

# **Dixons Music Primary Policy Documentation**

## **Policy: Behaviour for Learning**

**Responsibility for Review: Senior Vice Principal**

**Date of Last Review: August 2017**

# Behaviour for Learning

## Principles

Dixons Music Primary is committed to the highest standards of student behaviour. We believe that in order to be successful in life, students must become self-disciplined, courteous and respectful individuals. 'DMP Learning Habits' provide a framework to ensure our key drivers (Mastery, Autonomy and Purpose) and core values (hard work, independence and enjoyment) are embedded within our daily practice and routines. Praise and recognition for following the learning habits will ensure that we have a happy and purposeful learning environment.

## Aims

- To ensure all students develop good learning habits in order for them to become self-disciplined individuals.
- To have the highest expectations of students' behaviour to ensure the highest standards of learning can take place.
- To create an environment in which students are taught to respect and support each other and to accept responsibility for their own actions.
- To form an active partnership with parents and carers to encourage good behaviour and to establish improved patterns of behaviour where there are difficulties.
- For students to understand their role in making the academy an outstanding place to learn and to have pride in their school.

These aims are supported by regular and appropriate in-service training; close parental and community links; student organisation which takes account of ethnic and gender balance; the boosting of students' self-esteem through positive reinforcement and extra-curricular activities; and social events aimed at pulling together the different life experiences of groups within the community.

## Practice

### *EYFS / KS1 Learning Habits*

All members of staff are expected to actively promote, model and praise the three EYFS / KS1 DMP Learning Habits.

### **Learning Habit 1: Work Hard**

Students who are successful work hard. Students are always expected to give 100% all day, every day. Students will be expected to listen carefully to their teacher and not distract others. Students will be taught about perseverance and about never giving up. All students are expected to join in.

### **Learning Habit 2: Be Kind**

Students who are kind and courteous help others to achieve in their learning. Students will be expected to share equipment and resources. They will make the academy a peaceful and harmonious place to work. All students are expected to keep their hands and feet to themselves and to use kind words.

### **Learning Habit 3: Show Respect to Everyone and Everything**

Students who are respectful succeed in the wider world. Students must respect all teachers and follow their instructions first time. There is no answering back at DMP. Students must hold the door open for others, including adults and other students. Students will have access to a range of

resources and equipment in our brand new building. This also must be respected. DMP students always use excellent manners, including during Family Dining.

## **KS2 Learning Habits**

All members of staff are expected to actively promote, model and praise the six KS2 DMP Learning Habits.

### **Learning Habit 1: Deadlines**

Students who wish to be successful complete homework (including Stretch Projects) on time; completing work outside of lessons is very important to consolidate and master learning. It also helps students to develop their organisational skills and it shows that they are hard working. Deadlines have to be met with work that is done to the best of their ability. Students who fail to meet a deadline are issued with an academy correction on the same day the deadline is missed.

### **Learning Habit 2: On-Task Behaviour**

Students who wish to succeed are always on-task in every lesson and behave in a purposeful manner outside of lessons. Sometimes, it will be hard work for students to remain on task but we will remind them that they learn best when they are concentrating. It also means that other students can learn without disruption and allows the teacher to teach what s/he has planned. We expect all students to track the person who is talking to demonstrate that they are listening carefully. Students are expected to remain in silence during DEAR sessions, on the stairs and along corridors. When in whole year group lectures, lessons or assemblies, students are expected to remain in silence until they are invited to speak by the member of staff leading the lesson or assembly. Staff members will raise their hands to show that they want silence and it is expected that students respond immediately. Failure to be on-task in lessons or around school will result in a correction on the same day as the off-task behaviour. Failure to be on-task on more than one occasion on any given day will result in an extension to the correction session.

### **Learning Habit 3: Punctuality**

Students who wish to succeed always attend and are on time. We trust that our students will arrive at school by 8:30am each day so that they are ready for the day's learning. Parents of students who arrive late to school are expected to sign in at reception. Punctuality also applies to students who are deliberately late to the start of lessons and students who are deliberately late for lessons will receive a correction.

