

What to do - Behaviour for Learning

This document is written in conjunction with the Dixons Academies Trust Positive Behaviour Policy which is available on the Trust website: www.dixonsat.com/about/policies

Principles

Dixons Marchbank Primary is committed to ensuring that our pupils master the knowledge, understanding and skills to be academically successful. We believe that anyone who is successful (in the broadest sense of the word) must develop self-discipline and be given autonomy to make the right choices.

Our core values (Commitment, Enjoyment, and Teamwork) are embedded within our daily practice and routines. We fully believe that descriptive verbal praise can be very powerful in developing a happy and purposeful school environment.

We will take account of the known specific circumstances of each child to ensure the 'child is not missed' in dealing with behaviours. Some children may have IEPs, Social and Emotional development plans or involvement from external agencies that will be reflected in behaviour management strategies.

- Every child in school has the right to learn.
- Everyone has a positive contribution to make.
- Acceptable standards of behaviour, work and respect depend on the example modelled by us all.
- Behaviour has to be worked for, it does not simply happen. Staff set high standards and apply rules consistently and fairly.

Aims

- To have the highest expectations of pupil behaviour in order to maximise their opportunity to achieve
- To ensure all pupils develop the good learning habits that they need to be successful in school and life.
- To realise and celebrate the potential of all pupils through promoting independence and self-discipline.
- To create an environment in which pupils are enabled to become self-disciplined and able to accept responsibility for their own actions.
- To form an active partnership with families to encourage excellent behaviour and to establish improved patterns of behaviour where there are difficulties.

Section 1: Behaviour and Discipline

School rules

At Dixons Marchbank Primary all the pupils write a Mission Statement which is signed by the children and adults in the class to represent their views on the academy core values:

- Commitment
- Enjoyment
- Teamwork

Positive rewards system

All children and groups should be encouraged by the use of verbal and non-verbal signals for positive choices.

Houses and house Points

Each class is divided into houses across school and they collect house points. The winning house have a disco party in the hall at the end of every half term.

Recognising success

Some assemblies may be used to celebrate individual and group successes. Children may be sent to the Leadership team in recognition of hard work and success.

Low level disruption

Pupils who wish to succeed are always on-task in lessons and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for pupils to remain on task for a number of different reasons but we will remind them that they learn best when they are concentrating. It also means that other pupils can learn without disruption and allows the teacher to teach. We expect all pupils to act appropriately both in and outside of the classroom e.g. on stairs or along corridors. When in assemblies etc. pupils are expected to be silent and appropriately behaved. Staff will raise their arm to show they wish to gain attention of the group and it is expected that pupils respond immediately.

Emphasis should be on good teaching and positive reinforcement of expected behaviour. A range of strategies including non-verbal and verbal cues will be used before progressing to any consequence. Consequences linked clearly back to rules do however ensure children are clear about the high expectations we have of them and how this impacts on their learning.

More serious behaviour

When low level disruption may be impacting on learning of the class or group, teachers need to use a range of strategies to minimise this for both the individual and other pupils. Following these class based strategies, if required to take a short period of time out of class, the pupil will take work accompanied by an LSA into a shared area or other quiet area to refocus until the pupil is ready to return to class. If this occurs on more than two occasions during the day, the child will have a lunchtime sanction.

We place an emphasis on encouraging children to make the right choices. Our pastoral team work with groups and individuals to help them make the choice if appropriate.

On occasions the choices made by a minority of pupils are such that they are logged on our secure system.

At this point parents will be contacted:

- Physical: full contact brawl, or when a mark is left on a child
- Swearing: when heard by an adult or reported by a reliable child
- Vandalism: damage to school or personal property in the school
- Racism: saying or doing things to another which are related to race and hurtful
- Bullying: using your body or words to hurt or upset someone
- Stealing: proven stealing.

In exceptional circumstances, the Principal will exclude a child from school for a suitable period of time. The Principal has the power to exclude a child from school for up to 45 days. During this time, work will be set by staff and parents are expected to collect and return the work to school.



