Promoting Learning Behaviours at St Michael's Middle School

'Children are at the heart of this school and it is for them alone that it exists.
Each person, uniquely made in God's image, merits the best we can give.'

Aspiration   **B**elief   **C**reativity

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 and rewritten June 2019
	Reviewed June 2020 (Covid 19 return)
	Reviewed Sept. 2021 (Covid 19 update)
	Reviewed March 2022 (Lifting Covid restrictions)
Next Review	March 2024

NB This guidance is about learning behaviour in lessons and around the school. See also Initio Behaviour Policy, Feedback and Marking Policy, Anti-Bullying Policy.

A key goal for St Michael's Middle is that pupils manage their own behaviour in such a way that it aids their learning and that of their peers. St Michael's recognises that a significant minority of pupils will have a number of risk factors in their life (Ref. DfE: Mental health and behaviour in schools) and we accept that some pupils may need more support and guidance to enable them to make pro-social decisions; we must provide equity, as opposed to equality, of experience.

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 responses. To that end, staff are encouraged to use strategies to reward characteristics that 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.

We therefore make a conscious effort to celebrate positive characteristics and values at St Michael's. Behaviour is contextual; we understand that behaviour is a form of communication and 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.

As a member of Initio Learning Trust, we track behaviour using the following categories;

1. Readiness to learn
2. Respectful Relationships
3. Engagement.

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These principles underpin how we promote prosocial behaviour.

All pupils are the responsibility of all adults working in the school; we have a moral imperative to support all pupils at their point of need.

All staff at St. Michael's Middle School must:

1. Promote prosocial behaviour by fostering good relationships
2. Be confident in their interactions with pupils - you are in charge
3. Be clear that we need to work towards **Equity** rather than Equality. Some pupils are disadvantaged and therefore need more support.
4. Model to pupils exactly what we mean by prosocial behaviour
5. Manage unsocial/antisocial behaviour using the school guidance
6. Focus on de-escalation and preventative strategies rather than focusing on solely reactive strategies
7. Avoid derogatory language in reference to pupil behaviour (e.g. challenging behaviour - this refers to our inability to deal with it)
8. Have an understanding that behaviour is a form of communication
9. Celebrate exceptional and not bribe mediocrity
10. Work to support pupil independence not dependency.

Strategies for supporting prosocial behaviours and respectful relationships:

Around the school	Classroom environment	Classroom routines	Lesson Plan	Reward	Positive enforcement
- Smile - Greet and praise - Correct easily correctable behaviours and say thank you - Model positive behaviours - Proactively seek out key pupils and make positive contact - Language modification - Build relationship with family	- Warm and welcoming - No clutter - Tidy and clean room - Displays encourage a sense of pride - Seating plans	- Arrive before class for prompt start - Greeting - Make a connection - Entry/Exit procedures - Seating Plan - Challenge easily correctable behaviours and say thank you - Jobs – gainfully employ (handing out books etc.)	**Differentiate** - Engaging context - Objective lead learning - Adjustments made for known needs - Adaptive teaching - Build on strengths	5/6 x more praise than criticism - Verbal - Non-verbal - Linked to our values - Phone call home - Don't bribe the mediocre - Praise of prosocial behaviour used to focus other pupils	- Remind x 1 (verbal or non-verbal) - Describe behaviour seen, explain modification required - Redirect (distract/use humour/targeted praise at pupils around them) - Clarity

Behaviours at St. Michael's

At St. Michael's we categorise behaviours as
- Prosocial
- Unsocial
- Antisocial

Prosocial Behaviours can be defined as:
- Being respectful in all interactions with pupils, staff and visitors
- Attending school regularly and on time
- **Listening carefully to the teacher and following instructions**
- Completing all work to the best of your ability
- **Walking** quietly down corridors on the left-hand side *(Update Sept 2020) following the one way system*
- Arriving at and leaving collective worship quietly
- Keeping to designated areas at break and lunchtime
- Wearing uniform correctly (for more information see PNB):
    - Top button done up
    - Tie - 14 stripes
    - Black trousers (not denim) or skirt.
    - Skirt – minimum length just above the knee
    - Black leather shoes – NOT trainers
    - Shirts tucked in
    - One pair of plain stud earrings
    - Hair tied back in practical subjects such as PE, Music, Design Technology

