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 Jan 2018/ Jan 2019 / June 2019
Next Review	Jan 2020

NB This guidance is about learning behaviour in lessons and around 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 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.

We therefore make a conscious effort to celebrate positive characteristics and values at St Michaels. 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.

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

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
- 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
The 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 **<u>consistently</u>**
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 task)

2. Adapt your lesson to ensure the challenge of your lesson matches 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 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

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...**