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**Learning and Growing Together, With Faith, Hope and Love**

**Micklefield CE Primary School**

**Learning Behaviour Policy**

**2021-2023**

**Learning Behaviour at Micklefield**

**Our Ethos**

At Micklefield CE Primary School, we believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life. Good behaviour is the foundation on which effective teaching and learning can take place and this must be carefully developed and supported by all adults in school.

Central to our approach of developing excellent behaviour for learning is the quality of the relationships that all adults build with children. Our relationships are underpinned by our core Christian values of faith, hope and love along with the principles of mutual respect, fairness, care, equality, justice and consistency. Adults at Micklefield CE Primary School are expected to model the behaviour they are seeking to nurture and develop in children. Visible consistency and visible kindness should be evident in all interactions in school.

This policy has been developedso we can define our learning behaviour expectations that underpin the above, ensure all members of the school can work in an environment where they feel safe, happy and secure; provide clear guidance on the role adults play in developing good behaviour and to outline the strategies and practices that will be used utterly consistently across school.

**Our Vision and Values**

Various strategies will be used to recognise, reinforce and support our vision and values as defined above. All learning behaviour approaches communicated with children are based on and shared through our school rule:

***We care for everyone and everything with kinds words, kind actions and kind hearts.***

This is also reflected in our school prayer.

***Dear Lord, thank you for helping us care for everyone and everything in faith, hope and love. Thank you for guiding us to use kind words, kind actions and kind hearts. Amen.***

**Communicating our Vision and Values**

The Micklefield school prayer and The School Rule are shared in collective worship every week. Throughout the year, particular aspects are highlighted and focussed on in order to ensure consistency. Some approaches we use to communicate this include:

* The weekly class Celebration Assembly each Friday when teaching staff share their reasons, linked to the weekly behaviour focus, for choosing their star of the week
* Communicating and revisiting the rule and values regularly when setting expectations at the beginning of lessons, visits and activities
* Follow up class activities and discussion launched in whole school assembly

**Curriculum**

The delivery of a stimulating curriculum promotes positive learning behaviour. At Micklefield, we are committed to developing a curriculum that engages the faith, hope and love of all children. This is important across all subject areas and age groups and is prioritised in any curriculum development work undertaken.

Personal, Social, Health Education is an important and necessary part of all pupils’ education. At Micklefield, we have personalised our curriculum to the specific needs of the children in our school community. The aim of the PSHE curriculum at Micklefield is to equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Our PSHE curriculum, ‘You, Me, PSHE’ as well as our whole school collective worship plan, provides regular opportunities across all year groups for the explicit teaching and modelling of positive learning behaviour.

**Home School Agreement**

We consider our parents as key partners in all we do. Our home school agreement is an important part of our induction for new pupils joining the school.

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| To help me do well at school I will do my best to: | To help my child at school I will do my best to: | The school will do its best to: |
| Work hard and listen carefully to instructions | Make sure my child is on the playground by 8:45am and is collected on time at 3.15pm | Seek to create an environment so your child can feel safe, happy and secure |
| Bring all the equipment I need every day and take good care of the school environment | Make sure that my child attends school regularly and inform school for the reasons for any absence and not take holiday in term time | Contact you as soon as possible if we are concerned about your child’s wellbeing, attendance, health, behaviour or learning. |
| Ask for help from my teacher or someone at home if I find my work hard | Work with school to make sure that my child behaves well | Let you know regularly how your child is progressing through reports and parents’ evenings |
| Do my homework regularly and bring it back to school | Encourage my child to work hard and complete all homework tasks including home reading. | Offer a broad and balanced curriculum which meets the needs of your child including a range of extra-curricular activities |
| Come to school every day and on time | Attend meetings including parents’ evenings | Set and monitor homework tasks in line with school policy |
| Keep the school rule, behave well and be polite and helpful to other pupils and grown ups | Communicate with school appropriately to support my child | Communicate with you appropriately to support your child |
| Follow the dress code | Ensure my child follows the school dress code | Encourage your child to do their best at all times |
| Act according to our Christian values and beliefs | Support and promote the Christian values and beliefs of the school | Have our Christian values and beliefs at the heart of everything we do. |

**Securing excellent Learning Behaviour.**

**Behaviour and Relationships**

It is essential that all adults working with children create an environment in which all children feel they belong and feel safe; an environment that allows all children to thrive as individuals and as learners. This requires establishing appropriate learning focused relationships where expectations are set high and where everyone knows the routines and the boundaries. Positive relationships underpin creating conditions where children and teachers can focus on learning, free from distractions and emotional threat. At Micklefield, all adults are expected to play their full part in contributing to this positive climate. In blending warmth, kindness and assertiveness, there are particular behaviours and actions that adults should display that make the biggest difference

* Establish norms around clear roles and boundaries.
* Communicate kindness – keep kindness at the forefront especially if you have challenging situations to deal with.
* Decide, communicate, reinforce and sustain your expectations.
* Redirect, correct or challenge when expectations are not met.
* Use signal, pause, insist as a tool for securing attention and directing activities.
* Use positive framing rather than negative comments eg; give the benefit of the doubt but be firm and definite in securing high standards.
* Rehearse routines so they are known understood and enacted consistently.
* Children should be completely clear about the choices they make and the consequences when they make the wrong choice. Children should be supported to make the right choice.
* Fairness is important so it is important to be as consistent as possible. If consequences are used infrequently or inconsistently it undermines the member of staff.

