toilet, leaving the classroom without permission, not returning to class after break/lunch)

Guidelines for Staff

- Greet every child in the morning by name
- Use clear consistent language 'stop, we walk in the corridor'
- Outweigh positive: negative comments (5:1).
- Recognise signals in your own behaviour (tone of voice, body language and facial expressions) that may be preventing children from being ready to learn. Be aware of own wellbeing and when to ask for support
- Label the behaviour not the child ('bullying behaviours not he was a bully')
- Keep control of the situation and be as calm as possible.
- Try to keep the number of people involved to a minimum.
- Provide take up time for children
- Work as a team to support all children and all colleagues
- Reflect with the children to model self-regulate
- It is the responsibility of the class teacher to inform parents of behaviour incidents in the first instance
- Rebuild the relationship with the child every time they reach refection out of class
- It is the responsibility of the class teacher to link with phase leaders and/or SLT if concerns continue

Promoting positive reinforcement

Rewards can be achieved individually, as a class or for the house team to develop and support our MPA community

- Explicit verbal recognition, praise and encouragement promoting positive behaviour and learning
- Sharing high quality learning with another class or the phase leader.
- Principal's and vice principal's stickers...sending children to receive these when children have achieved a personal best
- Sending a text to share good news with parents
- Weekly principal's awards in celebration assembly linked to 'Effective Lifelong Learning Inventory (ELLI)' skills which parents are invited to attend.
Over the year teachers should aim for each child to have at least one of these.
- Class pompoms when collectively the class demonstrate readiness to learning
- House Points for good learning, behaviour as well as demonstrating effort and perseverance to learning – leading to a whole house reward at the end of the term.

Whole class pompom reward suggestions (this takes place as soon as the jar is full)

- Popcorn and a film afternoon
- Extra playtime in zone of choice
- Walk to the local park for a game such as rounders, parachute
- Hot chocolate
- Non-school uniform day
- Party games in hall
- Disco

How we support children when expectations are not met

When a child needs times for reflection out of class or an E card is sent, the behaviours need to be recorded on CPOMs.

If children are reaching reflection daily, an ABC chart needs to be put in place to support the identification of triggers (times, lesson, staff member etc) so provision can be adapted

Minerva Primary Academy's Steps:

Step 1- Recognise the child is not ready to learn by naming the unwanted behaviour

Step 2- Remind the child of our 'safe, respectful learning' values

Step 3- Refocus the child by moving them to a different space within the classroom

Step 4 - Reflect during break or lunch with the adult from the class (consequence)

Step 5 – Reflection outside of their own class with another member of the MPA team (consequences)

Step 6- Rebuild through a restorative conversation and action

If a child's behaviour is not safe putting themselves, others or the environment at risk an 'E' can be sent to SLT immediately i.e. you do not have to move through the steps. Children can go for their Minerva mile or be moved to a different learning space before support arrives

Following an incident of unsafe behaviour, the class teacher and/or a member of WLT will have a debrief with the whole class. This will explain the expectation that has been broken and the consequence that have been put in place. This will happen without the child in class.

Recognise 'X, you do not seem ready to learn.....' 'I can see you are feeling...' 'I wonder how we can help you be ready to learn?'

Remind 'X, this is a reminder for...' 'We expect to see (behaviour), you need to be showing (behaviour) to be ready to learn'

Refocus 'X, we gave you a reminder for... it is now necessary for you to have time to refocus. This means you will need to move to' (within classroom/learning environment)

Reflect 'X, after your time to refocus, you have continued to...As a result you will stay with me for... minutes to reflect on your behaviour (up to 10 minutes – break/lunch)

Reflection 'X, you have continued to ...you will now go toclassroom to continue your learning. As a result, you will also spend time reflecting on your behaviour at lunchtime with a member of the leadership team'

Rebuild 'X, we need to have a restorative conversation(specify time and arrange for SLT to cover class) Restorative justice discussed with the senior team

Children will need to take their learning to complete when they need reflection time in another class. During the next break or lunch time the child would spend up to 10 minutes with the class teacher to repair the relationship and up to 15 minutes of community restorative justice. Parents will need to be informed and behaviours recorded on CPOMs

All children need take up time and given direct instruction. 'D you can choose to go now or it will be in your time'. Their own time could be a break time, lunchtime or after school.

