Beechcroft St. Paul's CE Primary School

Behaviour for Learning Policy

To be read in conjunction with:
- DSAT Behaviour Policy
- DSAT Child Protection (Safeguarding) Policy
- DSAT Preventing and Tackling Bullying Policy
- Anti-Bullying Policy

Date created:	July 2024	Review period:	1 year
Date of next review:	July 2025	Written by:	Beechcroft St Paul's SLT

Introduction

At Beechcroft St Paul's Primary School our approach to securing high standards of positive behaviour for learning and life is underpinned by our Christian Ethos and biblical foundation.

We seek to enable all of our children to make positive decisions and choices that individually and collectively support all to flourish, soaring with compassion together. We recognise that teaching and following clear and consistent routines, having high expectations and living out our school Christian Values all contribute towards this.

This policy has been created to provide a framework for staff, pupils and parents to understand and maintain an ethos of exemplary conduct. This will enable pupils to work in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is safe, respected, equally valued and able to flourish and learn well.

The policy is underpinned by the Pupil Code of Conduct – 'Ready, Respectful, Safe' as this sets out our expectations of pupils. **The Code of Conduct is not an aspiration but a consistent expectation of every pupil**. We believe in our pupils and expect each of them to be able to achieve these expectations. Developing and nurturing these skills will serve them well at school and beyond. The Code of Conduct will enable pupils to develop habits of excellence and foster a sense of self control and respect for the rights of others.

We maintain high standards of behaviour by "**sweating the small stuff**". This means teachers being consistent about routines and detail. Our approach to behaviour will be underpinned by positive, nurturing relationships between teachers and pupils, and through positive, close links to families. The principles and techniques by which we will create a strong classroom culture are set out within this policy.

Our approach can be summarised as follows:

Five Foundations:

The Five Foundations underpin everything we do:

- Consistent, calm, adult behaviour

- First attention for best conduct

- Whole school consistent routines

- Scripting difficult interventions (the '30 second script')

- Restorative follow up (ABCD script)

Each day every adult will:

- Remind pupils of the high expectations of our school

- Engage in caring conversations

- Pass on the positive

1. **THE EXPECTED BEHAVIOUR EACH DAY BY ALL CHILDREN**

   1.1 **Our code of conduct**

Pupil Code of Conduct

I will strive to ensure that Beechcroft St Paul's Primary School is a great school for everyone by:

- Wearing my uniform with pride.
- Following staff instructions.
- Speaking calmly and respectfully. We are a 'no shouting' school.
- Being polite and respectful at all times.
- Keeping the school clean and tidy.
- Always being ready for learning.
- Focusing on learning, making sure I do not distract myself or others.
- Trying my best at all times.
- Moving around the school quietly and respectfully.
- Greeting others, including adults, respectfully and with good manners.

We summarise this as being
READY – RESPECTFUL-SAFE

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Beechcroft St Paul's Soaring Learners

We Soar with Compassion when we are:
READY – RESPECTFUL - SAFE

Our SOARING Learning Behaviours make us READY:

Supportive
We work well **together** and **collaborate**.

Open-minded
We are **curious**, ask **questions** and try to **solve problems**.

Ambitious
We **strive** to be better than yesterday and take **pride** and **joy** in our learning.

Reflective
We think about how we are learning to make it better.

Independent
We help ourselves and **concentrate** on our learning

Never Give Up
We **persevere** and have a **can do** attitude.

Generous
We actively **share** our learning and **help** our classmates

Our SMART routines help us to be RESPECTFUL and SAFE:

| SMART Learning | SMART Sit | SMART Walk | SMART Line Up | SMART Voices |

Our Church school values guide us always:

Show HOPE by:	Show RESPECT by:	Show WISDOM by:
Having faith in our abilities and those of others Trying hard even when it is difficult Celebrating differences and supporting others	Listening to adults and each other Looking after our school environment Following school routines and rules Being kind and showing good manners	Using what we know to help with new learning Knowing how our words and actions impact others Owning our mistakes and making the right choice even when it is hard

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2. Core Routines

Routines are familiar actions or approaches that a teacher or a child uses on a regular basis in order to set the right climate for learning. Routines should be practiced until they become classroom norms.

