



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 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 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 WAT 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.

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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 unlucky 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

Updates for Post Covid 19 Reopening

Things to focus on

Modelling the expectations in school

- *Protecting themselves, their families and each other*
- *Arriving / leaving through the correct gate at the correct time*
- *Washing hands*
- *Classroom behaviours - Silent listening (Signal, Pause, Insist) Talking (Think, Pair, Share)*
- *Use of strict seating plans - limit movement around the classroom*
- *Movement around school - follow the signs - no unsupervised movement*
- *Social distancing*
- *Care - being kind to other pupils*
- *Restarting the habits of learning and being in school*
- *Awareness of different lockdown experiences*
- *Awareness of different levels of engagement with work at home*
- *Staying in designated area on the playground*

Awareness of symptoms of Covid 19

Things we are less worried about during these times

- *Uniform - Pupils will be in uniform on non-PE days but we will not be rigorously following up on alterations to the uniform/footwear where pupils have grown out of things.*

March 2022 Update

- *As restrictions are lifted, we will reinstate uniform expectations. When the weather is cold, we will continue to allow coats in classrooms as windows and doors will remain open to ensure good ventilation.*

September 2022

- *Provisionally, we will retain PE kits on PE days.*

Strategies for supporting prosocial behaviours and respectful relationships:

Around the school	Classroom environment	Classroom routines	Lesson Plan	Reward	Positive enforcement
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Warm and welcoming • No clutter • Tidy and clean room • Displays encourage a sense of pride • Seating plans 	<ul style="list-style-type: none"> • 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.) 	<ul style="list-style-type: none"> • Differentiate • Engaging context • Objective lead learning • Adjustments made for known needs • Adaptive teaching • Build on strengths 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Remind x 1 (verbal or non-verbal) • Describe behaviour seen, explain modification required • Redirect (distract/use humour/target ed praise at pupils around them) • Clarity

Updates for Post Covid 19 Reopening

Around the school	Classroom environment	Classroom routines	Lesson Plan	Reward	Positive enforcement
<ul style="list-style-type: none"> • <i>Care of movement</i> • <i>Follow the signs</i> • <i>Washing hands</i> • <i>Maintain bubble</i> • <i>Break/lunch in the designated field area</i> • <i>Arrive/leave site from correct gate</i> • <i>Following new school timings</i> 	<ul style="list-style-type: none"> • <i>Model and control movement around the room</i> • <i>Bags etc kept under desk</i> 	<ul style="list-style-type: none"> • <i>Wash hands</i> • <i>Using the designated desk</i> 	<ul style="list-style-type: none"> • <i>Use the planning done by staff at home</i> 		<ul style="list-style-type: none"> • <i>Being kind to other pupils</i>

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
 - Shoulder or longer length hair tied back
- 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 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 (as above)
- 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 applying sanctions for unsocial behaviours
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 SIMS to record positive behaviour and inform parents.
13. Recording behaviour incidents on SIMS

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

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.
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.

Parents are responsible for:

1. Supporting their child in adhering to the pupil code of conduct
2. Informing the school of any changes in circumstances that may affect the child's behaviour
3. Work proactively with the school to develop pro-social behaviours
4. Discussing any behaviour concerns with teachers

Classroom Response to Unsocial behaviour - Phase 1:

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

Where appropriate, unsocial behaviour is logged on SIMS 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 - Phase 2:

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

1. All of the responses to unsocial behaviour **MUST** be done first
2. 3R time given – call to pastoral manager (SH) for reflect, repair, restore work. Max. 15 mins out of classroom to stop the anti-social behaviour
3. 2x 3R time in a day – Work away from peers to safeguard others' learning time
4. Behaviour analysis work with pastoral manager (SH) to identify patterns and **create support plan**
5. Parents contacted to advise of behaviours exhibited; plans implemented and expectation of parental support

Out of Classroom Response to Antisocial behaviour - Phase 3:

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.

It is the responsibility of SLT to decide if a phase three response is required.

