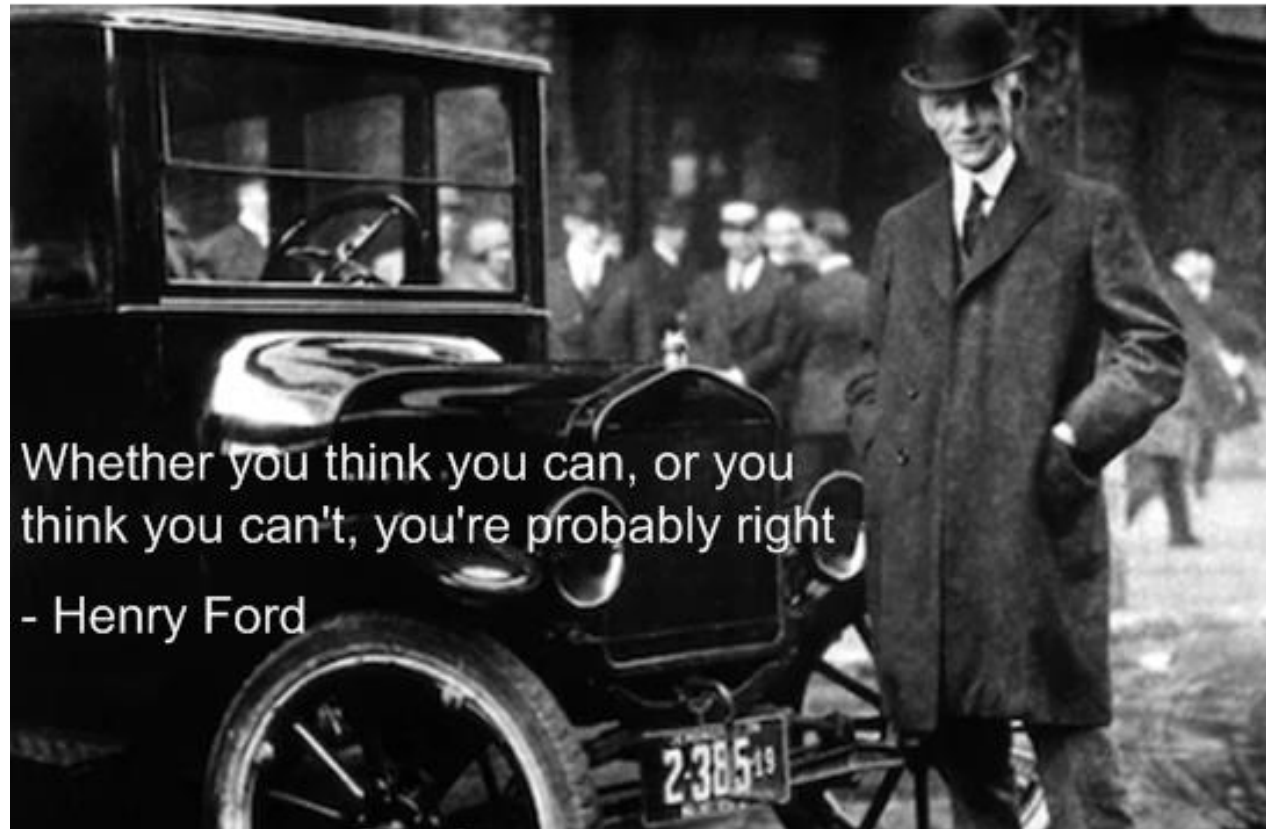


Behaviour for Learning

And updated behaviour policy-presentation to parents

Aims

- ▶ To introduce/clarify our new behaviour policy and procedures
- ▶ To understand how our policy and procedures link with our Christian values
- ▶ To get an overview of our whole-school project on learning attitudes



Whether you think you can, or you think you can't, you're probably right
- Henry Ford

Behaviour Survey

Year: _____ class: _____ boy girl (please circle)

Questions about you:

1) I know what the 'effective learner' is and try my best to show these characteristics in school

All of the time	most of the time	Some of the time	never
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2) I understand how team points are earned and work hard to earn them

All of the time	most of the time	Some of the time	never
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3) I behave at the same standard at play and lunch as I do in class

All of the time	most of the time	Some of the time	never
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4) I know and understand the school rules

All of the time	most of the time	Some of the time	never
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5) I understand the consequences and what will happen if I don't follow the school rules

All of the time	most of the time	Some of the time	never
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6) I can keep my focus in lessons and concentrate on the tasks given throughout

All of the time	most of the time	Some of the time	never
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A sample of the questions we asked our pupils before we redesigned our behaviour policy.