In all cases it is important to define the **behaviour** and **responses** we expect for each routine with children. **Behaviour is taught not told**.

"Your instincts will tell you that you are wasting time [teaching routines], but the opposite is true. Look at it as making an investment."

- **Doug Lemov, 'Teach Like a Champion'**

We have five simple routines that we expect everyone to follow:
SMART lining up
SMART walking
SMART Learning
SMART Sitting
SMART Voices
Routines for each classroom/activity must be clear and consistently reinforced (e.g. cloakroom, toilets, tidying up, drink bottles, changing for PE etc.).

1.3. Principles behind routines

- **Low narration**: Once they are fully taught (though they must be explicitly taught to begin with), a good routine needs only short prompts and reminders. These are often non-verbal. This lets teachers acknowledge success.

- **Least invasive intervention:** When children have slipped and are not behaving as you want them to, use non-verbal cues and/or correct them anonymously.

- **Plan what you want**: Be specific and teach routines e.g. how to hand books out, how to enter the classroom, how to line up, how to engage with partner talk, how to get ready for learning.

- **Tight transitions**: Interruptions are not part of the procedure: plan for and practise routines until the transition is tight and interruption-free.

- **Procedure is culture**: Shared routines must feel like they belong to everyone in your classroom. Teachers can change the culture by creating and teaching routines.

3. ACKNOWLEDGEMENT AND PRAISE

We want children to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging children for developing good learning habits. Children will be told individually and collectively (as a teaching group, class or year group) when they have met the expectations for good behaviour. We want them and their parents to know how they are doing with what is expected of them. Good behaviour will be recognised both informally and formally.

- Precise Praise

- Class Dojo/House Points

- Personal phone calls to parents

- Weekly 'Celebration Assemblies'

- Annual Awards – Endeavour Cup winners in each class as well as others

- Student Leadership – Student Councillors, Sports Leaders, Collective Worship Crew and other opportunities

3.1 Precise Praise

Staff will reinforce behaviours as specifically as possible.

Differentiate Acknowledgement from Praise:

- **Acknowledge** when expectations have been met ("Thank you for being ready on time"; "I see that we're ready on time.")

- **Praise** when expectations have been exceeded ("I love that some people are going back and checking even though I didn't ask you to.")

Praising when expectations have simply been met undercuts those expectations

Modulate and Vary Your Delivery:

Generally, privacy is beneficial with critical feedback (as private as possible). With positives, unpredictability of form can make the feedback memorable and provide "cover" for critical private interactions. Pay attention to volume and degree of privacy and vary your delivery.

Use Learning Driven Praise:

You can (and should) reinforce not only behavioural and social actions but academic ones as well. ("I see people carefully lining up the decimal place as they work. Well remembered.")

Note: This implies that positive reinforcement is something you can strategically plan into your lessons and your culture more broadly.

Genuine Positives:

Children discount insincere praise and often read it as an indication that their work is inferior. Balance positive reinforcement with constructive criticism. Be honest and constructive. Talk to children directly (a quiet, "Thanks for working so hard, Jack.") as often as you talk 'about' them ("Jack is really putting our values into action today!").

3.2 Attitude to learning – Showing 'Values in Action'

This will be celebrated every week during Collective Worship. Children that have gone above and beyond to live out our school values will be recognised and celebrated through the weekly values award.

3.3 Personal Phone Calls:
A personal phone call will be used for particular achievements and are given in recognition of noteworthy effort or success. For example, continued outstanding effort, an act of outstanding citizenship and continued demonstration of our school vision and values.

3.4 House Points

Each child belongs to a particular house: Nothe, Sandsfoot, Chesil and Jubilee. Each week, children are awarded Soaring Tokens for showing our school values or Soaring Learning Behaviours; these are then added to a collective house pot in the school hall. The house cup is awarded to the house with the most points at the end of the school year.

As a reward for earning the most points each half-term, the winning house will be provided with a celebration.

3.5 Annual Awards

Name	What is the Award for?	When is the Award given?
Endeavour Cup	2 children from each year group who have shown excellent attitude towards learning.	End of year service in July

4. CONSEQUENCES OF POOR BEHAVIOUR

To help prevent the need for consequences, staff will ensure the following:

- Positive relationships have been established with all children and staff.

