

Promoting Learning Behaviour in Lessons



'Children are at the heart of this school and it is for them alone that it exist

Each person, uniquely made in God's image, merits the best we can give.'

Aspiration Belief Creativity

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures.

Date guidance adopted	Sept 2015/ reviewed Jan 2018/ Jan 2019
Next Review	Sept 2020

NB This guidance is about learning behaviour in lessons. See Also Behaviour Policy, Feedback and Marking Policy, Anti-Bullying Policy

A key goal for any school is that pupils manage their own behaviour choices in such a way that it aids their learning and that of their peers. At St Michael's we are seeking to encourage pupils' independence so that they need the minimum corrective intervention. We recognise 'that catching pupils being good' is more motivational than repeated reminders about poor choices and to that end staff are encouraged to use the credit mark system to reward characteristics which reinforce a positive classroom and learning experience. This is not to say teacher correction or criticism is not valuable in changing behaviour but needs to be held in balance. A recent study reviewing the work place suggested 5 to 6 times more praise than criticism (<https://hbr.org/2013/03/the-ideal-praise-to-criticism/>). The motivational 'age' of middle school pupils would suggest a higher ration is required and for pupils who attract much negative feedback because of their poor choices the ratio may need to be higher still!

We therefore make a conscious effort to celebrate positive characteristics and values at St Michaels. Behaviour is contextual, the right behaviour at one time might not be the right behaviour later but being people of character enables us to discern the right behaviour at the right time. A key part of our reward system is to give pupils Credit Marks for character. Pupils record this information in their PNBs so parents and Tutors can see the range of characteristics pupils are showing.

As part of our proactive approach to promoting the best learning behaviours we monitor pupils demonstrating an 'I can' approach to their learning. In Pupils Personal Notebooks (PNB) pupils self-assess their approach to learning using a range of 'I can' statements. Their Form Tutor reviews this with them and if there is a disagreement about the self-assessment or if the pupil has correctly identified several areas for development the Tutor will monitor their subsequent progress- if necessary by report card. The impact of this monitoring is shared with parents in the annual school report.

Using the Right to Learn Board (RTLB) and 'Exit' strategy to reinforce learning in lessons

For those pupils who are making poor choices, which impact on the learning of others or themselves, this guidance aims to show how staff can use the RTLB to graduate a response. The following phases do not have timings as this is for teacher judgement but it is far more effective to complete phases 1 to 3 early on in the lesson than put up with lots of distracting behaviour and then snap in the last 10 minutes. Generally, a child intent on disrupting will play up to (and around) the boundaries you set. If the behaviour begins later in the lesson this may be indicative that the pupil is finding the task hard or is struggling with the learning style and adjustments to the lesson delivery may help.

Process:

Phase 1: Where a pupil's behaviour is disruptive to the lesson explain to them why. With some pupils it is best to tactically ignore behaviour or reward a correct response as this will terminate the poor choices but if that isn't working then verbalise the need for a change in behaviour, perhaps by directing them to the behaviour you do

want e.g. 'Thank you for stopping tapping your pen'. Ideally this is best done quietly or while the rest of the class is not listening but this is not always possible.

Phase 2: If a pupil *has been warned* about an aspect of behaviour in the current lesson and given direction as to what an appropriate response would be but continues to use the same disruptive behaviour then you can, without necessarily verbalising what you are doing, write a pupil's name on the board. More challenging pupils may not be able relate a 'correction' from a previous lesson to the new one so if in doubt follow up with the child as soon as is possible, without disrupting the lesson, why their name has gone on the board.

If the pupil stops the initial behaviour after a verbal warning learning but then maybe has adopted a *different behaviour which is also disruptive* then their name should also go on the board but you will have to verbalise why and what you want the child to do about it.

It is then *the pupil's responsibility* to work out how to demonstrate a more co-operative learning focused behaviour e.g. the 'I can' statements, class charters, learning lines or even the 20 dispositions of active learners (best to use things that are displayed in the classroom as a visual cue along with the verbal reinforcement of your expectation).

