



## **Behaviour for learning policy**

### **'Safe Respectful Learning'**

#### **Rationale**

We believe that it is the right of all learners and staff to feel valued, respected and safe to embed a sense of belonging within the MPA community. This allows everyone to embrace our ethos 'Learn, Believe, Grow and Achieve'.

We recognise that appropriate behaviour is a developmental process, a communication of emotions/needs and is often shaped by previous or current experiences. Positive behaviours need to be explicitly taught, modelled, rehearsed and revisited regularly.

Our values of 'Safe, Respectful, Learning', Effective Lifelong Learning Inventory (ELLI), an inclusive approach, Global Citizens and the use of Jigsaw PSHE underpin our behaviour for learning curriculum.

Occasionally, there may be children who need additional to and different from our whole school approach to support positive behaviours. These children may have needs that are not covered by this policy and in these cases the children's individual plans will take precedent.

#### **Aims**

- To provide guidelines on how to support all our children to learn regulation and socially appropriate behaviour.
- To take a consistent and shared approach, alongside parents, to embed positive behaviours for learning.
- To ensure expectations are consistent regardless of adult, learning space or time of day (e.g. trips, lunchtime and breaktime)

#### **Evidence based key approaches <sup>(1)</sup>**

1. Know and understand pupils and influences
2. Teach learner behaviours
3. Use classroom management strategies
4. Use simple approaches as part of routines
5. Targeted approaches for individuals
6. Consistency

At Minerva we have an inclusive culture and we take a relationship first approach where we prioritise getting to know all our children and families. This helps us to effectively meet everyone's needs. We actively notice and praise specific positive behaviours that children demonstrate. Our learning environments are organised, consistent and progressive to support all children to thrive.


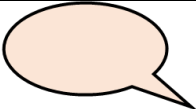

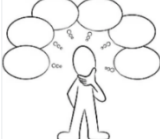


### Rewarding pupils for positive behaviours:

- Explicit and specific 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.
- Class pom poms when collectively the class demonstrate readiness to learning, resulting in a pom pom reward <sup>(2)</sup>
- 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.
- ELLI cards for individuals to collect for a prize once they have the set

### Metacognition – Effective Lifelong Learning Inventory (ELLI) <sup>(3)</sup>

A metacognitive approach supports children to understand the desired behaviours that will help them to be successful learners for life. At Minerva our approach is ELLI where we teach and develop lifelong positive habits.

### Graduated response to behaviours that do not meet our expectations:

	<p><b>Notice and use a subtle, non-verbal gesture. Check in</b></p>	<p>Step 1 – notice the that the child is not demonstrating behaviours that are safe and/or respectful. Provide the least intrusive/non-verbal quick check in so that child knows that they have been noticed.</p>
	<p><b>Reminder of how to achieve expected behaviour</b></p>	<p>Step 2 – discretely with the child remind them of the behaviours expected OR use proximity praise to positively reframe.</p>
	<p><b>Change of learning space in class</b></p>	<p>Step 3 – provide a different space within the classroom (carpet or table) for the child so they have a chance to reset and refocus.</p>
	<p><b>Understand &amp; reset with adult in class</b></p>	<p>Step 4 – a short conversation between the child and the adult in the class to understand what the behaviours were communicating and to reset the expectations. This will be during playtime.</p>
	<p><b>New learning space out of classroom</b></p>	<p>Step 5 – provide a space in the other year group classroom so that the learning can continue but the child has a change of space. The child will need to take their book with them. If the year group classroom is not appropriate due to PE or needs of other children, a different classroom in the phase can be used. This will depend on age and stage of development but no more than 30 minutes. Log on CPOMs and inform parents.</p>
	<p><b>Reflect &amp; rebuild conversation with adult</b></p>	<p>Step 6- a longer conversation to rebuild the relationship between the child and key adult if a child has been sent to another learning space. This is to understand what adjustments may be needed to support the child to learn successfully. Typically, this will be the same day to allow a fresh start Cover can be provided for this if necessary</p>

### **Conflict resolution**

We explicitly teach children to resolve disagreements or differences in opinions. We ensure every voice is heard before supporting them to find a resolution. <sup>(4)</sup>

### **Supporting a change in behaviours** <sup>(5)</sup>

We recognise that some children need additional help to change their behaviours and develop good habits for learning. To identify any patterns or triggers that are not immediately obviously we will either use a Red, Amber, Green sheet (RAG sheet) or Antecedent, Behaviour, Consequence chart (ABC chart). We will use this information to proactively seek solutions and appropriate support by using solution circles and the expertise of the inclusion team.