**Specific strategies**

Our adopted strategies offer staff and pupils a structure of support.Having a clear and consistent approach will help children know that we deal with all behaviours fairly and consistently.

1. **Recognising when children get it right**

Staff must take every opportunity to celebrate good behaviour. This is an effective way of encouraging all children to behave well. Frequent praise should be given to children who follow the rules and to those who turn their behaviour around after a reminder or warning.

**In lessons–** *Whole Class Dojo Points* are used to encourage and reinforce whole class routines within the classroom. They can be given for whole class recognition and for individual children contributing well towards a class wide expectation or routine. Staff use Class Dojo to give Dojo points. Once the class has reached 500 Class Dojo points, the class will receive a class wide reward. E.g. extra playtime, hot chocolate in an afternoon, a sports game.

**Individuals-***Individual Dojo Points*Any member of staff can give Dojo points in class or around school. They are given out in single units for when children go above and beyond to embody the school rules and values.  All children’s names are displayed on a wall in each child’s classroom to record points. When children reach 50, 100, 150, 200, 250, 300, 350 Dojo points, they will receive a certificate in the weekly golden round up and stand up to be applauded in assembly. Children can spend their points in the Dojo Shop once every half term. If children do not want to spend them, they can save them and spend them at a later date. Children cannot lose Dojo points.

Throughout the year we will reinforce certain learning behaviour priorities through a whole school focus and opportunity to earn additional Dojo points. Foci may include attendance, having correct P.E/Swimming Kit, reading at Home, returning homework etc.

1. **Scripted Responses**

Staff will use scripted responses in order to consistently encourage the learning behaviours we want to see in school.

**Labelled authentic praise** “Thanks for…”  Eg “Thanks for looking at me.” “Thanks for walking” this will encourage other children in earshot to mirror the labelled positive learning behaviour

**Positive opening that is factual** **– not a feeling** Avoid getting into a conversation, this is supposed to be short and sweet! “I’ve noticed you’ve not started your work yet.” This can be reinforced with your body language. Make sure you are next to the child, don’t call this out from across the room. Be non-threatening… ideally, kneel or be side on to the child focussing your sight line on the work or task

**Refer to a specific rule** **–** “You know about working hard. Your job is to get on with the task.”

**Positive reflection based on recent shared experience** “I know that this morning you came straight in from break and got on with your work. That’s what I need to see now. Thank you (never please).”

1. **Reminders**

Staff will follow the 5 step reminder system in school. We use scripted responses when children don’t follow instructions and record the steps on the Behaviour Record Sheet. We have a 5 step graduated response, starting with a reminder of the rule, time working alone, reflection time, missed playtime and SLT involvement. The responses are adapted to match age range. Behaviour record sheets are collected in each week and monitored to identify children and classes requiring extra support.

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|  | EYFS Warning System Responses | KS1 Warning System Responses | KS2 Warning System Responses |
| 1st Reminder | Reminder of the rule, e.g. “**The instruction is…”** | Reminder of the rule, e.g. “**The instruction is…”** | Reminder of the rule, e.g.  “**The instruction is…”** |
| 2nd Reminder | One minute working in another area of provision or one minute sat on the carpet area using a timer. | Five minutes working at another table | Five minutes working on their own at another table/place in the classroom. |
| 3rd Reminder | Spend the rest of the session working in a directed provision area. | Spend the rest of the session working at a different table | Rest of the lesson working on their own at another table/place in the classroom. |
| 4th Reminder | One minute in another area in school using a timer. | Five minutes in another classroom. Child will miss 5mins of play or lunch with teacher. | Child will miss 5mins of play or lunch with teacher. On an afternoon 10 minutes will be spent with Mrs Cook. |
| 5th Reminder | Reflection Time – 5 mins with Mrs Cook. Class Teacher’s should verbally inform parents if they reach this warning level. | Reflection Time – 10 mins with Mrs Cook. Class Teacher’s should verbally inform parents if they reach this warning level. | Reflection Time– 15 mins with Mrs Cook at 12pm.  Parents to be informed verbally by class teacher. |
| Refusal to comply with above steps or serious incident. Staff to send for SLT to support. The child may be instructed to work in isolation for remainder of afternoon. Accessible work that can be completed independently should be provided by the class teacher. Parents to be informed verbally by teacher and given a letter completed by SLT.  All incidents at 4th and 5th reminder to be recorded on ABC logs which will then be scanned and uploaded onto CPOMs with type of behaviour and consequences recorded. | | | |

The reminder system resets at the start of every morning and every afternoon. If reminders are given out of class by other staff, this must be communicated to the class teacher by the staff member involved.