- Being prepared with the correct equipment:
    - PNB (signed weekly by parent and tutor)
    - Pencil case with pen, pencil, highlighter, whiteboard pen, rubber, pencil sharpener, ruler, glue stick, purple, green and pink pen, pencil crayons, felt tip pens
    - Correct PE kit
    - Subject exercise books (no graffiti on the outside cover or inside)
    - Homework completed and ready to be handed in on time

- Upholding the school's community values in the way you behave:
    - Determination
    - Respect
    - Enthusiasm
    - Faith
    - Manners
    - Initiative
    - Resilience
    - Confidence
    - Empathy
    - Being a team member

- Following the school's agreement for internet use (See PNB)
- Being supportive of pupils and staff

- Supporting others to de-escalate situations which may result in conflict
- Seeking help and support from staff when you are finding situations difficult

At St. Michael's, we define behaviours that don't support our community values as being unsocial or in extreme cases antisocial. There is no clear dividing line between unsocial and antisocial behaviours (rough guide below), but we must ensure we don't drive unsocial Behaviour into being Antisocial Behaviour.

Unsocial Behaviours can be defined as:

Lack of respect / not enjoying / not making an effort to behave sociably shown by:
- Answering back rudely
- Not following staff direction
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude to learning
- Not completing work to the best of your ability
- Poor presentation
- Rudeness to others etc.

Antisocial Behaviour can be defined as:
- Repeated unsocial behaviours which results in a student being removed from a lesson (as above)
- Truancy
- Defiance – including not attending detentions
- Preventing others from learning
- Any form of bullying
- Verbal abuse
- Deliberately starting, getting involved with or escalating conflict
- Fighting/physical abuse
- Theft
- Intentional damage or vandalism of school property
- Racist/Sexist/Homophobic or any discriminatory behaviour
- Possession of prohibited items e.g. cigarettes, drugs, alcohol, weapons etc.
- Sexual assault (which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation)
- Vandalism
- Smoking etc.

Roles and responsibilities
Headteacher
The Headteacher will ensure:
1. clarity of purpose
2. that the school environment promotes prosocial behaviours
3. that staff develop relationships which support prosocial behaviours

All **school staff** are responsible for:
1. Getting to know your pupils
2. Modelling prosocial behaviours
3. Using a range of strategies to teach prosocial behaviours
4. Implementing the behaviour guidance **consistently**
5. Staying up-to-date with necessary training
6. Adjusting lesson planning to have a positive impact on behaviour, including reasonable provision for vulnerable pupils
7. Being responsible for recording and applying sanctions for unsocial behaviours. This may include communicating with parents by phone
8. Leading pro-social behaviour interventions
9. Work with others as part of behaviour interventions.
10. Leading or contributing to behaviour reports as required.
11. Providing a personalised approach to the specific behavioural needs of particular pupils
12. Using E-Praise to record positive behaviour and inform parents
13. Recording behaviour incidents on E-Praise.
14. Where appropriate, overseeing detentions for pupils.

Form Tutors (in addition to the above) are responsible for:
1. Check EPraise each day so that sanctions can be put in place immediately
2. Monitoring patterns of behaviour
3. Engaging with pupils regarding their Demerits and look at ways of supporting their tutees to reduce further incidents
4. Liaising and supporting the HoY in managing incidents
5. Using Epraise to acknowledge and praise pupils on their progress and achievements
6. Using Epraise to update pupils on the progress of their House.

Year Leaders are responsible for
1. Setting and maintaining standards and routines
2. Supporting teachers in their year team to build positive relationships with pupils and their parents
3. Putting in preventative and supportive measures for pupils who need them
4. Monitoring the effectiveness of these measures
5. Take the responsibility for decisions regarding the unsocial behaviour of the pupils in the year group
6. Keep SLT informed of decisions regarding pupils' behaviour.
7. To oversee detentions for their year groups.

Senior leadership are responsible for:
1. Supporting staff to develop their ability to model pro social behaviours and respectful relationships
2. Coordinate a response to anti-social behaviours by completing the pupil removal form.