- Expectations have been made crystal clear and the desired behaviours have been taught to the children.
- In the case of children requiring a slightly different approach, e.g. children with SEND, EHCPs, Children in Care, those with significant pastoral needs, individual approaches may be required where potential 'triggers' to poor behaviour choices are explored and managed. These children may fall outside of the remit of this policy and will be supported using a Predict and Prevent Plan that is created in partnership with parents/carers.

At Beechcroft St Paul's Primary School, we aim to develop an aspirational culture where pupils are engaged in all aspects of school life and choose to behave in an appropriate manner. These behaviours are modelled by all adults at all times and children are supported to make the right choices by the adults in school. **Behaviour is taught not told.**

Pupils thrive best where there are respectful, trusting and appropriate interactions between staff and pupils. As adults and professionals, we all have a responsibility to ensure our interactions with children are measured and respectful.

Staff will need to be proactive and positive in their approach to behaviour management. However, we understand there will be occasions when children don't make the right choices.

Teachers must not race through and issue consequences too quickly: the principal aim is to ensure children' learning is uninterrupted. Teachers need to make sure children are clear on what will happen if they choose not to follow school expectations and to ensure that as adults we deal with poor behaviour fairly and consistently.

What do we mean by poor behaviour?

Definition:

At Beechcroft St Paul's Primary School we want to ensure that disruption to children's learning is minimal

and a rarity. The typical types of lesson disruption include:

- talking unnecessarily or chatting

- calling out without permission

- being slow to start work or follow instructions

- showing a lack of respect for each other and staff

- not engaging in the lesson, e.g. by not showing 'SMART Learning'

If a child disrupts the learning for themselves or others the teacher will follow the behaviour policy and assign the appropriate technique and/or consequence.

Dealing with disruption:

3.1.1 'Teacher's Toolkit'/Positive learning environment

3.1.2 Consequences for poor behaviour

3.1.3 Consequences for continued poor behaviour

3.1.1 'Teacher's Toolkit'/Positive learning environment

Teaching and support staff will create a classroom environment that empowers pupils to show exemplary behaviours. This environment will be created through the implementation of the routines/techniques below. All staff will have training in the key routines and they will be an integral part of our induction process, via the staff code of conduct, and ongoing CPD.

Lesson routines:

Routines are familiar actions or approaches that a teacher or a student uses on a regular basis in order to set the right climate for learning and to aid efficiency. Please see 'Core Routines' for more information.

a) **Least invasive intervention:** We never want to give children a stage when they are poorly behaved, we want to **narrate the positives** and (when appropriate to do so) quietly correct the negatives. When children have slipped and are not behaving as you want them to, use non-verbal cues and/or correct them anonymously, e.g. a student swinging on his or her chair can be corrected by a non- verbal signal or a gentle tap on the back of the chair as you walk past.

b) **SMART Learning:** we use the acronym SMART to summarise the behaviours we expect during lessons and must be taught to the children. **S**it up straight; **M**otivated to learn – try your best and don't give up; **A**sk and answer questions like an expert**; R**espect others through careful listening, celebrating effort, disagreeing politely; **T**rack the speaker

c) **No Hands Up:** this strategy increasing the likelihood that all children are listening and thinking when a question is asked because there is an expectation that it could be them that has to answer. It is not a 'gotcha!' to catch out children who appear to not be listening.

d) **No Opt Out:** It is important that all children are expected to answer questions and actively take part in lessons. If a student cannot/doesn't' want to answer a question, ensure that they do not have the opportunity of opting out. Appropriate questioning strategies will help avoid this happening and ensure it is done positively.

e) **Say It Better:** Set a high standard of correctness – do not accept partially right answers, even if they have tried hard. Be positive and supportive but always hold out for the correct answer. "We're almost there. Can you find the last piece?" or "That's a good start, now I want you to use this mathematical vocabulary."

f) **Presentation Matters:** If we ensure that children take pride in the format of their written work and the oral communication, children will want to do better and will model our school vision, Soaring with Compassion.

g) **Seating Plans:** Seating plans, including talk partners, can be an effective way of managing your classroom space. Use seating plans as a means of supporting children and also a way to ensure that you have your most concerning children apart but in a place where you can be proactive in challenging their behaviour before it effects the learning in your class.