Pupil Voice

- ▶ We surveyed all children from Years 2-6 and asked them about behaviour at school as well as their attitude to learning

Things that were already going well: (score of 3.5 or above on survey)

- children knew and understood the school rules
- children were proud of their school
- teachers and staff are kind to children at school
- teachers and staff are supportive of children making mistakes and encourage us to improve
- children understand the consequences of their actions

Pupil Voice continued

- ▶ Things that weren't going as well: (less than 3 as an average on scale)
- ▶ - children didn't always feel others were kind to each other
- ▶ - children didn't always feel others behaved well in lessons
- ▶ - children didn't think that behaviour standards were as high at playtimes and lunchtimes as they were in the class, and they didn't think sports like rugby and cricket etc were always played fairly at lunchtimes
- ▶ - children felt that the behaviour of others in class sometimes didn't allow them to get on with their work

Big Idea

- ▶ Behaviour policy hasn't had a major update in 10+ years
- ▶ Aim is to maximise learning time and help give children the pupils strategies and tools to help their learning
- ▶ A clearer reward and sanctions system that helps children to improve their behaviour and for staff to manage behaviour

School Rules



School Areas	Respect Yourself	Respect Others	Respect your Environment	Respect Teaching and Learning
Pit and outside	<ul style="list-style-type: none"> • respect personal space • Show good sportsmanship • Use appropriate respectful language • Play with equipment appropriately 	<ul style="list-style-type: none"> • Be patient and wait your turn • Play safely • Play by the rules of the game • Help other children • Tell an adult if someone is hurt 	<ul style="list-style-type: none"> • Put rubbish in the bin • Keep school property clean and undamaged • Stay in the boundaries • Do not engage with adults you don't know 	<ul style="list-style-type: none"> • Stay in the boundaries of the play area • Stop activity when the whistle blows • Listen and respond to adults politely • Ask permission to enter the school building without an adult's permission
Toilets	<ul style="list-style-type: none"> • Keep the bathrooms clean • Wash your hands before you leave 	<ul style="list-style-type: none"> • Respect others' privacy • Remember to flush 	<ul style="list-style-type: none"> • Keep floors clear and clean (no bags) • Treat school property with care • Don't block sink with tissues • Keep the cloakroom tidy 	<ul style="list-style-type: none"> • Use the toilet during play and lunchtimes
Lining up and doorway procedures	<ul style="list-style-type: none"> • Line up without talking ready to listen to instructions • Line up single file 	<ul style="list-style-type: none"> • Give others personal space • Look behind you before letting go of the door. Briefly hold the door for the person behind you 	<ul style="list-style-type: none"> • Allow visitors and adults to go through first 	<ul style="list-style-type: none"> • Respond to adults directions • If learning is going on line up quietly so that the learning can continue • Be quiet in quad/staircase and areas where learning takes place nearby
Walking around the school	<ul style="list-style-type: none"> • Walk slowly – no running • If you are spoken to, respond politely • Stay on the right hand side in cloakrooms and staircase 	<ul style="list-style-type: none"> • Use an appropriate tone of voice – i.e. no shouting out • Respect others' space • Be mindful of adults walking out of the office or staff toilets 	<ul style="list-style-type: none"> • If you see any equipment lying around, pick it up and put it by the shed • Come into the dinner hall only when your class is called 	<ul style="list-style-type: none"> • Arrive at your class on time and go straight to your seat. • Have your reading book and equipment ready for learning • Only leave your seat if you have permission to
Lunch in the hall	<ul style="list-style-type: none"> • Line up in single file • Walk to the dinner hall • Stay in your seat while you eat your lunch 	<ul style="list-style-type: none"> • Eat your own food • Cover your mouth and turn away from food when sneezing or coughing • Be polite and thoughtful to others • Say please and thank you for your dinner 	<ul style="list-style-type: none"> • Be careful when you are eating • Put rubbish in the bins 	<ul style="list-style-type: none"> • Use an indoor voice • Say 'please' and 'thank you' to the adults who help you in the dinner hall
Collective Worship	<ul style="list-style-type: none"> • Listen attentively • Be a good participant • Be polite 	<ul style="list-style-type: none"> • Respect other people's beliefs and faiths • Sing up • Be a good listener • Allow others to listen 	<ul style="list-style-type: none"> • Keep the hall tidy and put rubbish in the bin 	<ul style="list-style-type: none"> • Sit in your space • Listen and be cooperative • Follow instructions

The St Nick's Learner-how to be a role model

The student council helped create criteria for what makes an effective learner, linking this in with our core Christian Values. The St Nick's Learner document is reviewed annually.