3. Oversee the monitoring of sanctions and rewards and leading whole school feedback
4. Communicating policy and practice with parents and other stakeholders
5. Working with staff as part of a rapid behaviour intervention.
6. Providing extra support to define bespoke behaviour plans, informed by best practice based on neurological research.
7. Working with agencies to teach behaviour and/or ensure safety with identified pupils
8. Monitor how staff implement this guidance, which should be viewed as an extension of their job description.
9. Where appropriate SLT to communicate with parents by phone or face to face meeting to address unsocial and antisocial behaviour.

Parents are responsible for:
1. Supporting their child in adhering to the pupil code of conduct by reviewing their child's EPraise profile each week
2. Informing the school of any changes in circumstances that may affect the child's behaviour
3. Work proactively with the school to develop prosocial behaviours
4. Discussing any behaviour concerns with teachers.

Classroom Response to Unsocial behaviour

Before a sanction is recorded on EPraise, it is the member of staff's responsibility to address unsocial behaviour. This can be achieved by using an appropriate range of strategies (see Appendix 1, 2, 3 and 4) that supports the pupil to re-engage with their learning.

ALL responses to unsocial behaviour will be **considered, controlled** and **calm**.
Where appropriate, unsocial behaviour is logged on EPraise by the member of staff witnessing the behaviour.

1. Be very clear about your expectations - **P R I N T**
   Purpose (of this task)
   Resources (needed for the task)
   In or out of seat
   Noise (Silent/Partner Talk/Group talk)
   Time (how long to complete the task)

2. Adapt your lesson to ensure the challenge of your lesson matches the needs of pupils (Adaptive Teaching)
3. Model prosocial behaviour that you wish to see e.g. don't start explanations when you haven't got 100% of pupils paying attention
4. Tactical ignoring – use carefully
5. Use non-verbal communication to redirect e.g. tap on desk, movement around the room (proximity)
6. Use pupils demonstrating prosocial behaviour as positive reinforcement e.g. Thank you Paul, you put your hand up to answer the question
7. Defer response – choose to deal with a behaviour later – use carefully
8. Give a choice e.g. You can do this now or in your own time
9. State expectations, say thank you, walk away e.g. write the date now, thank you
10. Deflection
      e.g. pupil - 'I'm not writing the date,
         adult - 'how is your sister doing at QE'
11. Speak directly to the pupil, give clarity about your expectations
12. *Learning catch-up* time given for work missed / behaviour repair time.

Classroom Response to Antisocial behaviour

ALL responses to antisocial behaviour will be **considered, controlled** and **calm**.

At St Michael's, we value the support and engagement of parents/carers. With this in mind, when intervention is required, parents/carers will be contacted and informed of the support in place.

1. All of the responses to unsocial behaviour MUST be done first
2. 3R time given – call to SLT/Pastoral Team for reflect, repair, restore work. If a pupil is removed, it must be logged and parents contacted by the subject teacher.
3. If a pupil repeats antisocial behaviour throughout the day then Pastoral will intervene in order to support the pupil and contact home to inform parents. **Behaviour is communication**
4. If appropriate, prolonged intervention from a member of the pastoral team will be carried out to establish suitable support.

