Promoting Learning Behaviours at Emmanuel Middle School

'Our core purpose at EMS is for adults and children to be inspired to go beyond their perceived limits'

Excellence - Endeavour - Enjoyment

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	November 2021
Next Review	July 2022

NB This guidance is about learning behaviour in lessons and around school.
See Also WAT Behaviour Policy, Feedback and Marking Policy, Anti-Bullying Policy

<u>**Introduction:**</u>

A key goal for Emmanuel Middle is that pupils manage their own behaviour in such a way that it aids their learning and that of their peers. Emmanuel 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 Emmanuel, we have extremely high expectations of our pupils' behaviour and 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 Emmanuel. 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.

<u>**1. Purposes & Aims**</u>

This document is designed to sit underneath the WAT's Behaviour Policy and outlines how the policy is carried out in the school. It is designed to describe and explain the systems used at Emmanuel Middle School to implement the behaviour policy.
Purpose

The purpose of this document is to provide key information to all stakeholders about how the Behaviour Policy is used in school and outline the day to day systems that are used to support positive behaviour.

Aims

The main aims of this document are to provide a clear and concise rationale behind the procedures and systems in place at the Emmanuel Middle School.

2. Scope -

This set of procedures and systems is applicable to all staff at Emmanuel Middle School.

All staff at Emmanuel 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 have different needs / disadvantages 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 excellence and not bribe mediocrity
10. Work to support pupil independence not dependency

3. Defining behaviours at Emmanuel:

At Emmanuel 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 - 7 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
- Hair accessories plain in colour

- Being prepared with the correct equipment:
    - Homework diary (signed weekly by parent and tutor)
    - A pencil case with pen, pencil, highlighter, whiteboard pen, rubber, pencil sharpener, ruler, glue stick, purple pen, coloured pencils/felt tip pens
    - Correct PE kit
    - Subject exercise books (no graffiti on the outside cover or inside)
    - Homework completed

- Following the school's agreement for internet use
- 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 Emmanuel 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 unsociable and antisocial behaviours (rough guide below), but we must ensure we don't drive unsociable behaviour into being Antisocial behaviour.

Unsociable Behaviours can be defined as: Lack of respect / deliberate negativity / not making an effort to behave socially 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
- Unwarranted comments or physical interaction with peers
- Use of derogatory language to others

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 / unwarrented sexual behaviour that causes humiliation, pain, fear or intimidation)
- Vandalism
- Smoking etc.

4. Procedures:

The EMS-way: Unrelenting positivity (reviewed yearly)

The EMS Way is a simple set of routines and expectations displayed in all classrooms and on year group noticeboards. All staff are expected to frequently refer to this. It is also expected that all teachers explicitly go through these at the start of each new term.

This is not an exhaustive list.

Outside the classroom: staff acknowledge when we see what we expect and redirect pupils who are not meeting our expectations.

    Walk on the left
    Maintain social distance - no physical contact with other pupils in your bubble.
    Wash hands regularly
    Stay in designated areas - break / lunch times
    Correct uniform - black shoes / grey or black flared skirt or trousers / tie with 7 stripes / EMS jumper
    Right place, right time, right conduct
    Support others

Entering / leaving classroom: staff present at the classroom door.

    Start of day - straight to class to be ready for 8.40.
    End of break times - line up (staff will go through this with you for location)
    Sanitise your hands when lined up / wash your hands before coming into the classroom
    Go to designated seat
    Keep clutter to a minimum - use your spaces. Tidy up at the end of the day and stack your chair.
    Stand behind your chair to wait to be dismissed.

Inside the classroom: staff acknowledge when we see what we expect and redirect pupils who are not meeting our expectations.

    Clear pencil case. Blue writing pen. Pencil, ruler, glue stick.
    Do not share personal equipment.
    Write the date and the LO / title. Underline it.
    Check the board for a starter task.
    Present work to best of ability
    Respond to teacher at all times
    Listen to others
    Make a positive contribution as an individual, to the class and your House group
    Put your hand up for permission to leave your seat at all times.

Break-times: each year-area requires a member of staff to be on duty.