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
- TAC meetings
- Outside agency support
- Alternative provisions
- Reduced timetables
- Pastoral interventions
- Exclusions

At all times avoid rushed decisions

Updated Guidance - November 2020 - Classroom response to Antisocial Behaviour - Phase 2

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

We need to have a different approach to class discipline in coronavirus which means we cannot do things we might normally e.g. move a child in class or to another class. The key things underpinning good behaviour management remain

- Good relationships
- Clear understanding of the processes
- Good communication with pupils and families
- Confidence - to establish good routines and to challenge pupils who don't meet expectations.

Stepped response - for pupils who are frequently displaying Unsocial / Antisocial behaviour in the classroom

1. Pupils who have 4 or more logins or are identified by several teachers as not cooperating at a level that allows the lesson to flow well-identified and parent informed during tutor phone call
2. If unsocial/antisocial happens, the pupil is removed from the room by the pastoral on-call team or CL or SLT. They are not returned to the lesson.
3. Teacher contacts parent.
4. If unsocial/antisocial behaviour occurs again, the pupil is removed and not returned to the lesson. Year leader contacts home and the pupil goes on report.
5. If unsocial/antisocial behaviour occurs again, the pupil is removed and not returned to the lesson. SLT contacts home and the pupil will spend a day working on their own out of class..

Appendix 1

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.**

Appendix 4

Emotion Coaching in Practice - 5 steps (From Clare Anderson EP)

Step 1 - Calm yourself first

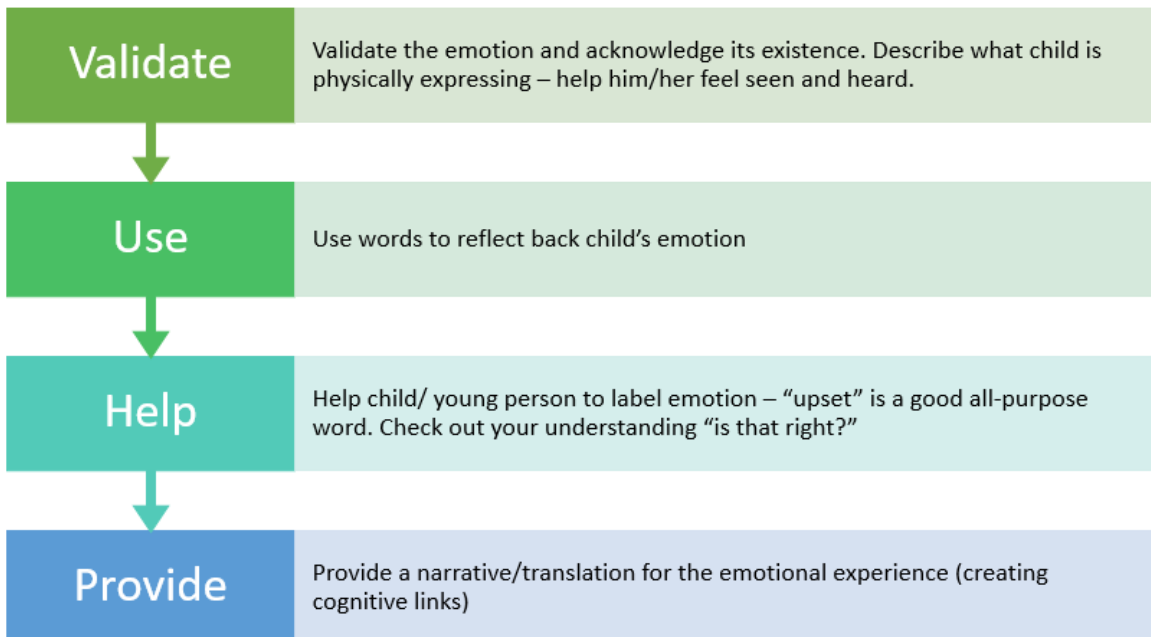
- Stop, drop your agenda (just for now) and take a deep breath
- Remind yourself that your goal is to calm the storm for the child not escalate it
- Do not take the child's emotions personally. This is not about you.
- Notice the sensations in your body – notice if you feel annoyance or an urge to make 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)



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