Students are expected to attend school every day of the school year. Anything less than 96% is not good enough and we would expect this only to be the case for students with serious medical issues. If students are ill, then parents / carers must contact the school on the morning of each day of absence. Any planned absence should be requested using the school's leave of absence form and passed to the Principal or Senior Vice Principal. Any holiday request during term time will be refused. We trust that parents will only request leave of absence in exceptional circumstances.

### **Learning Habit 4: No Answering Back**

We know that students who wish to succeed do not answer back and trust that teachers' instructions help them be successful. We know it is important that students learn self-discipline. If an adult tells a student to do something, we expect it done straight away. We expect students to trust staff and never question an adult's decision anywhere in school. If students fail to demonstrate this learning habit they may then 'cross the red line' resulting in isolation or exclusion. If a student feels unfairly treated, they must still follow the instruction first time, every time. Later, in their own time, students may approach the adult to discuss the situation. Students are expected to ask politely and respectfully.

## **Learning Habit 5: Perfect Uniform**

Students who wish to succeed wear perfect uniform. It is important that our students take pride in themselves and in our school. It is important that students contribute to our school's common routines. It is important all members of our school are treated fairly. We believe that students in KS2 are able to choose appropriate footwear. It is unfair if some students keep to our dress code and some don't. Therefore, a correction for incorrect footwear will apply.

## **Learning Habit 6: Equipment**

Students who wish to succeed always bring the right equipment to school, for the right lessons, each day. We wish to develop our students' organisational skills for success in future life. For any important role in life, we need the right equipment and students need to make sure they provide it.

Students are expected to maintain the appropriate equipment in their pencil cases e.g. sharpening pencil in registration.

Students need to take pride in their books and not deface or damage them.

100% books need to be in school daily. Teachers will note students who are not taking their 100% book home and address this with parents during phone calls home.

If students fail to have the correct equipment, they will receive a correction on the same day that they failed to demonstrate this vital learning habit.

## ***Routines***

Consistency is key and all classes at Music Primary will follow routines to manage certain aspects of behaviour in lesson time:

### **a) Transitions**

When moving from the carpet to tables and vice versa, teachers will give the 1, 2, 3 command. 1 = stand up silently; 2 = turn; 3 = move silently. Students and groups who do this very effectively will be praised. In Years 1 and 2, students will be expected to stand behind their chairs (or line up) and then sit down when instructed to do so.

### **b) Non Verbal Communication**

To avoid unnecessary shouting out on the carpet, non-verbal communication will also be used during teaching time. For example, agree / disagree hands.

### **c) Tracking**

Students will be expected to 'track' the teacher when he or she is speaking and teaching. Students will re-focus and look at the teacher / board when given the command to 'track'.

### **d) Attention**

When whole class or large group attention is required, the teacher will raise their hand in the air. Children will respond by raising their hand and falling silent.

## ***Recognitions***

At Music Primary, we want students to feel proud by the intrinsic value of achievement. However, we are committed to rewarding good learning habits in all key stages. We recognise students in different ways:

### **a) Verbal Praise**

Teachers and other staff will praise good learning habits in and around the academy. It should be very clear which learning habit the child is demonstrating. "Well done, you are working hard." All classes will design their own 'cheer' for students who have demonstrated good learning habits.

Quiet cheers will also be used by all staff to praise individuals. Teachers will also praise students during the 'phone call home' each cycle.

### b) Recognition Charts

All classes in KS1 should have a recognition chart clearly displayed. In EYFS and KS1, this should be presented as a 'happy side' and 'sad side'. In KS2, this is down to the teacher as to whether they feel a chart is necessary.

### c) Stickers

Students who have been working towards a particular learning habit may receive a sticker in recognition of improvement or success.