Important statement

Selected members of staff are trained in 'Team Teach', a system that promotes positive restraint procedures. This covers a wide spectrum of risk reduction strategies. It includes an integrative holistic approach involving training, policy, guidance, management of the environment and the deployment of staff. 95% of positive handling does not involve physical intervention, but in rare and extreme circumstances it may be necessary to use a restraint to ensure the safety of pupils and staff. Any use of restraints will be recorded and the parent and carers will be notified as soon as possible.

Please see attached behaviour flow chart (Appendix 3).



Section 2: Exclusions

Dixons Marchbank Primary is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to academy life and we want to support them to achieve this.

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the academy. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some rare situations, exclusion may be necessary, if all other strategies have been exhausted. No exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. All formal exclusions will be reported using the appropriate forms as required.

Reasons for exclusion

- Serious breach of the school's rules or policies.
- Risk of harm to the education or welfare of the pupil or others in the academy.

Any exclusion will be at the decision of the Principal, in consultation with the Governing Body, as appropriate.

Temporary exclusion

A temporary exclusion should be for the shortest time necessary. Ofsted evidence suggests that 1-3 days is usually enough to secure benefits without adverse educational consequences.

Persistent or cumulative problems

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the academy had already offered and implemented a range of support and management strategies. These strategies are outlined in Section 1.

Single incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Principal will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the academy's policies. The pupil will be encouraged to give his/her version of events and the Principal will check whether the incident may have been provoked, for example by bullying or racial harassment.

Permanent exclusion

A permanent exclusion is a very serious decision and the Principal will consult with the Vice Principal and Chair of the Governing Body before enforcing it.

As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of academy rules and policies or a disciplinary offence such as:

- serious actual or threatened violence against another pupil or a member of staff
- possession or use of an illegal drug on school premises
- persistent bullying
- persistent racial harassment

The decision to exclude

If the Principal decides to exclude a pupil, he/she will:

- ensure that there is sufficient recorded evidence to support the decision
- explain the decision to the pupil
- contact the parents, explain the decision and ask that the child be collected



- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion; the length of the exclusion and any terms or conditions agreed for the pupil's return
- in cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- plan how to address the pupil's needs and integration back into their class on his/her return
- plan a meeting with parents and pupil on his/her return

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the academy may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Behaviour outside school

Pupils' behaviour outside the academy e.g. on educational visits, at sports fixtures, is subject to the behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in the academy.

Pupils with special educational needs and disabled pupils

The academy must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act 2005 as amended not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Principal should ensure that reasonable steps have been taken by the academy to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Marking attendance registers following exclusion

When a pupil is excluded temporarily, he/she should be marked as absent using Code E.

Managed move

The Principal and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably the Principal may require the parents to remove the pupil at the end of a term. This is not exclusion and in such cases the Principal may assist the parents in placing the pupil in another school under the Fair Access Protocol.

Removal from the academy for other reasons

The Principal may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the Multi Academy Trust appeal procedure.



Appendix 1: Mission Statement

Each class, at the beginning of the year, work on a mission statement which makes clear the rules and boundaries for that class. These are child led so that everyone agrees with the way they expect to be treated or treat others. These can be referred to if a child or children break the rules on the mission statement. As the statement is owned by the children not teacher enforced the rules are less likely to be broken.

Examples

Key stage 2 examples

- We will try our best in all lessons and work hard to achieve our goals.
- We will respect everybody and everything. We will follow the class rules and try not to get on the behaviour ladder.
- We will try to attend school every day to achieve 95%.
- Every single child and adult is responsible for looking after all the equipment in Wolves.
- Our work will be displayed so other people can see what we have achieved.
- We need to be friendly and helpful to everyone in the class, including new people to school.
- Enjoy learning to the best of our ability.
- We want to be happy and safe in school.
- We have a right to say what we think and to be respectful to one another.
- We must look after our classroom, cloakroom and resources.'

Key stage 1 examples

- We promise to wait our turn to speak and listen to all instructions first time.
- Look, listen and learn.
- We will be kind to each other.