    When outside, go straight to your designated area and remain in this space
    maintain social distance - strictly no physical contact

Cooperate with all adults

Rewards

At Emmanuel, we aim to create an environment where praise and encouragement far outweigh the need for sanctions. On entering the school, children are allocated to a house group (Watson, Malala, Grylls, Vujicic). They remain in this house throughout their time at our school. Siblings are in the same house.
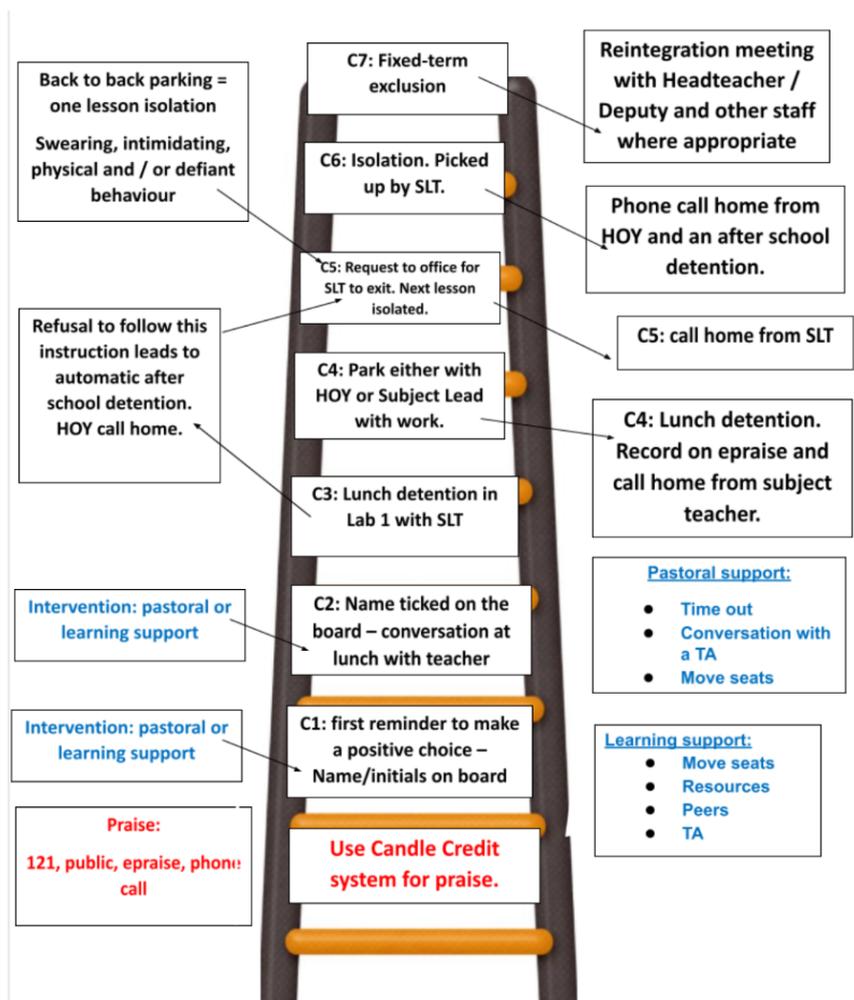
- During lessons, children's positive contributions to learning are acknowledged on EPraise which provides immediate feedback and ensures that children are regularly praised in public. This is called a Candle Credit.
- Any member of staff can award a Candle Credit
- Individual candle credits also contribute to House points to celebrate contributions to a common community.
- When children have made a significant contribution to the school community, they can be awarded an accolade on E-Praise. Children's successes are celebrated during Whole school assemblies, Year assemblies and Key Stage assemblies.
- Children use their Candle Credits on EPraise for prizes of their choice, this is offered throughout the year. When an activity is full / near full it can be redeemed.

Sanctions and Interventions

At times, children will behave in a way that is not in keeping with the expectations of our school. All staff follow our Behaviour Ladder, set out below.

- Consequences (demerits and interventions) are recorded in EPraise.
- Children with specific behavioural or learning needs have their behaviour managed in a way that is tailored specifically to them.
- Once a consequence (intervention) is issued it is not removed, unless it is clear that it was issued in error.
- Staff will always make every effort not to discuss a pupil's behaviour in front of other pupils. From time to time this may be necessary when addressing the behaviour of a group or if children are taking part in a practical activity where the teacher leaving the room would present a Health and Safety concern.

The Behaviour Ladder:

Back to back parking = one lesson isolation

Swearing, intimidating, physical and / or defiant behaviour

Refusal to follow this instruction leads to automatic after school detention. HOY call home.

Intervention: pastoral or learning support

Intervention: pastoral or learning support

Praise:
121, public, epraise, phone call

C7: Fixed-term exclusion

C6: Isolation. Picked up by SLT.

C5: Request to office for SLT to exit. Next lesson isolated.

C4: Park either with HOY or Subject Lead with work.