Out of Classroom Response to Antisocial behaviour

ALL responses to unsocial behaviour will be **considered, controlled** and **calm**.
Where there is a threat to safety, the pupil should immediately be removed from the lesson.
A more detailed analysis of behaviour is conducted mapping out times of day, subjects, staff members and any other possible triggering factors.
Where intelligence suggests a more wide-ranging approach is required, a 'roots to shoots' analysis will be employed to formulate a support package.
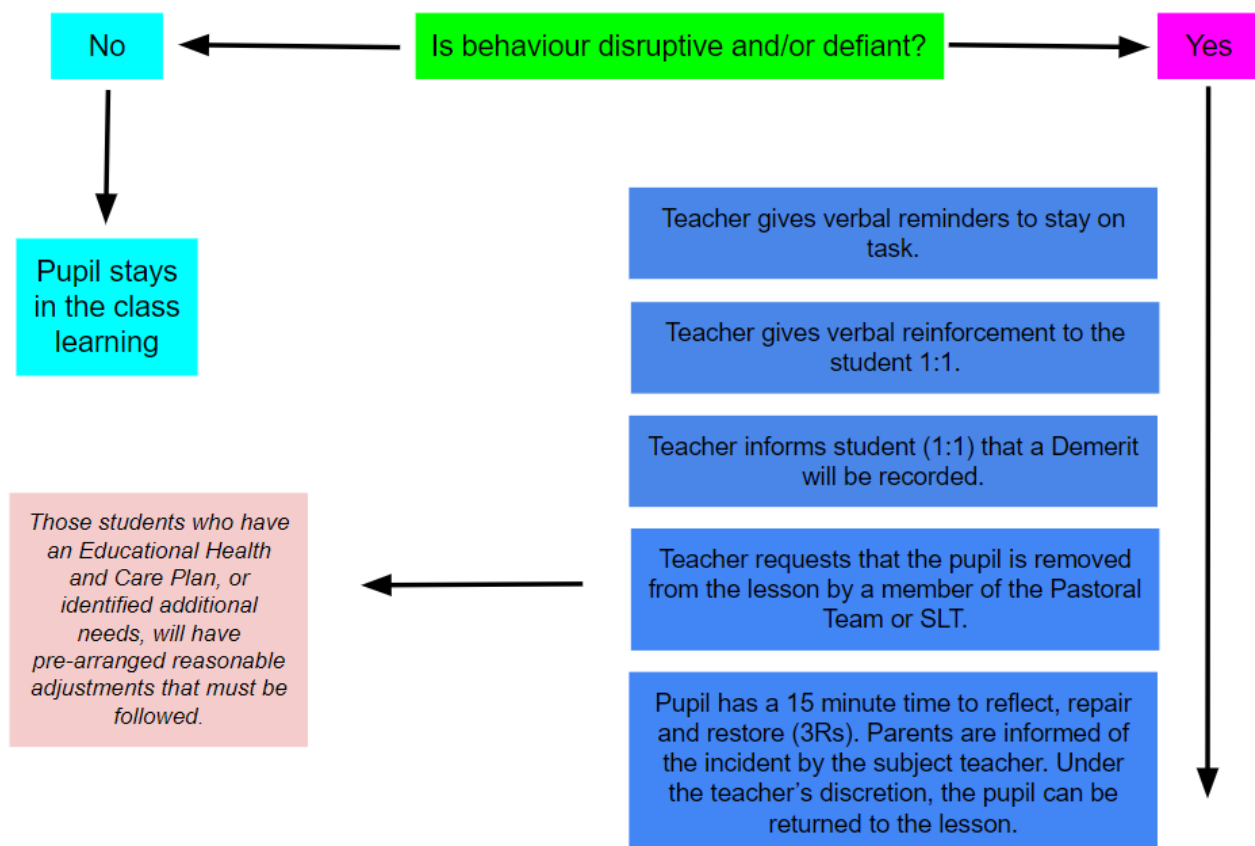
This could include:

- Pastoral Support Plans
- SEN support (Learning keys)
- TAC meetings
- Outside agency support
- Alternative provisions
- Reduced timetables
- Pastoral interventions
- Exclusions

At all times avoid rushed decisions
ALL responses to antisocial behaviour will be **considered, controlled** and **calm**.

Unsocial and antisocial behaviour intervention flow chart

No — Is behaviour disruptive and/or defiant? — Yes

Pupil stays in the class learning

Those students who have an Educational Health and Care Plan, or identified additional needs, will have pre-arranged reasonable adjustments that must be followed.

Teacher gives verbal reminders to stay on task.

Teacher gives verbal reinforcement to the student 1:1.

Teacher informs student (1:1) that a Demerit will be recorded.

Teacher requests that the pupil is removed from the lesson by a member of the Pastoral Team or SLT.