### **Serious incidents**

Serious incidents will be investigated on a case by case basis, considering the context and the age and stage of the child.

- Violence towards school staff or children
- Repeated breaches of the behaviour policy
- Extreme, unsafe behaviour
- Promoting extremism
- Racist/homophobic/disablist/sexist comments or remarks

If there is a concern for safety of a child or adult or environment MPA have provided all staff with professional development for de-escalation strategies such as distraction, humour, limited choices, change of face, removing the audience. If staff require support, they can do this by sending a class member or informing SLT in person when removing the audience.

If behaviour continues there are a limited number of trained staff who can use restrictive physical intervention (RPI). Each incident is dynamically assessed with the consideration if RPI is reasonable, proportionate or necessary (see Positive handling and physical intervention policy for details).

### **Suspensions**

Where necessary, the principal can use a fixed-term suspension for a child in response to a serious breach or persistent breaches of the school's behaviour policy. Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, a permanent exclusion can be applied. (See Exclusions and Suspension Policy for detail.)

Any external suspension needs to be in discussion with a member of the executive team.

## **APPENDIX**

### **Definitions**

Violence – behaviour involving physical force intended to hurt, damage someone or something.

Bullying – repeated intentional behaviour (verbal, physical, psychological or cyber) with the intention to hurt, intimidate or harm an individual or group.

Racist – treating someone unfairly or making them feel bad because of their race, the colour of their skin, their nationality, their accent or their culture.

Homophobic – treating someone unfairly or making them feel bad because of their gender identity or sexuality.

Disablist – treating someone unfairly or making them feel bad because of their physical or mental impairment.

Sexist – treating someone unfairly or making them feel bad because of their gender.

Proximity praise – notice and verbally praise the desired behaviours near a child who is not

### **Appendix 1**

Research - EFF <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>


### **Appendix 2**

Suggestions for class pom pom rewards (each one can only be used once each academic year and must be age appropriate):

- Popcorn and a film afternoon
- Extra playtime in zone of choice
- Play rounders or basketball in the local park
- Hot chocolate and fire pit
- Teddy bears picnic
- Art and craft afternoon
- An afternoon in the nature area
- Non-school uniform day (has to be agreed by SLT in advance)
- Party games in hall