h) **Step to success:** Through small-steps learning, guided practice and clear modelling, lessons meet the needs of all children. Ensuring the lessons are engaging and children have success will help ensure appropriate behaviour.

i) **Strong voice/body posture:** Varying tone, pace and/or posture can help to indicate your disapproval of a certain behaviour without unduly interrupting the learning during your lesson.

j) **Tidy room:** There are reasons why it is important to have a tidy classroom. A tidy classroom sets a good example for children and implies that you care about your work, their learning and the work they complete.

k) **Don't Dive in:** After direct instruction and guided practice, lessons will then sometimes involve an element of independent work. Once the task/activity has been set don't rush in to help and support a child. Instead wait, observe and allow children to begin their work. This allows the adult (s) to ensure all are actively engaged in their learning and develops independence.

l) **Front-load instructions:** be explicit over how you want children to do something before giving the task/instruction, e.g. "With voices off and by yourself, write down the meaning of…." "Without calling out……" "Showing SMART Learning, talk to your partner about…."

Further detail can be seen in appendix 1 and 2.

3.1.2 Consequences for poor behaviour

At Beechcroft St Paul's Primary School we have a clear consequence system for dealing with children who have behaved poorly within lessons. We understand that pupils will make mistakes and this is part of the learning process and growing up. Where pupils act in a manner that is detrimental to their own learning or well-being or that of others there will be consequences to deter this behaviour followed up with supportive work to ensure long term changes in behaviour. This may also apply for incidents that happen off-site, before or after school.

Playtime behaviours Being unsafe (e.g. rough play, play fighting, using equipment dangerously) Leaving others out purposefully	**This will involve a 5 minute 'time-out' for children to calm and reflect on what they were doing and why it was unsafe. If necessary, it will involve a '30 second script' and a restorative conversation with those involved.** **If the problem persists, the child will miss the remainder of their play time and/or their next play time.**
● Using unkind words	**In all incidents, the class teacher must be made aware of any play time incidents** to ensure they can proactively deescalate any further problems that may arise. *In the case of serious incidents, please see the row above.*

Further detail linked to routines can be seen in appendix 2.

3.1.3   Consequences for continued poor behaviour

For those children who regularly disrupt lessons, there will be additional consequences:

- Parental meetings

- Re-teaching of routines and norms

- Internal/Fixed Term Exclusion

- Permanent Exclusion

3.2   Serious behaviour incidents

Instances of poor behaviour will be dealt with swiftly. The school applies its processes and procedures for internal exclusions consistently. It follows DSAT policy on fixed term and permanent exclusions. In line with guidance, incidences of racism, homophobia and/or bullying will be recorded and reported.

3.2.1   Serious incident protocol

When a serious incident has occurred at the school, the matter will be investigated. This will involve taking statements from children and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation, this may mean that children are removed from planned activities. When we have completed our investigation parents will be asked to attend the school to discuss the incident and possible ways of resolving the situation using a restorative approach.

3.2.2   Respect for adults

At Beechcroft St Paul's Primary School, adults will treat all pupils with respect and we therefore believe that all adults working within the school deserve a high level of respect from children at all times.

We will not tolerate:

- Children publicly disagreeing with a member of staff's consequence (verb or non-verbal)

- Children failing to follow staff's instructions

- Children making disrespectful comments about a member of staff

- Children making disrespectful comments towards a member of staff

- Children being aggressive towards staff

A student can ask to speak with the member of staff in private (at a time convenient for the member of staff).

3.2.3   Internal, Fixed and Permanent Exclusion

We follow the DSAT policy which can be found at: https://www.dsat.org.uk/policies-and-templates/

The following are the key principles taken from the DSAT policy and must be considered in all decision making:

a) Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the Academy Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school;

b) The decision to exclude a pupil must be lawful, reasonable and fair;

c) Particular consideration should be given to the fair treatment of pupils from groups who are vulnerable to exclusion;

d) Disruptive behaviour can be an indication of unmet needs. Where an Academy has concerns about a pupil's behaviour it should try to identify whether there are any casual factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, academies should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs;

e) All children have a right to an education. Our academies will set and mark work for pupils during the first five school days of exclusion and alternative provision must be arranged from the sixth day.

f) Where parents dispute the decision of a Local Governing Board (LGB) not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where this is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination)

g) Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

The decision to exclude a pupil will be taken in the following circumstances:

a) In response to a serious breach of the Academy's Behaviour Policy

b) If allowing the pupil to remain in the Academy would seriously harm the education or welfare of other persons or the pupil in the Academy.