Pupil has a 15 minute time to reflect, repair and restore (3Rs). Parents are informed of the incident by the subject teacher. Under the teacher's discretion, the pupil can be returned to the lesson.
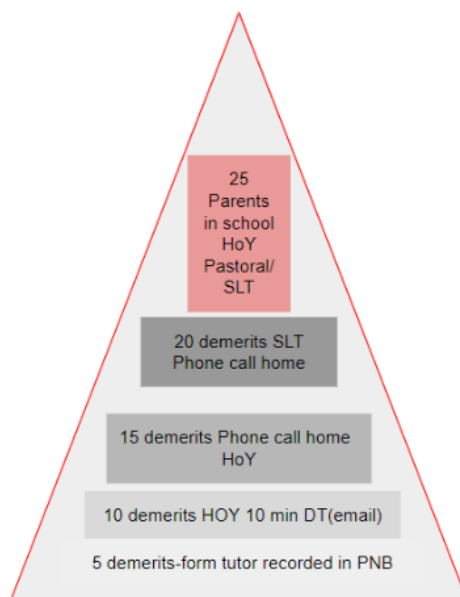
Steps to track unsocial and antisocial behaviours in school

Respectful Relationships
Showing positivity and respect to our whole school community.

Readiness To Learn
Showing organisation, eagerness and a passion to learn.

25
Parents in school
HoY
Pastoral/ SLT

20 demerits SLT
Phone call home

15 demerits Phone call home
HoY

10 demerits HOY 10 min DT(email)

5 demerits-form tutor recorded in PNB

Engagement
Showing commitment to my learning and a willingness to be involved.

Overview of Pupil Behaviour Expectations

Respectful Relationships- *Showing positivity and respect for our whole school community.*

Staff - I will not call out or disrupt my lessons. I will always aim to have the best attitude in my lessons and around school

Peers - I will not make unkind comments to anyone in the school community and I will behave respectfully towards everyone

Free time - During break and lunch I will not say anything that is unkind or hurtful to anyone. I will not behave in a way that may hurt someone physically.

Readiness To Learn- *Showing organisation, eagerness and a passion to learn.*

Presentation - I will always look smart and wear the correct uniform which includes my PE kit.
I will not wear inappropriate jewellery

Equipment - I will make sure I have the correct equipment for every lesson. This includes books, writing equipment, PNB, PE kit, food ingredients l

Time Keeping - I will arrive on time to my lessons. I will complete my work in the time set by my teachers and I will meet hand-in dates

Engagement- *Showing commitment to my learning and a willingness to be involved.*

I will follow all instruction given to me by staff at school

I will have a positive attitude to my learning and always be supportive of others in lessons

I will always complete homework to the best of my ability and hand it in on time.

Language guidance

Use positive phrasing (in terms of what you want pupils to do)
- We need to complete the task by break
- Stand next to me
- Put the pen on the table
- Walk in the corridor
- Switch the computer screen off
- Walk with me to the library
- Stay seated in your chair

Avoid negative phrasing
- Stop being silly
- Be good
- Don't throw the pen
- Stop running in the corridor
- Don't talk to me like that
- Calm down

Limited choice
- You can work with a friend or on your own
- Where shall we talk, here or in the library?
- Put the pen on the table or in the box
- Are you going to sit on your own or with the group?
- Are you starting your work with words or a picture?

Avoid no choice
- Get in here now!
- Get out!
- Do as you are told!
- Give it to me now!

or open choice
- What do you want to do?
- Would you like to go inside?

Disempowering the behaviour
- You can choose to finish it later
- You can listen from there
- Come and find me when you come back
- Come back into the room when you are ready
- We will carry on when you are ready

Consequences
- If it is not completed, we will arrange catch up time with me to complete the work so we can move on next lesson
- I will speak to your parents if you continue to use those kinds of words

De-escalation
  - Use the de-escalation script (Appendix 2)

Appendix 2

De-escalation script

Used to remove heat from a situation and create space and time. Can be used as a menu - any element can be chosen as an appropriate response to the aggression or challenge presented by the student.