**Lunchtimes**

If lunchtime staff think a child’s choices are persistently poor or serious enough, they will refer the child to the class teacher. If the following behaviours are displayed by a child at lunchtime they must be spoken to by a Senior leader in school.

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| Displayed behaviour | Response |
| Repeatedly putting their hands on other children | Children will only play in a designated area of the playground (no activities) |
| Fighting | Immediately brought into a Senior Leader in school and remain inside for rest of play/lunch time. Following playtime to stay with an adult. |
| Aggressive/intimidating or threatening behaviour | Following play/lunch to stay with an adult. |
| Repeated unkindness/verbal abuse( children/adults) | a) walk around with adult  b) have time out at side of playground and then  c) referred to the class teacher |
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1. **Gaining the attention of a class**

**Within a class setting**, all staff will use the phrase **‘1-2-3 eyes on me’** to get children’s attention. Children will:

Put everything down, face the speaker and thereafter adopt a silent voice.

1. **Movement in and around school**

All children will line up one behind the other, facing forward, in register order. Any changes to register order should only be made in order to support pupil’s success. Changes made should be well considered and permanent. All children are expected to walk at all times in school. Staff will use the scripted response ‘thanks for walking’ when they see children walking in school.

1. **Noise levels**

As a part of planning for positive learning behaviour teachers will consider the desired noise level for each part of a lesson input or learning tasks. Staff will regularly and clearly communicate which ‘voice’ children should be using.

Children will use the following voices whilst in school:

**Silent Voice:** a voice in your head only. (Not communicating verbally or nonverbally.)

**Partner Voice:** a voice only your partner can hear.

**Table Voice:** a voice only your table can hear.

**Classroom Voice:** a voice that everyone in the class can hear.

**Additional Strategies**

Additional strategies may include phone calls home, post cards home, authentic and labelled praise, non-verbal praise, awarding of responsibility, sharing achievements with other members of staff and pupils. Before a strategy is adopted it must be considered to effectively reflect and support our vision and values. Strategies should aim to promote intrinsic not extrinsic reward.

**Individual Behaviour Support**

**Behaviour Passports**

At Micklefield, we use the Graduated Approach and the Assess, Plan, Do, Review cycle to identify and determine ‘waves’ of required support.

**Wave One** is the universal offer of quality first teaching of an engaging curriculum delivered in consideration of all levels of ability.

If a child is identified through the behaviour recording system it will be determined that a child requires further tailored support in order to progress in their learning behaviour,

**Wave Two** strategies (small group intervention) will be planned and delivered by the family support worker.

If the desired improvement is not achieved in the specified time frame, a behaviour support plan will be drafted with the child and key staff members.

This is a **Wave Three** action. The passport should be regularly reviewed and updated by class teachers and shared with key staff. See the SEN policy for more detail on the Graduated Approach, record keeping and our robust approach in supporting children who require social and emotional provision.

**External Support**

If after a 12 week behaviour support plan review there is insufficient evidence of acceptable learning behaviour improvement or after a serious incident, external support may be sought. This will be planned and actioned by SLT and communicated with involved staff and parents through an updated behaviour support.

**Recording Serious Incidents**

**Serious and Hate Incidents**

Micklefield Primary School follows the Hate Incident guidance from Leeds City Council to investigate and report any incidents of this nature.  A hate incident is legally defined as: “any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate.

* Serious incidents such as violence or racism should be reported immediately to an SLT member
* For serious incidents, SLT may choose to internally seclude a child for either one half or one whole day or externally exclude a child
* All racist or homophobic language is logged.

**Child on child sexual violence and sexual harassment**

Micklefield CE Primary has a zero tolerance approach to all sexual violence and sexual harassment. It is never acceptable and will not be tolerated.

* Micklefield CE Primary School will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school.
* Micklefield CE Primary will respond appropriately to support children who sexually harm their peers, which are inclusive and support children to address their behaviours as opposed to punitive measures which focus solely on containing behaviours causing concern.

**The power to discipline beyond the school gates**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable”. When considering whether the school will implement a sanction for reported misbehaviour out of school, the Head Teacher will take into account the context of the situation and the action that would have been taken if the offence had taken place on school premises. All criminal bad behaviour and bullying which occurs on or off the school premises may be reported to Social Services and/or the Police.

**Use of reasonable force**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document ‘Use of Reasonable Force’, published 2013. All members of school staff have the legal power to use reasonable force to prevent pupils from hurting themselves or others, damaging property or causing disorder.

**This policy should be considered alongside the following documents:**

DfE Exclusions Guidance 2020

Written Behaviour Principles

PSHE policy

SMSC policy

SEN policy and practice

Equality Policy

Anti-bullying policy

E-safety policy

Preventing Extremism

Safer working Practice

Use of Reasonable Force July 2013

Positive Handling Risk Assessment