Exclusion is an extreme sanction and is only administered by the Headteacher, in consultation with the CEO of the Trust.

Exclusion, whether internal, for a fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the Academy's Behaviour Policy:

- Verbal abuse to staff, pupils or others

- Physical abuse to / attack on staff, pupils or others

- Indecent behaviour

- Damage to property

- Misuse of illegal drugs or other substances

- Theft

- Serious actual or threatened violence against another pupil or a member of staff

- Sexual abuse or assault

- Supplying an illegal drug

- Carrying an offensive weapon

- Arson

- Unacceptable behaviour which has previously been reported and for which Academy sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Bullying (Please refer to the anti-bullying policy)

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will students be able to fully benefit from the opportunities available at the school. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE (SCARF scheme), class time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

3.2.4 Restraint and use of reasonable force

The law states that any member of staff may use reasonable force to prevent a pupil from:

- Committing a criminal offence;

- Causing personal injury or damage to property;

- Prejudicing the maintenance of good order and discipline.

It is always unlawful to use force as a punishment.

Force is only used as a last resort and therefore the variety of strategies detailed in this policy are in place to minimise the need for physical restraint.

Force may be used for two reasons: control and restraint.

Control – can be passive physical contact; e.g. standing between two pupils or blocking their path, or active physical contact; e.g. leading a pupil by the hand or arm or ushering a pupil away.

Restraint – the physical prevention of a child from continuing to do what they are doing when they have been told to stop.

When faced with an incident and before force is used, staff should:

- Send for adult help;

- Act calmly and in a measured manner;

- Show no anger or frustration;

- Talk constantly and assertively to the pupil, repeating instructions and telling him/her what they are about to do and why;

- Give a commentary to other adults in the vicinity about what you are doing and are going to do;

- Never meet a child's anger with your own – a child who has lost control needs to be met by an adult who is calm and rational;

- Minimise all danger to others.

Recording and Reporting Incidents

Behaviour levels 3 and 4 are recorded on Arbor. This enables senior staff to identify patterns of behaviour and offer support.

- Parents are informed verbally and in writing by letter if necessary within 24 hours of an incident where physical restraint has been used with their child.

- A 'reintegration' meeting will be held with the child and parent(s) upon their return to school following a Fixed Term Exclusion.

- Incidents will be reported to the Academy Standards and Ethos Committee via the termly Headteacher's report.

All academy staff have the authority of the Head teacher and therefore legal power to use reasonable force to prevent pupils injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom.

Further information regarding DFE guidance on the use of reasonable force can be found on the following link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268771/use_of_reaso nable_force_-_advice_for_headteachers_staff_and_governing_bodies_-_final_july_2013_001.pdf

3.3 PASTORAL AND INCLUSION

Beechcroft St Paul's Primary School is an inclusive school and admits pupils with a variety of special and additional needs. The school always works closely with external agencies and families to ensure that individual children are supported effectively. The school will make reasonable adaptions to accommodate children's behavioural needs to help them to make choices that will enable them to be successful in school.

For pupils who struggle to regulate their behaviour, but who do not have a special educational need or disability, there are three waves of pastoral support at Beechcroft St Paul's Primary School.

It is vital to intervene at the earliest opportunity to ensure each child receives the most appropriate support to prevent exclusion. This may include writing a 'Pastoral Support Plan' or 'Predict and Prevent Plan'.

Wave 1: Behaviour Tracker

- Work in collaboration with the class teacher, parent and child to identify the area/s of need and any triggers.

- Class teacher needs to check:

  - ✓ Rewards and sanction are being used appropriately to encourage positive behaviour.