  - **Child's name**
  - **I can see something has happened**
  - **I am here to help**
  - **Talk and I will listen**
  - **Come with me and…**

Appendix 3 - Other behaviour guidance - Phrases to use

7 Assertive Sentences

  1. You need to…. (speak to me over here)
  2. I need to see you…. (following the instructions)
  3. I expect you to…. (put your pen on the table)
  4. I know you will…. (help Harry tidy up)
  5. Thank you for…. (letting go of Tom's hair)
  6. I have heard what you said now you must… (collect your things calmly and come with me)
  7. We will…. (have a better day tomorrow)

Restorative Questions

  1. What happened?... (listen, no interruptions or opinions)
  2. What were you thinking at the time?... (let them reflect – see their thought pattern)
  3. How did this make people feel?... (shine light on other people's feelings)
  4. What can we do to fix it?... (guide rather than assist)
  5. How can we do things differently in the future?...

Reroute Power Play

  1. I understand… (that you are upset)
  2. I need you to… (come with me so we can resolve this properly)
  3. Maybe you are right… (maybe I need to speak to them too)
  4. Be that as it may… (I still need you to join in with the group)
  5. I've often thought the same ... (but we need to focus on…)
  6. I hear you… (it's not easy I know but you can do it!)

Counter-Intuitive Practice

1. Respond with calm
2. Correct all poor behaviour in private
3. Recognise and verbalise good behaviour (above and beyond)
4. Be prepared to say nothing (I am ready when you are)
5. Resist connecting their behaviour with your feelings
6. Ignore secondary behaviours
7. Be consistent (creates sense of certainty)

When Children Clam-up

1. Imagine if there were… (people affected/ way of putting it right/ things you could do differently) what would they be?
2. Scale 1- 10 how angry were you?
3. Give some space… (I can see you are not quite ready to talk. Do you need a minute or two before talking or I can sit and help you with your answers?)

30 Second Scripts

I notice you are… (having trouble/struggling/wandering). **It was the rule about** (staying on task/lining up) **that you broke. You have Chosen to** (move to the back/catch up with your work) **do you remember when you** (got a credit mark/ arrived on time) **that's who I need to see today… thank you for listening.**

Emotion Coaching in Practice - 5 steps (From Clare Anderson EP)
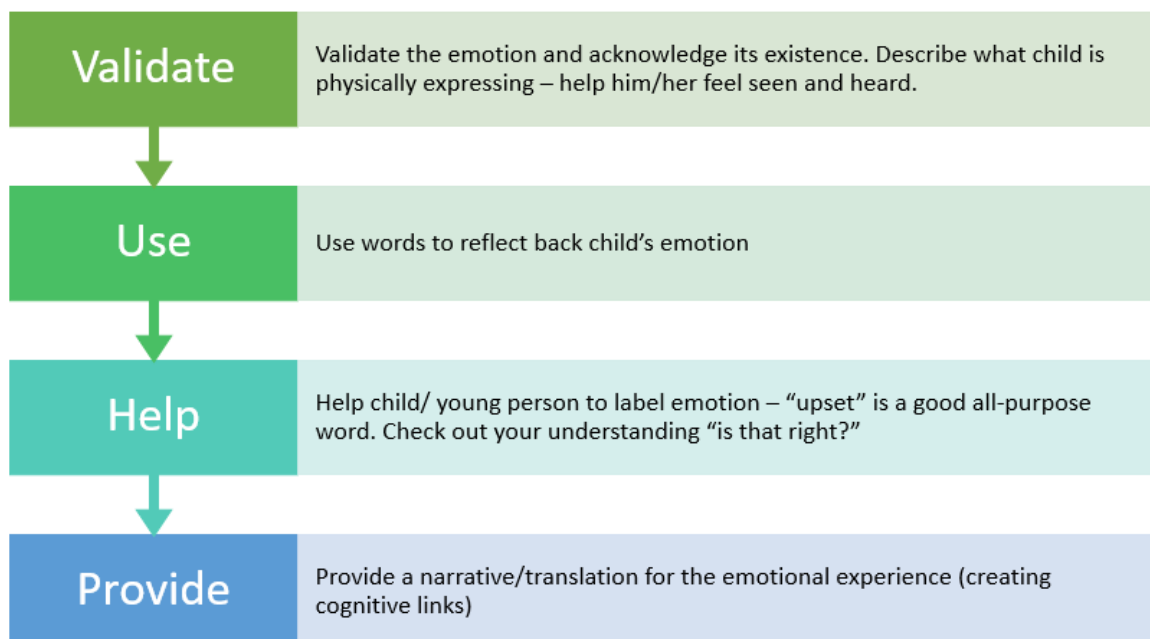
Step 1 - Calm yourself first

•Stop, drop your agenda (just for now) and take a deep breath

•Remind yourself that your goal is to calm the storm for the child not escalate it

•Do not take the child's emotions personally. This is not about you.