It is essential that the teacher *actively and quickly look for signs of co-operation* and celebrates/rewards these proportionately e.g. a quiet thank you for small progress, a public praise to focus the class on a credit mark at the end of the lesson for a big turnaround; some pupils see this as unfair especially if it occurs repeatedly but in short bursts it is an effective strategy. Sometimes you may need to remind pupils who are consistently positive with their choices that they should take satisfaction from knowing that their consistency is going to take them to wonderful places in the future so they don't feel neglected! Another strategy is to give the class a reward if a regular disrupter behaves well so that the individual feels the collective good will for their positive behaviour e.g. 5 mins hangman or even early play on special occasions. Too much praise **may** lead to complacency or inadvertently reward poor behaviour in the first place, too little of the right attention **will** lead to repeat behaviour.

Phase 3: *If the change is sustained* rub the name off the board and no further action is required although best practice would be to ensure that the teacher plans for the pupil to have early success in the next lesson too. Depending on the pupil you will likely vary how long a name is on the board before it is rubbed off.

If the behaviour doesn't change enough but the lesson is able to proceed i.e. the name is not rubbed off, then the pupil will be expected to attend an immediate lunchtime detention. It is the class tutors responsibility to: 1. Register the child using the master template (T drive- Behaviour Management- Lunchtime detentions); 2. Ensure the child attends detention and has work / reading book; 3. Explain the detention in the pupil's PNB so parents are aware.

If the behaviour continues *disrupting the lesson, then further steps must be taken*. Ideally, take one more opportunity to assess their willingness to co-operate by explaining the problems you are having with their behaviour. This should not be in front of the class so if you can arrange this without conflict take the child out of the room. A suggested phrase is 'your behaviour is still disturbing learning and I want to discuss this with you'. Avoid phrases which suggest you are rejecting the child rather than their behaviour e.g. 'Get out' or 'I have had enough of this'. If you do not think the child will co-operate even with this step or you find a negative response to this final chance, go to step 4.

Phase 4: If, having had a visual warning through the RTLB and a higher stakes verbal warning, the behaviour still disrupts others learning *then it will be necessary to remove the child from the room*. For most classes teachers will have 'buddied up' with a colleague so pupils can be removed to another classroom to work quietly at the back. In one off situations this should be enough to assert the expectations you have for good classroom behaviour. For certain named pupils or in cases of extreme rudeness/threat pupils should be removed by SLT or Year Leaders. Afterwards, **contact should be made with home** by the class teacher, who should also inform the form tutor/year leader. The class teacher retains responsibility for the pupil and their behaviour unless they already have a Behaviour Plan or the behaviour has become repeated and the Year Leader will be taking responsibility. In all cases the Leader for Pupil Well-Being/Pastoral manager should be briefed- NB it is not the role of the

Leader for Pupil-Wellbeing/Pastoral Manager to discipline pupils as this role is there to provide structure and coordination for the management of pupils needs.

At all times avoid rushed decisions and do not miss out steps. (Perhaps the only exceptions are violent behaviour or offensive behaviour such as racist and homophobic language).

Remember if you have a pupil who is constantly challenging you there are strategies to change that. The first of those strategies is to be honest and ask for support from a colleague as we all have times when a child challenges us.

In the case of repeated poor behaviour over a series of lessons the following stages will apply:

- If a child has three lunchtime detentions, then the Form Tutor needs to meet with the family to review the behaviour. They will need to explain that if the child continues in the same vein and receives a fifth lunchtime detention it will be an after school detention and we would require parental support for arranging collection. Consideration should be given to find strategies which might help including analysing what is most likely to help the pupil reward or close monitoring or extra help/ more differentiation/ different learning styles etc.
- After 5 detentions the Year Leader should meet with parents to begin a new plan which is also shared with the Leader for Pupil Well-being and or SENCO depending on the child's primary needs. All options should be considered at this point depending on what the pattern of behaviour is e.g. which lessons, teachers, times of the day etc.
- Further poor behaviour will need the involvement of the head and/or Deputy Head

Summary:

Phase 1 Verbal Warning followed by praise/reward if possible.

Phase 2 Name on the RTLB followed by lunchtime detention if the behaviour is not sufficiently improved to have the name removed.

Phase 3 Final verbal warning involving class teacher or SLT. This is best done outside or at the back of the classroom distinguish it from a general verbal correction.

Phase 4 Removal

End