  - ✓ The classroom environment/ where the child sits/ seating plan

  - ✓ Level of work is appropriately pitched/ access to the curriculum

- The meeting will consist of an assessment of need through discussion with staff and parents. It

  is important at this stage to evidence the child's views and any changes which might affect their behaviour.

- Develop appropriate causes of action with all parties involved to enable the child to make reasonable adjustments to address their behaviour.

- The review date will be set 2 weeks from the initial meeting.

- Review – If targets have not been met, they need to be escalated to wave 2.

Wave 2: Individual Behaviour Plan

- For pupils at risk of fixed term exclusion.

- A meeting will be held with SLT/pastoral team to discuss the child's behaviour and look at the behaviour incidences.

- Look at for patterns for example trends in behaviour thus highlighting any areas of concern whilst also highlighting areas of good practice.

- Targets are set and agreed, these will be checked and reviewed every 2/3 weeks.

- The pupil's behaviour will be monitored, e.g. using a home-school communication book or regular end- of-day communication with the parent(s), with interim and final reviews to decide whether the pupil is making progress, or whether they need to be escalated to wave 3 support.

- It may be necessary to engage with external agencies to seek and offer further support (see list below, detailed under 'wave 3')

Wave 3: Pastoral Support Plan

- For pupils who have been placed on fixed term exclusions, and who may be at risk of permanent exclusion, or who are at risk of disengagement from education.

- A meeting will be held to discuss triggers and set targets, along with interventions to support the pupil to meet these targets.

- Should it be deemed appropriate, the school will access specialist child and family agencies. These may include:

  - Behaviour Support Services
  - Education Welfare Officer
  - Education Psychology Service
  - Health Service (including Mental Health)
  - Social Services
  - Youth Offending Team
  - Other agencies offering specific, targeted support

3.4 RESTORATIVE CONVERSATION

To ensure children are made fully aware of their behaviour choices and the impact these have had, a restorative conversation will need to take place between the child/ren involved, led by the adult. We use the Trick Box card ABCD to structure a conversation and will hear both/all sides of the story if necessary. We give the child time to accept responsibility for their actions and give them time to repair with others involved.

The 30 Second Intervention

Rationale:

- The longer each negotiation around behaviour takes for the few, the less time we can give to the many.

- Children who don't behave well in class will inevitably need more of your time outside lessons – don't give it to them in class too.

- Limit your formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact. That is the win-win.

- The 30 second intervention demands careful and often scripted language.

- It is a carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. Your behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!)

A 30 second script

- Do you remember (last week/yesterday etc) .... when you (concentrated well/persevered etc) ....?
- That's the person I need to see today.
- Thank you for listening.

Appendix 1 – Behaviour for Learning Techniques (part of the teacher toolkit)

Technique	Script	Rationale
No hands up	*"Here comes a question you are going to need to think carefully about. I might choose you to answer. What is similar & what is different about these 2 methods? ....Name"* *OR* *"Think about this question…...[QUESTION]… turn to your partner and share your ideas, starting with partner 2 ......Jack, what did Sam think?"* *OR* *"I am going to ask a no hands up question after partner talk…[QUESTION]… .... Lila, share your thoughts."*	Calling on children without allowing hands up has 4 benefits: 1. Allows you to check for understanding 2. Increases engagement 3. Ensures pace of lesson 4. Increases % of children thinking
No opt out	*Adult: What is 5X4?* *Child: I don't know.* *Adult: 5X4 means 5 groups of 4 (show visually). What is 5X4?* *Or…….Can someone give Sam a clue about what 5X4 means? Sam, make sure you are listening carefully to [name] so you can explain it next.* *Or…...Sam, listen carefully to Ben's answer so you can answer next.'*	Ensures all children take responsibility for their learning. It rehearses success for learners that genuinely don't know an answer. Over time, it ensures thinking by all rather than reliance on peers. It reduces the chances of a child not engaging in thinking.
Say it better (referred to as 'right is right' in TLAC)	*"Thank you for your answer Sam. You need to say it even better. I would like you to answer again but using one of our sentence stems to answer in full sentences."* *Or…..* *"That's a good start. I want you to say it better by using the correct vocabulary by using the word [WORD] in your answer."* *Or….* *"Thanks [name]. Can you elaborate/add more detail by explaining/discussing…..”*	Ensures the highest of expectations from children in terms of their thinking, answers and spoken language. It increases the chances that children are thinking hard and deeply.
Don't dive in (referred to as 'Radar/Be Seen Looking' in TLAC)	*"Make sure you are listening really carefully to this part of the lesson/these instructions because soon you will be starting by yourself…..* *It's time to start your work now. The adults are going to watch to see who is starting their work straight away. Thank you [name…name] I can see you with your books open and title done.* *We now have nearly half the class writing.*	By taking a position at the best vantage point in the classroom, the adult can scan their eyes across the whole class to ensure they start working straight. It ensures all children are on task straight away and also helps to develop independence and help prevent reliance on an adult 'getting them started' or telling the child what to do. It will lead to more/all children engaging with instructions and learning the first time round.