•Notice the sensations in your body – notice if you feel annoyance or an urge to make the child's feelings go away. Decide that this is an opportunity to build a trusting relationship and teach her/him helpful lessons about accepting and responding to emotions.

Step 2 - Connection. Recognise the young person's feelings and empathise with them

•Connect to create safety – verbal and non-verbal message "you are safe", "I will help you"

•Recognise all emotions as being ***natural and normal*** and not a matter of choice

•Recognise behaviour as communication (Relational vs Behavioural Model)

•Look for physical and verbal signs of the emotion being felt

•Take on the child's perspective (Mentalising/ Mind-mindedness) "this isn't what you wanted", "you wish that.."

•Affirm and empathise, allowing to calm down.

Step 3 - Validate young persons feelings and label them

"Name it to tame it" (Dan Siegel)

Validate	Validate the emotion and acknowledge its existence. Describe what child is physically expressing – help him/her feel seen and heard.
Use	Use words to reflect back child's emotion
Help	Help child/ young person to label emotion – "upset" is a good all-purpose word. Check out your understanding "is that right?"
Provide	Provide a narrative/translation for the emotional experience (creating cognitive links)

Step 4 Setting limits on behaviour if needed

•Safety first

•State the boundary limits of acceptable behaviour

•Make it clear certain behaviours cannot be accepted

•But retain the child's self-dignity *(Crucial for responsive behaviour and well-being)*

Step 5 - Problem solve with the young person

•When the child is **calm** and in a relaxed, rational state:

•**Explore** the feelings that give rise to the behavior/problem/incident

•**Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes

•**Empower** the child to believe s/he can overcome difficulties and manage feelings/behaviour

This is how we do things at St Michael's…

EPraise	Aspiration *I have achieved something new.*	Belief *I have tried something new.*	Creativity *I have discovered something new.*	Expectations (Demerits)	Readiness to learn *Showing organisation, eagerness and a passion to learn.*	Respectful relationships *Showing positivity and respect to our whole school community.*	Engagement *Showing commitment to my learning and a willingness to be involved.*
	I have completed my classwork / homework to an excellent standard

I have presented my work to a high standard

I have made significant improvements in what I have achieved

I have worked independently

I have shown good understanding of my learning through various means

I have shown courage or leadership. | I have shown elements of Christian faith

I have followed British Values

I have expressed my views confidently and participated willingly

I have followed rules, been honest and loyal

I have challenged negativity, worked diligently, made responsible choices

I have been respectful of others and the environment

I have shown tolerance to others' views or behaviours. | I have used my initiative

I have been curious in my learning

I have problem-solved in my learning or personal choices

I have shown resilience in my learning

I have taken part in extracurricular activities to give me life experience. | | **Presentation** - I will always look smart and wear the correct uniform which includes my PE kit. I will not wear inappropriate jewellery.

Equipment - I will make sure I have the correct equipment for every lesson. This includes books, writing equipment, PNB, PE kit, food ingredients.

Time Keeping - I will arrive on time to my lessons. I will complete my work in the time set by my teachers and I will meet hand-in dates. | **Staff** - I will not call out or disrupt my lessons. I will always aim to have a positive attitude in my lessons and around school.

Peers - I will not make unkind comments to anyone in the school community and I will behave respectfully towards everyone.

Free time - During break and lunch, I will not say anything that is unkind or hurtful to anyone. I will not behave in a way that may hurt someone physically. | **Instruction** - I will follow all instructions given to me by staff at school.

Attitude - I will have a positive attitude to my learning and always be supportive of others in lessons.

Homework - I will always complete homework to the best of my ability and hand it in on time. |

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