



Believe. Achieve. Succeed.

Behaviour for Learning Policy

“Where schools & teachers deliberately set out to praise individuals and groups when it is merited, and to devise systems of rewards which reflect this philosophy, they create a climate in which pupils’ self -esteem is nurtured and his misbehaviour becomes a markedly less attractive way of obtaining attention.”

April 2015

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Rationale

Clearly defined models of behaviour encourage good relationships throughout the school, thus enabling effective learning to take place. Problems are normal where children are learning and testing the boundaries of acceptable behaviour. Our success is judged not by the absence of problems but by the way we deal with them.

Key Principles

We believe the behaviour of children is better when:

- a. They are treated fairly and with respect.
- b. Cooperative rather than antagonistic teacher / child relationships are established.
- c. Petty and unnecessary rules are not imposed.
- d. The school has a tolerant and positive, rather than punitive and authoritarian atmosphere.
- e. Children are given responsibilities and rights to active participation.
- f. School exhibits concern for children's welfare and is responsive to their needs.
- g. Teachers themselves provide good models of behaviour.

Rewards

Here are a variety of ways in which children in Seahouses Middle School receive recognition/rewards:

Non-verbal

- Body language, e.g. smiles, to give positive reinforcement of work / behaviour

Verbal

- Verbal praise / approval / recognition – we all benefit from praise. Verbal feedback to all children in lessons is motivating. A ‘lesson end’ praise session is helpful. Positive phrasing by teachers in classroom. Single words. Personalised positive comments. Non-work related topics discussed.
- Telephone calls home to praise children.
- Praise and reward attentive listeners by naming their behaviour back to them.

Written

- Positive written comments in books using child’s Christian name.
- Postcards of praise sent home.
- Seal of Approval system linked to awards, including first dinner slip, disco, certificate, healthy snack.

Public Recognition

- Praise assemblies – “Simply the Best” (pupils from each year group talk about specific work they have done) good news / achievements of pupils; end of year (some children dislike public recognition – their views should be considered and private presentation may be appropriate).
- Recognition of achievements through media / displays in school / school newspapers, website and TV screens in main entrance and dining room.
- Opportunities for increased responsibility for children.
- External awards e.g. Civic Cup.
- Internal awards e.g. Club award, Sports award, Music award, Seal of Approval award.
- Accreditation Programme (Year 8) – End of Year Prom.

Seal of Approval Scheme linked to awards

- Raffle ticket (drawn each half term.)
- First dinner slip.
- Positive entry into pupil’s diary (KS3.)
- Postcard home.

- Healthy snack.
- Free disco pass.
- Certificates - Bronze (250 Seals)
Silver ((500 Seals)
Gold (750 Seals)
Super Gold (950 Seals)
- Letter to Parents on receiving certificate.
- Student of the Week Award.

Seal of Approval

This system is designed to encourage and promote positive behaviour and learning habits in the classroom, as well as providing consequences for those pupils who do not follow the rules.

- Pupils earn five 'Seals of Approval' per day (one for each lesson), if 'The Learning Promise' is followed. Rewards are given to those pupils who receive Seals, ranging from certificates to a choice of activity at the end of each half term. Parents will be notified by letter if their child has received a Bronze, Silver, Gold or Super Gold certificate.
- If pupils do not follow 'The Learning Promise' during a lesson, there is an agreed list of consequences for their actions. The failure to complete and hand in homework on time results in lunchtime detentions.
- Good behaviour and exceptional progress is rewarded, whether it is demonstrated in one lesson or over a period of time.
- Each week, an award will be given to one pupil in every year group who has made the most progress in their learning.

(See Appendix A)

Home - School Agreement

- Pupils, parents, / carers and the Headteacher sign a Home - School Agreement where all parties agree to a contract which supports Behaviour for Learning.

Further Sanctions

- Depending on the seriousness of the offence, a child could be given a Fixed Term exclusion or finally a Permanent exclusion.

Reviewed: April 2015
Next Review: April 2017
Headteacher: J. Harris
Chair of Governors: C. Fawcus

The Learning Promise

In every subject I will:

- 1. Listen to the teacher and other children without interrupting.**
- 2. Respect other people, their property and views.**
- 3. Share ideas when working in a group or team.**
- 4. Complete all tasks to the best of my ability.**
- 5. Concentrate on my learning and not interrupt the learning of others.**

Rewards for Progress in Learning

If a child makes better than expected progress in a lesson or over a period of time, the teacher can reward them with one of the following:

- * Raffle ticket (drawn each half term).**
- * First dinner slip.**
- * Positive entry into the pupil's diary (KS3).**
- * Postcard home.**
- * Healthy snack.**

Seal of Approval

*You can earn 5 “Seals of Approval” a day
(one each lesson), if you follow
The Learning Promise*

You can use these seals to receive the following rewards:

- * Entry to the disco each half term**
- * Bronze Certificate (250 seals)**
- * Silver Certificate (500 seals)**
- * Gold Certificate (750 seals)**
- * Super Gold Certificate (950 seals)**

*Your teacher can stop you from earning
Seal of Approval in a lesson if you do not
follow The Learning Promise*



Homework

To help you complete your homework on time we will:

- * Give you and your parents/guardians a copy of your homework timetable.**
- * Give you at least 2 days to complete your homework.**
- * Have homework club one lunchtime a week and the library open two lunchtimes a week so that you have access to resources and support if you want it.**

If homework is not handed in then you will be kept in at lunchtime to complete the homework as well as going on last sittings.