Appendix 2

Influencing change

All staff are to follow an agreed **consistent approach** to managing behaviour in the classroom. Remind ourselves about:

- establishing and maintaining good and positive relationships
- meeting and greeting – morning, playtime and after lunch
- positive body language – non-aggressive
- praising the specific behaviours expected in the classroom
- using tone and volume of voice to engage and develop nurturing ethos to promote learning
- ensuring the environment is engaging and stimulating
- sharing expectations for routines and remind children of what you are wanting so that they are clear
- rewards and incentives to encourage and recognise when children have made the right choices
- differentiation and match in planning to make sure children can access the learning and are challenged at the correct level
- being consistent and fair if you need to apply consequences
- using non-verbal signals so that the pace of learning is not disrupted: ‘teacher stare’, walking near to the child and then walking away
- if you need to speak to a child, do not call across the room but allow take up time

See the ‘**Top Tips**’ sheet in school for more ideas (Appendix 4)

Verbal warning

If you need to give a verbal warning, speak to the child directly not across the room. Ask yourself the following questions:

- Been specific in exactly what you want?
- Checked the child has understood the instructions?
- Given take up time?
- Tried different behaviour strategies?
- Praised at the right moment – catch them being good?
- Involved other staff to help support the children to focus on learning?

Time out

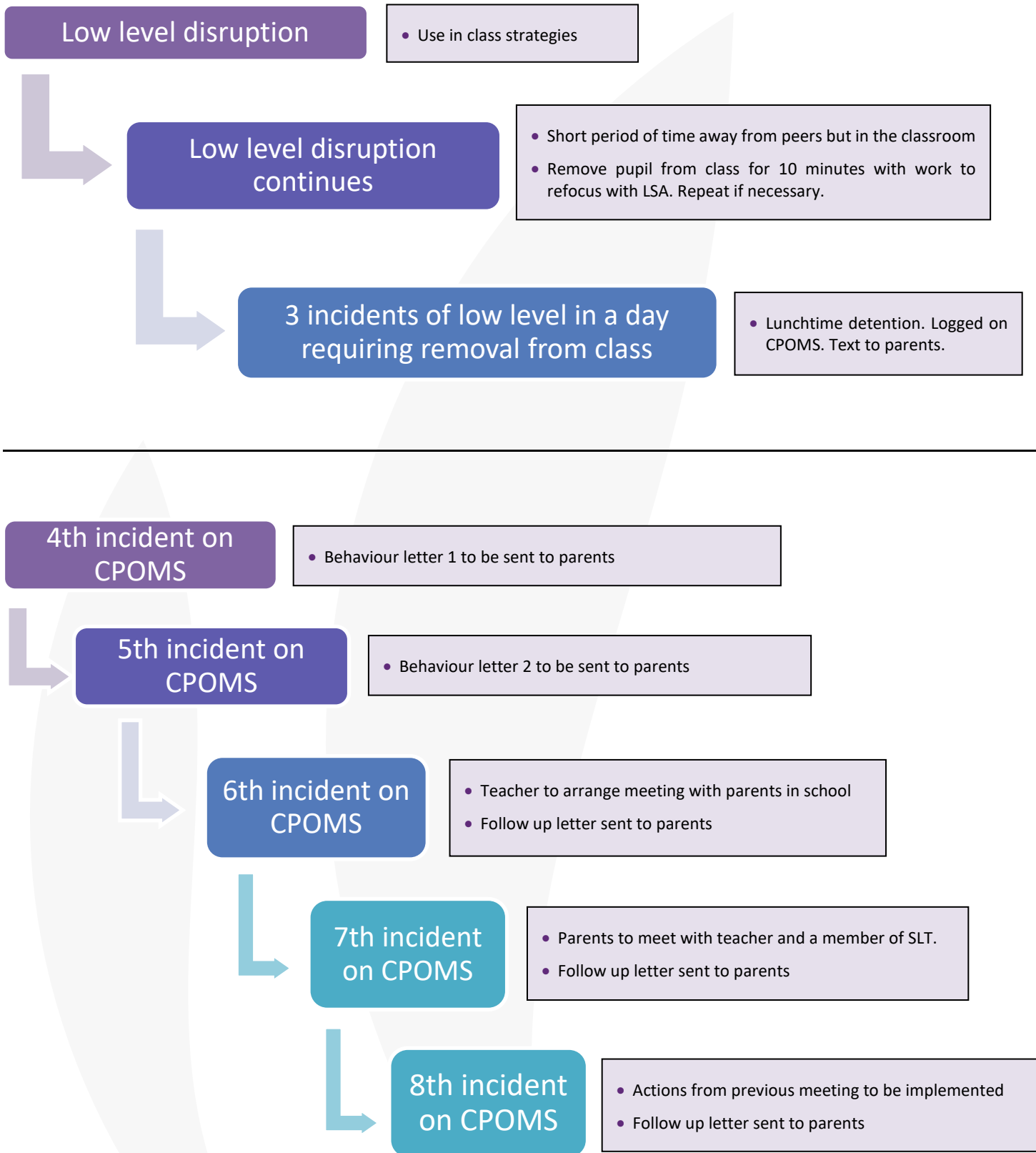
- Move to another area of the classroom and discuss expectations for 5-10 minutes.
- Have you spent 1-1 time, refocusing and inspiring to effect change?
- Are the targets achievable?
- Is the child working with a learning mentor who can assist?