Politeness & Courtesy

For example: saying good morning and goodbyes, pleases and thank yous and opening doors and for others. To listen when spoken to and not interrupt others.

Friendship

For example, helping someone that falls at playtime, make everyone feel important and remembering God thinks we are all special. Demonstrating compassion to others.

Punctuality

Getting to school on time, helping get ready at home. Starting your work straight away. Bringing in notes for misses clubs and being late etc

Effort & Determination

Being enthusiastic, having the determination to endure in ALL your work, never giving up.

Presentation

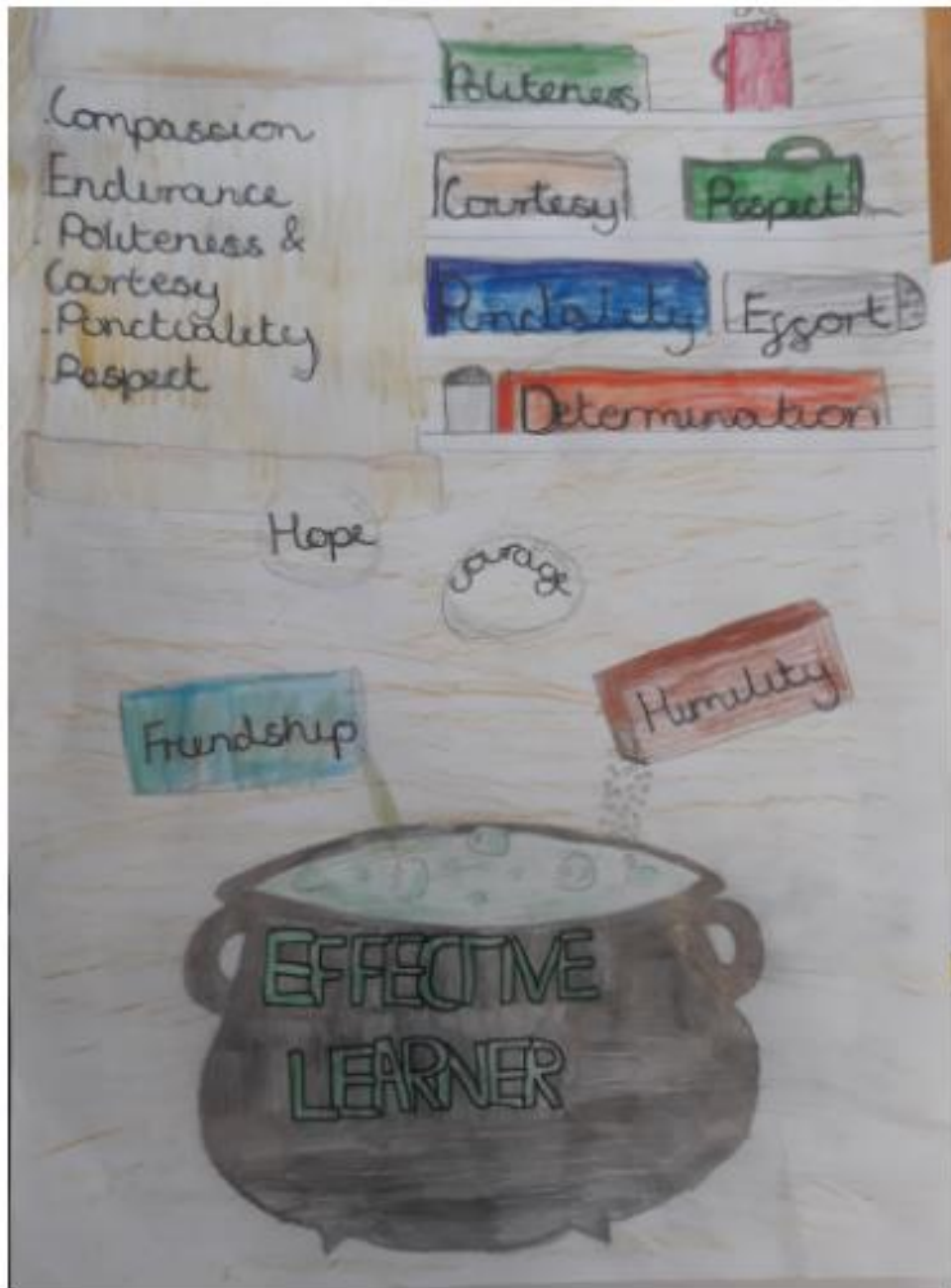
Straight ties and tucked in shirts, correct coloured headbands etc. Neat and joined-up handwriting and a tidy desk

Respect

Taking care of school property, listening to others, not just teachers. Showing humility, showing integrity, doing the right thing no matter who is watching. Demonstrating **humility**, especially when representing the school in sport or competition. Showing **courage** to admit our mistakes or apologise when needed; being truthful and not give excuses. Lining up nicely and quietly at end of playtimes and lunchtimes.