C3: Lunch detention in Lab 1 with SLT

C2: Name ticked on the board – conversation at lunch with teacher

C1: first reminder to make a positive choice – Name/initials on board

Use Candle Credit system for praise.

Reintegration meeting with Headteacher / Deputy and other staff where appropriate

Phone call home from HOY and an after school detention.

C5: call home from SLT

C4: Lunch detention. Record on epraise and call home from subject teacher.

Pastoral support:
- Time out
- Conversation with a TA
- Move seats

Learning support:
- Move seats
- Resources
- Peers
- TA

Escalation through the Behaviour Ladder

On occasions it may be necessary to progress through the steps outlined above by missing some stages. This escalation will take place when a pupil's behaviour falls below our expected standard. In these incidents immediate intervention by a Head of Year or member of the Senior Leadership Team will be taken.

Demerit Points and behaviour tracking
All incidents of poor behaviour are logged on E-Praise through the allocation of 'demerits'.

Class teachers, with the support of the Head of Year, are responsible for monitoring the behaviour of children within their class in order to provide support and communicate effectively with parents/carers. **If a pupil receives three lunchtime detentions in a calendar month, they also receive an after school detention. A phone call home takes place to share, organise and put any support in place.**

5. 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 and the EMS Way **consistently**
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 EPraise to record positive behaviour and inform parents.
13. Recording behaviour incidents on EPraise

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 preventive and supportive measures for pupils who need them (various report cards)
4. Monitoring the effectiveness of these measures
5. Taking 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 EMS Way
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

Report cards:

Green, Orange, Red reports:

A green report card is used as a refocus opportunity and an early identification mechanism to track parts of the curriculum that a pupil may be experiencing challenges in. This is monitored by the class teacher. A pupil might remain on this report for up to three weeks.

An orange report card is an escalation from green, and therefore more action is required. A pupil moving to orange is viewed to have failed to pass their green report. In addition, other measures may be put in place to challenge and support the pupil. This is monitored by the Head of Year. A pupil is not expected to spend more than two weeks on this report.

A red report card is the final escalation point, is a cause for concern and is managed by a member of the SLT. There are additional measures in place and the pupil is not permitted to represent the school or attend events such as a disco. At this point the school will also work with the Locality team and / or start a PSP process as the pupil is at risk of exclusion.

Positive report:

Some pupils will benefit from additional praise and recognition for the work they produce. This can be instead of a green 'refocus' report or to build self-esteem.

Class report:

If a teacher is absent or a group of staff are absent this is a good tool to monitor the whole class. There are opportunities to recognise and celebrate pupils who work hard and hold other pupils accountable for their behaviour choices in the absence of their staff.

Social report:

Some pupils require greater focus during social times, they may struggle to self-regulate. This report provides greater structure to this time. It is unlikely pupils will spend more than two weeks on this report.

Parents are notified when a child is to be placed on a report card. The student, their parent and the school will work together to identify targets and any interventions required.

Pastoral Support Programmes (PSP):

If a student's behaviour is giving significant cause for concern and they are also at risk of permanent exclusion then a Pastoral Support Programme will be written in conjunction with the parents or carers and the student. If a PSP is going to be utilised then this is to be reported to the Academy Committee. The Governors may then choose to exercise their rights to invite the parents or carers to attend a meeting with their son or daughter to discuss the implementation of the PSP, the desired outcomes and the next steps which may occur.

Appendix:

The following information provides some practical advice / examples of managing / reacting to behaviour.

Classroom Response to Unsocial behaviour:

ALL responses to unsocial behaviour will be **considered, controlled** and **calm**. *Where appropriate, unsocial behaviour is logged on EPraise 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 the needs of pupils.
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:

ALL responses to antisocial behaviour will be **considered, controlled** and **calm**.

1. All of the responses to unsocial behaviour MUST be done first
2. You may wish to move straight to C4 or C5 depending on the seriousness of the behaviour.
3. ***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.***
4. 2x C4 or C5 in a day – Work away from peers to safeguard others' learning time
5. Behaviour analysis work with the pastoral team and SLT to identify patterns and *create support plan*
6. Parents contacted to advise of behaviours exhibited; plans implemented and expectation of parental support

Out of Classroom Response to Antisocial behaviour:

ALL responses to unsocial behaviour will be **considered, controlled** and **calm**. A more detailed analysis of behaviour is conducted mapping out times of day, subjects, staff members and any other possible triggering factors.

This could include:

- Pastoral Support Plans
- TAC meetings
- Outside agency support
- Alternative provisions
- Reduced timetables
- Pastoral interventions
- Exclusions

At all times avoid rushed decisions

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…**