When low level disruption may be impacting on learning of the class or group, teachers need to use a range of strategies to minimise this for both the individual and other pupils. Following these class based strategies, if required to take a short period of time out of class, the pupil will take work accompanied by an LSA into a shared area or other quiet area to refocus until the pupil is ready to return to class. If this occurs on more than two occasions during the day, the child will have a lunchtime sanction.

The behaviour will be logged on the CPOMS system and parents contacted if appropriate. Please see behaviour rota for relevant member of SLT on each day of the week.



Appendix 3: Behaviour for learning flow chart



Severe incidents may accelerate this process and should be referred to a member of SLT immediately. This is an annual process and the 'slate is wiped clean' at the beginning of each school year.



Appendix 4: Class management and behaviour strategies - Top Tips

The academy has a behaviour policy and procedure in place, however before a situation escalates there are a number of strategies we can use in the classroom to prevent having to reach for the procedure. They won't always work but may reduce the number of incidents to a minimum and improve the learning behaviours in the classroom.

Everyone has their own range of strategies and styles of managing the behaviour of pupils in their classroom; however, it is sometimes worth reviewing the effectiveness of these strategies and also adding some, perhaps forgotten ones, to your list. Which of the following do you already use and which could you add to your 'tool box' of strategies?

Practical tips- not exhaustive or in any particular order

Lessons need to be engaging. They should be well-paced and offer the right amount of interest and challenge. Pupils who are inspired and actively involved in the learning process are far less likely to opt for disruptive behaviours.