Good attitude to Learning

Contributing in class, thinking about your responses before you speak. Being positive even when it's not your favourite subject. Showing engagement and be willing to come out of your comfort zone to experience new things and challenge yourself.



Previous reward/sanction system

- ▶ Team points were the principle way to reward good behaviour, although they were mainly meant to recognize good work
- ▶ Courtesy, effort and behaviour awards at end of each half-term
- ▶ Some classes had table points and other systems running independently
- ▶ Warning system, followed by moving children within the classroom and possibly to another classroom, parental contact if moved 3 times in a term

New procedures

- ▶ Our reward/consequence system is linked with our effective learner approach
- ▶ Focus on our Christian values
- ▶ Positive behaviour is the focus
- ▶ Reconciliation as the heart of our system (restorative justice)

	<p>Pupils that continue to make positive choices throughout the day can be moved up to role model. Children on this level should be demonstrating exceptionally good behaviour and setting the example for others. These pupils will be engaged in their learning, showing courtesy at all times, and being respectful of themselves, others and school property. (See 'The St Nick's Learner')</p> <p>Pupils that remain on blue 'role model' may be sent to a member of the SLT for praise and a special sticker. Being on blue 'role model' does not prevent a pupil from being moved down, including directly onto amber or red if their behaviour meets the criteria for these levels.</p>
	<p>All pupils start each day on this level, regardless of where they ended the day previously. Children here are ready to engage in their learning or whatever tasks they are facing. Pupils that make good decisions and who demonstrate characteristics of the 'St Nick's learner' can stay on this level. Pupils may have to be given a warning if their behaviour is at risk of dropping to amber 'time to think'</p>
	<p>Pupils that are not engaged or are not following school rules after having been reminded by the adult in charge may be moved down to amber 'time to think' if their behaviour falls short of expectations. This might be for continued low level disruption, showing a lack of respect for others or not following the adult in charge's instruction. Pupils on amber will be given opportunities to improve their behaviour throughout the session, with an aim of being back on 'green' by the end of the session. A pupil may be moved within the classroom to help them to make better choices. Any pupils that are not able to move back up by the end of the morning will 'convert' to red 'consequence' and will be given a fixed time between 15-30 minutes in the behaviour room at lunch.</p>
	<p>Pupils can be given a consequence if they fail to make positive choices subsequent to being put on amber 'time to think' and cannot be moved up to green 'switched on'. Pupils can also be given a straight 'red card', which would result in a fixed time between 15-30 minutes in the behaviour room at lunch, as well as parental contact made at the end of the day. (if the incident occurred after lunch then the time-out will be applied the following lunch hour) All incidents of children being moved onto red must be recorded using a behaviour incident log, and 3 such instances in a half-term would result in parents/carers being asked to come in for a meeting. Actions that could result in a 'straight red' might include persistent defiance, inappropriate language, racist or discriminatory behaviour, physical violence of any kind. Any pupil that ends up in red 'consequence' during lesson time can be sent to a member of the SMT immediately.</p>