### Appendix 3

#### Metacognitive approach – Effective Lifelong Learning Inventory (ELLI)

							
	Self-Agency	Growth Mindset	Resilience	Active Curiosity	Innovation	Making Meaning	Learner Relationships
	Owl	Butterfly	Starling	Meerkat	Phoenix	Spider	Bee
Summary or overview of disposition	<p>The Owl is <b>safe, respectful and ready to learn.</b></p> <p>The Owl understands the <b>bigger picture</b> and thinks about how they can achieve the <b>end goal.</b></p> <p>The Owl is <b>responsible, organised</b> and has the resources and knowledge they need to help them <b>focus</b> on their learning.</p> <p>The Owl <b>reflects</b> on their learning and knows what their <b>strengths</b> are and what they need to do to improve.</p>	<p>The Butterfly sees learning as a <b>lifelong process</b> and gain pleasure and self-esteem from expanding their ability to learn.</p> <p>The Butterfly knows that <b>effort</b> along with regular <b>revisiting</b> of concepts over time leads to <b>long term learning.</b></p> <p>A Butterfly's <b>growth mindset</b> includes a sense of improving, growing, changing and adapting as a lifelong learner.</p>	<p>The Starling is aware of their thoughts, feelings and emotions as a learner and they demonstrate their <b>bounce-back-ability</b> after setbacks.</p> <p>The Starling accepts learning is sometimes hard for everyone and they are proactive in <b>seeking out challenge.</b></p> <p>The Starling shows <b>grit</b> and <b>perseverance</b> in the development of their learning.</p>	<p>The Meerkat shows an interest, is engaged and <b>takes ownership</b> in their learning.</p> <p>The Meerkat <b>asks questions</b> of themselves and others to deepen their understanding.</p> <p>The Meerkat seeks to <b>think deeply,</b> understand and explain key concepts.</p>	<p>The Phoenix is willing to <b>take risks.</b></p> <p>The Phoenix thinks creatively, <b>plays with ideas,</b> revisits learning and uses their <b>imagination.</b></p> <p>The Phoenix understands the need to blend both their creativity and their logic to help them <b>innovate and learn.</b></p>	<p>The Spider <b>looks for links</b> and makes sense of their learning in and out of school to help <b>build coherence.</b></p> <p>The Spider builds new learning on their prior learning and experiences to help secure their <b>sense of self and place in the world.</b></p> <p>The spider knows the importance of retrieving knowledge and skills to <b>help learning stick.</b></p>	<p>The Bee can <b>learn in a variety of ways</b> - independently, with a partner or in a group.</p> <p>The Bee <b>shows respect</b> to everyone in the community.</p> <p>The Bee can <b>compromise</b> and <b>resolve conflicts,</b> knowing when to ask a trusted adult for support.</p>

## Appendix 4

### Conflict Resolution Steps

- **Approach calmly, stopping any hurtful actions.** Place yourself between the children, on their level; use a calm voice and gentle touch; remain neutral rather than taking sides.
- **Acknowledge children’s feelings.** Say something simple such as “You look really upset;” let children know you need to hold any object in question.
- **Gather information.** Ask “What is the problem?” Do not ask “Why” questions as young children focus on what the problem is rather than understanding the reasons behind it.
- **Restate the problem.** “So the problem is ....” Use and extend the children’s vocabulary, substituting hurtful words with neutral or non-judgemental words if needed.
- **Ask for solutions and choose one together.** Ask “What can we do to solve this problem?” Encourage children to think of a solution but offer options if the children are unable to at first.
- **Be prepared to give follow-up support.** Acknowledge children’s accomplishment, e.g., “You solved the problem!” Stay nearby in case anyone is not happy with the solution and the process needs repeating.

## Appendix 5

### RAG Sheet: examples of behaviours that could be recorded

Green behaviours	Amber behaviours	Red behaviours (log on CPOMS)
<ul style="list-style-type: none"> <li>• Feet on the floor</li> <li>• Sitting up</li> <li>• Organised learning space</li> <li>• Appropriate use of voice (silent, paired, group or whole class)</li> <li>• Tracking the speaker</li> <li>• No fiddling (unless adaption needed and agreed)</li> <li>• Engaging with learning</li> </ul>	<ul style="list-style-type: none"> <li>• Refusal to follow instructions after having take up time</li> <li>• Running around learning space or corridors</li> <li>• Opting out</li> <li>• Inappropriate language</li> <li>• Disrupting learning</li> <li>• Leaving the learning space without permission</li> <li>• Refusal to ‘use words’- regressed noises or animal noises</li> <li>• Pressing the lift refuge button</li> </ul>	<ul style="list-style-type: none"> <li>• Climbing on things not made for climbing- stairs, MUGA, shed roof etc...</li> <li>• Damage to property eg. Hitting a display board, throwing resources, kicking walls,</li> <li>• Violence to staff or children</li> <li>• Anything that requires RPI (restrictive physical intervention)- needs logging in incident book</li> <li>• Threatening violence to self or others</li> <li>• Causing high levels of disruption- making the school unsafe- fire alarm or pressing the door release</li> </ul>