- **Positive ethos:** Set a positive ethos in your classroom from the outset. Be on time, be prepared and concentrate initially on the pupils who are on-task and complying with the classroom guidelines.
- **Meet and greet:** Some pupils are simply not in the right frame of mind at the start of the day or the lesson. Set up a system with you or an LSA to meet and greet and settle the pupils.
- **Non-verbal language:** Be aware that more than 60% of all communication is non-verbal. What is your body language saying? You may need to make the non-verbal signals you use explicit for the children by rehearsing them to ensure a shared understanding. Include positive signals (thumbs up etc.) and 'The Look' as part of your reward systems. It is not always necessary to formalise the rewards but they need to be negotiated and clearly understood.
- **Voice matching:** Your voice should be at the volume and intonation you expect from the pupils. A loud and aggressive voice will usually result in a loud and aggressive response.
- **Proximity:** Simply standing near the off-task pupil will often be sufficient to make them consider their behaviour.
- **Proximal praise:** Rather than giving random praise, spot the off-task pupil and make sure you praise the pupil nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour. The praise needs to be specific to the behaviour you expect.
- **Positive language and use of praise:** Catch the pupils doing the right thing and verbally recognise this with specific feedback. You may also choose to use 'secret' or predetermined signals for target pupils.
- **Self-calm:** Practice all your self-calming skills. Remember that the first person who needs to calm down in a confrontation is you.
- **Move in:** If you are speaking to an individual pupil, don't shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach!
- **Move out:** Once you have spoken to the pupil, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the pupil to make a good choice without the stress of your presence.
- **Personal space:** For most of us, personal space is approximately the radius of an outstretched arm; any further away and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.
- **Hurdle help:** Use positive posters as rule reminders (written or illustrated) to help pupils overcome the hurdles that prevent them from complying with your rules and expectations. This could be in the form of photos of the children in the class following the school rules. Refer to them during lessons- this can be non-verbal by just pointing to the picture of what you are expecting from the class or pupil(s).
- **Use first names:** When giving instructions, praise or any verbal comments be prepared to use first names. Pupils may need to be made aware that you want their attention so that they are tuned into instructions. Make the language you use accessible- you may have to differentiate your vocabulary.
- **Check for understanding:** Ask questions of all pupils to ensure full understanding and to reinforce your expectations both for learning and behaviour.
- **Refocus:** Don't be verbally misled by arguing pupils. Refocus them on the issue by using a statement of understanding ('Yes, I see, but that is not the point; you need to...')
- **Broken record:** Avoid engaging in an argument, and be prepared to repeat your instruction or direction up to three times (use the exact same wording) before raising the level of your response.
- **Time out / Change seat:** A change of environment will often help to focus a pupil. Don't forget, the emphasis should be on time. Make sure you have a plan of how to reintegrate the pupil back into your teaching group.
- **Think sheet / Self-review:** A simple process to enable the pupil to reconsider their actions and to decide on a more appropriate course of action next time. Could be a blank timetable where they give themselves marks out of 10 and discuss this with an adult.



- **Rules / Rewards / Consequences:** Involve pupils in the development of rules and make sure you consistently and fairly apply them. This needs to be shared with other adults working in the classroom so they are using the same rules and have an equal authority with children.
- **Hierarchy of response:** Have a range of responses and remember that your role is to use the responses to keep the pupil at the lowest level possible; not to escalate the problem.
- **Responsibility:** Give pupils who are prone to low-level disruption a post of responsibility within the classroom.
- **Communicate:** Make sure that you have systems in place to enable the sharing of information with parents, other staff and the named pupil. It is easy to determine 'hot spots', problem lessons, personality clashes and how different adults perceive the pupil if information is shared.
- **Avoid sarcasm:** While some comments may seem appropriate to you at the time and are intended to be taken in a light-hearted manner, they can be very damaging to your relationship with pupils.
- **Pre-warned questions:** Talk to the target pupils before the lesson / activity and warn them of the questions that are due to come up in discussion. Get them to work out answers prior to the discussion. They are then pre-warned and ready. Make sure you praise correct answers.

Most importantly: prevention

- Instead of dwelling on the number of behaviour incidents and trying to work out ways of how to tackle the problem, change your focus and concentrate on what kind of behaviour and 'on task' activities you want and how to achieve this. We may need to 'reframe' the way we talk and think about particular pupils or groups so we believe that our high expectations are achievable.
- Lessons need to be engaging. They should be well-paced and offer the right amount of interest and challenge. Pupils who are inspired and actively involved in the learning process are far less likely to opt for disruptive behaviours.

Refer to our academy core values: **Commitment, Enjoyment, Teamwork** when discussing behaviour with pupils to ensure consistency of message; that may be following a particular incident or as part of the normal PSHCE curriculum.



Appendix 5: The reward system

The reward system in school encourages children to behave correctly.

Children receive house points for:

- good work and effort
- polite behaviour
- following school rules
- completing homework regularly
- contribution to school
- helping others

Children receive house points, which are collected in Celebration Assembly each week. At the end of each half term a disco party is held in the hall for the winning house. Houses are red, blue, green and yellow and children are placed into all four houses in every class.