### d) Notes home

Students who have improved their learning habits may receive a note home to inform parents of improvement. Notes home are also issued for displaying exemplarily learning habits in and out of the academy and will be sent home in students' 100% books.

### e) Student of the Week

During our Friday celebration assembly, a student will be chosen who has been demonstrating improved or continually good learning habits.

### f) Certificates

Students will receive certificates for a variety of successes, including success in reading, writing and maths.

### g) Recognition Events

Every year, students who display excellent learning habits will be recognised with an exciting trip. The trip will be for all students who have not received a yellow letter in KS1 or who have not received a red card in KS2.

## Sanctions

The key to successful behaviour management is to be **consistent**. All staff at DMP will use the same sanctions in order to be fair and consistent to all students. **Every lesson is a fresh start**. All names should be rubbed off the board. Staff do not hold grudges and always look for children who are demonstrating the DMP Learning Habits.

### EYFS/KS1 praise/sanctions

Remember that we want to ensure children are ***intrinsically motivated*** e.g. not over-recognising children who are working hard.

Shout outs, happy side and notes home	<ul style="list-style-type: none"><li>• 'Shout outs' and the happy side will be used for students demonstrating something <b><i>exceptional</i></b> and not just simply demonstrating a learning habit e.g. correct equipment – this is an expectation of all students. Shout outs can be emailed to the class teacher who will recognise these students during morning meeting</li><li>• Adults can also send notes home (Q Drive &gt; Toolkit &gt; Behaviour)</li><li>• Staff are free to choose how they acknowledge students who have earned their place on the happy side at the end of a session. For example, they may choose to recognise students who have their name on the happy side at the end of the session by allowing them to move their names up 2 places on their classroom chart and students who are not on the sad side would move their names 1 place up the classroom chart</li></ul>
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	<ul style="list-style-type: none"> <li>• Students with further need, who may require additional praise, should be given a personal 'targets and recognition' chart with stickers etc. Please liaise with the INCo for further advice</li> </ul>
Non-verbal warning	<ul style="list-style-type: none"> <li>• A look or signal to the student who is not on task</li> </ul>
Verbal warning	<ul style="list-style-type: none"> <li>• One verbal warning (linked to EYFS/KS1 Learning Habits)</li> <li>• Talking on corridors = 5 minutes taken off following breaktime (KS1) or 5 minutes taken off choosing time (EYFS)</li> </ul>
Use of sad side	<ul style="list-style-type: none"> <li>• All EYFS and KS1 classes will have a sad side. This is the main sanction for a student not responding to a verbal warning</li> <li>• No names will be allocated to either the sad or happy side at the start of a session</li> <li>• If a student does something to warrant moving their name to the sad side (failure to respond to a verbal warning or other behaviour warranting a move to the sad side), then the teacher will write their name on the sad side</li> <li>• Students must be encouraged to earn their place on the happy side if they have been placed on the sad side in the session, and this should be the focus of the teacher at all times</li> <li>• Students will lose 5 minutes of the following breaktime if they have not managed to remove their name from the sad side before the end of the session. In cases where this happens in the last session of the day, this will be the following day's breaktime</li> </ul>
Yellow letter (recorded on SIMS)	<ul style="list-style-type: none"> <li>• Repeatedly not following the values of the academy, for example: <ul style="list-style-type: none"> <li>○ running in the corridors after being warned</li> <li>○ continuing to talk in assembly after being warned</li> <li>○ disrespecting an adult in class after being warned</li> </ul> </li> <li>• Any other behaviour deemed serious enough by the class teacher to warrant a yellow letter</li> </ul>
Red letter (recorded on SIMS)	<ul style="list-style-type: none"> <li>• Fighting</li> <li>• Kicking</li> <li>• Hitting</li> <li>• Spitting</li> <li>• Swearing</li> <li>• Failure to attend a correction session</li> </ul>

### Red card

Four yellow letters in one half term will result in a red card and a meeting with a member of the SLT. The student will not participate in playtime; instead, remaining with a member of the SLT.