## Appendix 6

### Questions to prompt thinking about what behaviours are being communicated

<p>Child seeking to overly control behaviour of other children or adults</p> <p>Do they understand what they are being asked to do and why? Are they seeking to control the situation because they are unsure or worried about what is happening next? Ensure consistent adult behaviour and give time for response. Offer limited choices that you are happy with e.g. you either sit with us for group time or sit there and read a book e.g. I wonder how you could move to the come to story time - giant steps or fairy steps? Give lots of opportunities for choices and control at appropriate times and where those choices do not impact negatively on others. Short, simple instructions e.g. "It's time to go to the garden" (take their hand and lead them rather than instructions phrased as questions if there is no choice) Sometimes give responsibility for that child to lead i.e. child leading review, asking questions and deciding on order. Notice and comment on child's positive actions in context. Give explicit positive praise that highlights learning behaviours using SRL language Talk about feelings rather than negotiating action when there is not a choice. Pick your battles- minimise the number of rules to things that are really important for safety, well-being and equality of learning opportunities.</p>
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<p>A child who spits</p> <p>Why are they spitting?</p> <ul style="list-style-type: none"><li>• Sensory need?</li><li>• Something unpleasant in mouth?</li><li>• Copying adult actions?</li><li>• Expressing anger?</li></ul> <p>Explain that it's not OK to spit on the floor at school, depending on their understanding (germs, unpleasant for others) Redirection: if you need to spit, spit in the sink. If angry, acknowledge feelings and offer acceptable ways to express anger i.e. hitting pillow, using words, finding angry sign/ picture. Revisit reasons for anger and possible solutions.</p>
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<p>A child demonstrating defiance towards an adult</p> <p>For example ... lying on the floor refusing to do something an adult has asked</p> <ul style="list-style-type: none"><li>• Stay outwardly calm. Ask yourself "What is this child wanting to communicate?" Establish intention if possible.</li><li>• Remain objective and don't take it personally.</li><li>• Try to keep the emotional energy low (talk low and slow).</li></ul> <p>Check out:</p> <ul style="list-style-type: none"><li>o Do they understand what is being asked?</li><li>• Give gestures, symbols, demonstration</li><li>• Give time for children to think and respond</li></ul> <p>Acknowledge feelings, concerns and explain way we are going to do something in simple non-judgemental language.</p> <ul style="list-style-type: none"><li>o Do they want/need to do something else first?</li><li>• Sequencing (coat → outside, group time → water): NOW and NEXT board to reinforce "Now it's story time then outside"</li><li>• Giving closed choices that you are equally happy to happen</li><li>• Give them a way back in – "Would you like to join group time now?"</li></ul> <p>"Would you like to sit next to me?" "I can hear you saying no lots of times – I wonder why?"</p>
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### A child who breaks things

Wonder with the team why and is there any noticeable pattern? "What are they trying to communicate and respond to that communitive intent."

- Explorative
- Tactile
- Curious
- Frustration
- Not knowing how to use it
- Testing boundaries

Respond calmly

- Find out what happened
- Look for a solution

Knowing the individual child's needs

- Distraction
- Model appropriate play
- Valuing things together

Puppet and small world role play

- Taking care of resources
- Environment and waste

Help to mend broken object (being aware that this does not become a motivating activity)

Provide appropriate opportunities to dismantle and cut things.

### A child who swears

Respond Calmly

- Consider are they expressing negative feelings (frustration, anger, upset)?
- Are they trying to negotiate in play, taking turns or joining in?

Take the 'power out' of the words

- Use the specific word when talking to the child
- Tell the child "We don't say... f\*\*\* off at school"
- Keep the emotional response and energy low

Model feelings or conflict resolution

## Appendix 7

Possible consequences, to be decided based on context of incident and pupils involved.

Spoken to by adult, linking to Safe, Respectful, Learning

A reframe of behaviour by adult

Moved within the class

Moved to another class in year group for reflection

Conversation and/ or reflection with phase lead

Conversation with Assistant Principal/Vice Principal/Principal

Completing a classroom job/playground job at lunchtime

Walk with an adult during breaktime or lunchtime to notice safe and respectful behaviours

Phone call to parent/carer or face to face meeting with parent/carer

Letter to parent/ carer

Parent/ carer supporting learning to be completed after school

Internal suspension e.g. completing learning without peers supervised by an adult

Internal suspension to a partner school

Internal suspension supported by parent/carer

Fixed Term Suspension (can only be agreed after discussion with Executive Team)

Permanent Exclusion (can only be agreed after discussion with Executive Team)

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