	Pencil moving on your page, [name]. Thank you."	
SMART Learning	*"Let me see who is showing me SMART Learning…..thank you [name]"* *"When I am pointing and talking about this (something on the IWB/flipchart), I need to see eyes tracking the learning."* *"Thank you, I can see nearly everyone showing me SMART Learning….2 to go…1….thank you."*	Ensures that key baseline behaviours for learning are taught and insisted upon. Increases the chances of children listening and thinking and therefore learning. Also helps ensure learning for all.
Narrate the positive- often linked to SOARING Learning Behaviours (see Appendix 3)	*"Thank you to [name….name….name…] who are all……* *"Let me see who is going to be the first pair/table/group to show me….."* *"I love the way that [name] is [writing straight away/showing me STAR/showing me Ready-Respectful-Safe…"* *"Yesterday/earlier you were fantastic at showing me…..I want to see that again now."* *"We nearly have everyone writing in silence. Thank you. Let's make it everyone…..thank you [name]."* ………………………………………………………………… … *"(Name) do you remember (earlier/last lesson/yesterday) when you (insert desired behaviour)? That's the person I need to see today. Thank you for listening."*	Ensures that first attention is given to the positive. Seeking success and happiness will spur stronger action than seeking to avoid punishment. Misbehaviours are still fixed and improved but in the first instance done through an indirect positive interaction. Clear, direct instructions are given to children off-task as to what they should be doing. This technique does <u>not</u> mean avoiding correcting misbehaviours. (see table below)

	POSITIVE	NEGATIVE
Corrective Content *Responding to insufficient answer*	Good start. Let me see you write it again but using the words of a scientist.	You still haven't used the correct sentence stem.
Positive Content *Responding to a good answer*	Great. Not only have you used a sentence stem but you gave a worked example.	See you can do it when you want to.

Appendix 2 – Teaching Routines and Behaviour

Specific routines and behaviours to be taught are detailed in our Behaviour Curriculum.

<u>**Classroom Routines – Teaching Behaviour**</u>

Staff will stand at the doorway of the classroom ready to greet children, and reinforce expectations, in a positive manner. If the teacher is not at the doorway, children wait, lined up outside in a calm, quiet and orderly manner until the teacher arrives. On arrival the teacher is to greet the children and explain the job to be completed (usually date and title).

Children will line up for play time and collective worship in register order, unless specified by the adult. This will have been practiced to automaticity.

Children in key-stage 2 will be taught and expected to use the visual timetable to recognise what lesson is next, get the necessary equipment and book ready, and write the date and title in silence. Peer checks will help ensure correct spelling, punctuation and it is underlined.
In key-stage 1, this will be guided by the adult.

Books will be organised neatly and in order so that the book monitor can hand out books swiftly. They will be collected back in in the same order to ensure that they are ready to be given out swiftly on the next day.

In key-stage 2, wherever possible, toilet breaks will be during morning registration and play times. Staff will encourage children in key-stage 1 to build towards this but understand that some children may find this difficult.

Appendix 3 – SOARING Learning Behaviours

Supportive: we work well together and collaborate

Open-minded: we are curious, ask questions and try to solve problems.

Ambitious: we strive to be better than yesterday and take pride and joy in our learning.

Reflective: we think about how we are learning to make it better.

Independent: we help ourselves and concentrate on our learning.

Never give up: we persevere and have a 'can do' attitude.

Generous: we actively share our learning and help our classmates.