The SLT will decide whether their behaviour warrants internal / external exclusion.

## KS2 Praise/Sanctions

Remember that we want to ensure children are *intrinsically motivated* e.g. not over-recognising children who are working hard.

Shout outs and notes home	<ul style="list-style-type: none"> <li>• ‘Shout outs’ will be used for students demonstrating something <b>exceptional</b> and not just simply demonstrating a learning habit e.g. correct equipment – this is an expectation of all students. Shout outs can be emailed to the class teacher who will recognise these students during morning meeting</li> <li>• Adults can also send notes home (Q Drive &gt; Toolkit &gt; Behaviour)</li> <li>• Students with further need, who may require additional praise, should be given a personal ‘targets and recognition’ chart with stickers etc. Please liaise with the INCo for further advice</li> </ul>
Non-verbal warning	<ul style="list-style-type: none"> <li>• A look or signal to the student who is not on task</li> </ul>
Verbal warning	<ul style="list-style-type: none"> <li>• One verbal warning (linked to KS2 Learning Habits)</li> </ul>
Removal of planner	<ul style="list-style-type: none"> <li>• If a student does not respond to a verbal warning, the member of staff will remove the student’s planner and record a ‘P’ in the appropriate section of the planner</li> <li>• If the behaviour of the student then changes back to ‘natural state’ and improvements are clearly seen, the planner will be returned to the student</li> <li>• If the planner is not returned at the end of the lesson, this means the student has not shown that they have returned to their natural state and, therefore, a correction must be given</li> <li>• If negative behaviour is shown again, after the planner is returned, the planner should be removed again and a ‘C’ written in the student’s planner and a correction is issued. The correction should be recorded on SIMS along with the ‘C’ code</li> <li>• If the student’s behaviour warrants an immediate correction before the planner removal stage, then a ‘C’ is recorded in the student’s planner and should then be recorded on SIMS with the correct ‘C’ code and a brief description of the incident</li> </ul>
Standard Correction (until 4:15pm)	<ul style="list-style-type: none"> <li>• Chewing gum</li> <li>• Inappropriate language over heard by a member of staff or volunteer</li> <li>• Misuse of school equipment</li> <li>• Dropping litter in the academy</li> <li>• Staying inside/wandering in corridors at breaktime after verbal warning</li> <li>• Answering back and disrespecting adults</li> <li>• Protesting at an adult</li> <li>• Throwing equipment, including books, disrespectfully</li> <li>• Forgetting 100% book or planner</li> <li>• 2 ‘P’ codes in 1 lesson</li> </ul>

	<ul style="list-style-type: none"> <li>• 3 'P' codes in 1 day</li> <li>• Any other behaviour deemed serious enough by the class teachers to warrant an immediate correction.</li> </ul>
Extended correction (until 4:45pm)	<ul style="list-style-type: none"> <li>• Fighting with another student</li> <li>• Kicking at breaktime or lunchtime</li> <li>• Hitting at breaktime or lunchtime</li> <li>• Use of any inappropriate physical force in school</li> <li>• Abusive language to another student</li> <li>• Failure to attend a correction session</li> </ul>
Red Line (internal isolation or external exclusion)	<ul style="list-style-type: none"> <li>• Refusal to follow the Academy dress code (defiance)</li> <li>• Refusal to follow staff instructions (defiance)</li> <li>• Truancy</li> <li>• Damaging school property or another student's property</li> <li>• Sexual harassment</li> <li>• Inappropriate language directed at a member of staff</li> <li>• Bullying</li> <li>• Assaulting a member of staff</li> <li>• Dangerous behaviour (including bringing illegal items into the Academy)</li> <li>• Theft / handling stolen goods</li> </ul>

### Red card

7 corrections in one half term will result in a red card and a meeting with a member of the SLT. The student will not participate in playtime; instead, remaining with a member of the SLT.

The SLT will decide whether their behaviour warrants internal / external exclusion.