Community restorative justice suggestions

- Litter picking
- Cleaning or sweeping in the dining hall
- Supporting children in a different playground
- Sharpening pencils
- Sorting resources
- Washing up in classes (art resources, cups)
- Sweeping the playground
- Watering the plants

Internal and external suspensions are a possible consequence for children who are repeatedly not being safe respectful & learning. It will always be in discussion with SLT and parents and be recorded on CPOMs.

External suspensions also involves a discussion with Executive Principal

MPA behaviour for learning culture

Every pupil in every class will be expected to meet the expected behaviours showing they are Ready to Learn; this means they will value their own learning by:

- Moving around the school and into classrooms calmly and quietly
- Being ready to listen in silence when asked (3,2,1, "Ready")
- Contribute positively and respectfully
- Listen to others when they are speaking
- Settling to task quickly
- Completing tasks as instructed (silent, quiet, talk / independently, partner, group)

Great Learners

Demonstrate the characteristics of effective learners, which are self agency, growth mindset, resilience, active curiosity, innovation making meaning and learner relationships. This effective lifelong learning inventory (ELLI) will be explicitly taught as part of our behaviour for learning curriculum.

We recognise that some children will need additional support to meet these expectations. Through quality first teaching class teachers will work with the inclusion team to recognise and understand individual needs and be proactive to put things in place to support the child

i.e. seating in class, pairing of children, simplified language, visuals, communication with parents etc

Where behaviour continues to disrupt learning and not be safe or respectful children will move on to a time limited '*safe, respectful, learning*' card. This will be discussed with parents and be monitored fortnightly by the phase lead. This needs to be recorded on CPOMs. The ten-day cycle may have to be repeated but only focussed on one element.

Children in UKS2 will be made aware that continued serious unacceptable behaviour involving hurting others or negative social behaviours e.g. damaging property or unsafe behaviours online may be referred to the local PCSO for input (or in serious cases the Police) For children in UKS2 we make it clear to them in citizens lessons that from the age of ten years they are deemed to be at the age of criminal responsibility.

When a child needs additional and different from QFT to manage acceptable behaviour they will be placed on a pastoral support plan (PSP). These will involve the class teacher, phase lead, member of SLT and the parents. The child will be supported with bespoke intervention and monitored i.e. de-escalation plan, play therapy, circle of friends, alternative lunch and break times, scripts to use. These are reviewed every two weeks.

If a child finds the system difficult to follow with the PSP after 4 weeks, then further support may be put into place e.g. The NEST, referrals to CAMHS, Ed. Psych, Families in focus.

In school we have staff training to use positive handling techniques to keep children safe. These holding techniques will only be used if they are 'necessary, proportionate & reasonable' (Refer to the CLF positive handling and physical intervention policy). Children who may require positive handling will have individual risk assessments and personal safe handling plan.

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Appendices

Ready to Learn

Possible scripts/scenarios

'E it is not OK to leave the classroom, you will need to complete the missed learning at playtime or at home.'

If a child has left your classroom without permission and not returned within 10 minutes, SLT need to be informed. These children will have their own individual risk assessment that is discussed and agreed by parents/carers.

“Well done for choosing to return to your learning.”

If a child has left without permission, the class teacher needs to agree if they can return rather than just walk back in. This can be supported by the adult supporting them back. If it is not an appropriate time to return, a time needs to be agreed and the teacher needs an opportunity to reflect & restore with the child.

Script for colleagues to use if they see a child in the corridor:

Does your teacher know you're out of class? or I hope your teacher knows you're out of class

My expectation is that you're in the classroom. (Walk away and give take up time - reduce attention on the negative behaviour)

(If still not complying) You have 2 choices: return to the classroom or finish the work in your own time.

E Card Use

Every room and SMSA has a red 'E' card which should be used to summon immediate help in the event of an emergency. If the emergency is a child who has is dysregulated, every attempt should be made by the teacher to remove the audience from the situation e.g. the teacher remains in the room with the child whilst the rest of the class is taken by the Teaching Assistant or any other adult to a different room. *At no point should any adult put themselves in, nor be expected to put themselves in danger of being hurt.*

If there are additional adults in the class such as TAs consider how roles can be tweaked or how adults can be deployed to potentially minimise the use of the 'E' Card for non emergency situations for example a TA calming a child by talking to them or reading a story to a class whilst the teacher does this.