Consequences

*If you do not follow The Learning Promise
then the teacher or adult you are working
with will:*

- 1. Give you a verbal warning.**
- 2. Move you within the classroom to sit on your own.**
- 3. Take away one of your seal of approvals.**
- 4. Send you outside the classroom for 5 minutes.**
- 5. Take away your lunch break.**
- 6. Send you to the head teacher who will put you on report and notify your parents.**

Student of the Week Award

This award will be given to one child a week, in each class, who has made the most progress in their learning. If you win this award you will receive:

- * A free disco pass.**
- * A certificate.**
- * A letter sent home.**
- * Your name mentioned in the school newsletter.**

Appendix B

Seahouses Middle School

Guidelines for Managing Behaviour

Start of the lesson

Staff and students both:

- Being punctual to lessons (teachers should be there before children).
- Where possible prepare and distribute resources prior to children arrival.
- Standing by classroom door to welcome children to the lesson in a positive and upbeat manner.
- Establish clear routines to settle students and to show a preparedness for lesson. Set a target time in which children should be seated, get out books/ and resources ready for lesson.
- By use of seating plans, children should enter the room in an orderly manner.
- Where a child sits is to be decided by the teacher. If students change seats unofficially this can cause disruption. If this happens there should be clear consequences.
- Try to avoid unnecessary queuing in corridors.
- Discourage interruptions, queries until you have got the whole class working.
- Establish a clear signal that the lesson has started (e.g. countdown, click fingers)
- Only start lesson when all children are quiet and paying attention

During lessons

Rules:

- Be in control and vigilant throughout lesson.
- Children should be made aware of, and reminded of, teachers' expectations, rules and boundaries.
- The signalling of positive expectations of behaviour is important.
- Rules should be agreed with students for work and social interaction in your classroom. Pupils should be allowed to learn, teachers to teach. No put downs.
- Teacher should have high expectations.
- Seal of Approval Programme should be followed.

Routines:

- Once routine for children has been completed, engage children quickly.
- Children should be quiet when teacher is giving instructions.

- Plan and organise the classroom and lesson to keep pupils interested and to minimise the opportunities for disruption.
- Encourage students to follow procedures-no shouting out, no questions until introduction finished, hand up to ask a question.
- Use praise (6:1 ratio) effective praise is always personal, genuine, warranted and specific.
- If you need to point something out in lesson, wait until all children are paying attention and quiet. Routine comment - ! Quiet, stop working, pens down, look this way.”

Directions:

- Outlining work for the lesson relating to work in last lesson is essential. Need to establish big picture.
- Ensure tasks are clearly explained and supported in written form if appropriate.
- Give lots of clear direction to keep children on task.
- Teacher should be enthusiastic for subject matter and look and sound confident.

Presence:

- Teacher ‘presence’ essential.
- Teacher circulation-move around the whole area of the classroom. Be aware of blind spots and inappropriate activity behind your back. Try to face the majority of the class most of the time. Talk to as many children as you can and check work.
- Use space and emphasise territory.
- Attempt to anticipate and deal with inappropriate behaviour/work.
- Scan class and make eye contact with students.

“Withitness”:

- Manage interruptions effectively.
- Be flexible to take advantage of unexpected events.
- Alertness is important.
- Develop an ability to handle simultaneity of events-selective ignoring of some behaviour may be appropriate.

When things go wrong in lesson:

- Address problems early, don't allow them to escalate.
- Refer children to The Learning Promise.
- Ensure children know the likely consequences of their actions.
- Maintain firm eye contact with children whilst discussing problem behaviour.
- Use non verbal signals.
- Stop what you are doing, look at child, say nothing and then continue with what you are doing.
- Stand by children off task/behaving poorly. If necessary ask if they would like help.
- It may be best to tactically ignore some misbehaviour (this will reduce lumpiness of your performance by stopping you being continually deflected from teaching or to reduce level of conflict) if this was effective.
- Use humour to diffuse situations.
- When behaviour is a problem, always speak calmly and quietly to children.
- Be sure that you are assertive and not aggressive. That your actions are fair, just and consistent. Avoid confrontation.
- Never back children into a corner, without showing them a way out. Give pupils a choice -‘modify your behaviour or this will be the consequence’.
- Focus on the deed not the person.
- Normally reprimand the child in private or quietly so they can maintain their dignity.

End of lesson

- At the end of the lesson conclude with a summary of what has been learnt and give children a brief overview of the content of the next lesson.
- Set homework well before lesson end and ensure it is written down.
- Issue rewards before lesson end.
- Only instruct children to pack away when you are ready.
- Allow sufficient time to clear away and pack up.
- Ensure materials, text books are collected in and pupils' desks and area around them are left tidy.
- Get children to stand and push chairs in.
- Thanks to class for their work and bid a friendly farewell.
- For an orderly dismissal let children go a few at a time.
- Most important, be in control during dismissal.