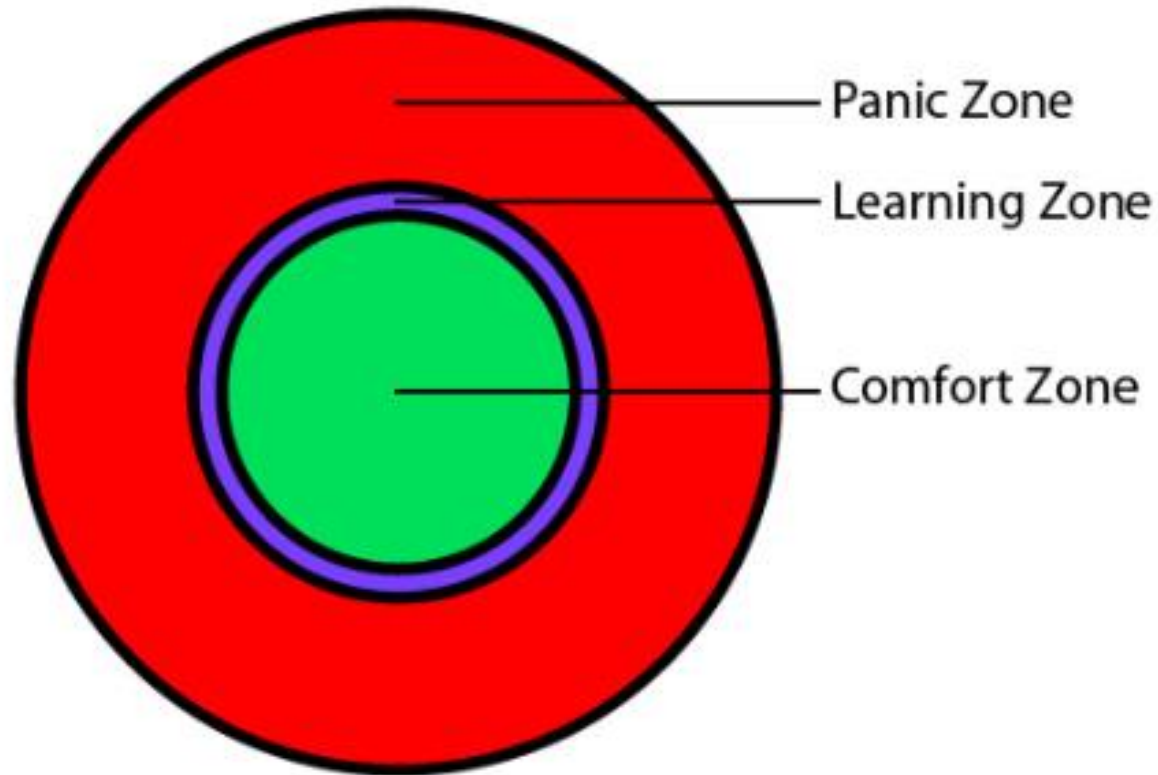
This 4 colour system is the basis on how we manage behaviour.

It is both aspirational in term of children modifying/improving their behaviour and reconciliatory in that fresh starts are given each day.

Everything about green and blue are characteristics of a 'st nick's learner' and demonstrate our Christian Values.

Children that can stay on 'role model' go to see a member of SLT to get a special sticker and recognition (may also feed into termly behaviour awards)

Resilience, mindset, grit and comfort zone



Research has shown that learning takes place best when there is an 'optimal level of anxiety', which differs for every person and depends on the circumstances and subject.

Our role is to push children out of 'their' comfort zone in order to maximise learning.

This could be practising the aspects of a subject that they are not as good at, or to take more risks in their learning.

GRIT studies

- ▶ We asked children about how often they came out of their comfort zone in their learning. We also looked at the type of work they selected when given the choice. We found that:
- ▶ -in general, a high proportion of children in KS2 like to challenge themselves in all areas.
- ▶ -some children (possibly with more fixed mindsets) like to choose tasks that they know they can achieve well on.
- ▶ -there seems to be a pattern where children whose academic achievement is at age-related have a tendency to not leave their comfort zone. (compared to those children achieving higher standards)

Fixed vs growth mindset

- ▶ <https://www.youtube.com/watch?v=hiiEeMN7vbQ> (Carol Dweck growth mindset)
- ▶ <https://www.youtube.com/watch?v=lvFN7a39SJo> (Mary Myatt-high challenge/low threat)
- ▶ Focus on the 'not yet' model of success/failure
- ▶ Fixed mindset will attribute their success or failure to 'intelligence' which they see as fixed. If they fail they are likely to blame their intelligence, which they then feel is terminal as there is nothing that can be done to improve
- ▶ Growth mindset will likely attribute their success or failure to 'effort and determination' and if they think of intelligence, they would see this is something that is malleable and can be improved over time
- ▶ 'In the right conditions, we do like putting ourselves under pressure' Mary Myatt

I'VE MISSED MORE THAN
9000 SHOTS
IN MY CAREER.

I'VE LOST ALMOST
300 GAMES.
26 TIMES, I'VE BEEN TRUSTED
TO TAKE THE GAME WINNING
SHOT AND MISSED.
I'VE FAILED OVER AND OVER AND OVER
AGAIN IN MY LIFE.
AND THAT IS WHY
I SUCCEEDED.

MICHAEL JORDAN



Any questions or
feedback?