

Behaviour for Learning: Overview Statement 2019-20

Monkseaton Middle School sets high expectations of all learners, irrespective of need or background. Staff work to support and develop children from their starting point in all aspects of their learning, including children's behaviour for learning. Additional support, both in class by the teacher, or LSA and/or outside of class through referrals or support groups, is provided to children who have SEND needs, including those with needs around their behaviours. The Form Tutor monitors both House Points and Consequences and follows up with children in their form group and where appropriate with parent. This is particularly important to raise the profile of Rewards for children and for early intervention (at C1 and C2 level).

Rewards and Consequences	Action of child	Response of Teacher / LSA
House Points	Contribution in class, actions in line with Code of Conduct and/or School Ethos, other demonstration of positive learner behaviours (hard work, effort, resilience, learner skills etc)	Praise and House Points given to children behaviours This is recorded in planner using House Point Stamp and written on the Positive board throughout the lesson (teacher often uses a monitor for these activities)
Individual Golden Postcard	Made the most effort / progress / positive contribution	Golden Postcard issued to one child at the end of each lesson, ensuring all are aware of the reasons for this. This may be publically celebrated.
Whole Class Golden Postcard	If the whole class display positive learner behaviours and no one child can be identified as exceptional due to the overall effort/progress and engagement of the whole class.	Golden Postcard is awarded to the whole class. This is then displayed in the form room and all class members receive 20 House Points each
<i>The consequence system is cumulative – children move from warning, to C1, C2, C3, C4. The vast majority of children will amend their behaviours when one or two codes are given. The exception to this is an immediate C4 where the teacher deems that this is required (see below)</i>		
Warning issued	Where child is not displaying high expectations of behaviour for learning	Quiet discussion / non-verbal indication from teacher to redirect learner behaviour.
C1	Where child continues to misbehave / not engage in learning despite warning	Name of child is recorded on the Consequence Board. Discussion is held with child and sanction is recorded on SIMS.

		Teacher may also decide to take other measures including move of seats, additional support or guidance in the set work, and removal of distraction as appropriate etc.
C2	Where child continues to misbehave / not engage in learning despite C1	<p>Discussion is held with child and sanction is recorded on SIMS.</p> <p>Teacher may also decide to take other measures including move of seats, additional support or guidance in the set work, removal of distraction as appropriate etc.</p>
C3	Where child continues to misbehave / not engage in learning despite C2	<p>Sanction is recorded on the Consequence Board. Lunchtime detention is issued and completed same day if P1, 2 or 3 and the following day if P4 or 5.</p> <p>Reparatory conversation and reflection by the child takes place in lunchtime detention.</p> <p>The C3 is recorded on SIMS by the issuing member of staff (this will additionally enable learning support staff to escort children to their detentions)</p> <p>Parents informed through phone-call from Pastoral Support Officer. Alternatively, the teacher who issued the sanction may choose to do this.</p>
C4	Where child continues to misbehave / not engage in learning despite C3	<p>Child is removed from the classroom by a member of the support team and taken to the Focus Room (support is accessed through use of radio requesting 'classroom support' and specifying the room). The C4 is recorded by staff in Focus Room.</p> <p>Child remains in the Focus Room for the remainder of the lesson, or longer depending on the specific circumstances.</p> <p>Reflection work is completed which will form the basis of the reparatory conversation with staff.</p> <p>Removal of subsequent break and lunchtime (detention held in Focus Room)</p> <p>English and Maths work is completed in Focus Room (appropriate to level of child; centrally provided and not required from teaching staff)</p> <p>Parents informed through phone-call from Pastoral Support Officer.</p> <p>Same day after-school detention to be completed in the Focus Room.</p> <p>Reparatory conversation with the issuing member of staff prior to the next lesson</p> <p>Note: An immediate C4 may be issued if a child exhibits dangerous behaviours / defiance of staff / other extreme and unacceptable behaviours that prevent an appropriate learning or social environment.</p>

<p>2 x C4 in one day</p>	<p>Where a child has a C4 from one lesson and when in another lesson on the same day, another C4 is gained.</p>	<p>Removal from lessons for the remainder of the school day.</p> <p>Parents contacted by Pastoral Support Officer and meeting to be held between Pastoral Support Officer with parents/carers.</p> <p>If parents are not able to be contacted, social time will be removed until the behaviour support meeting is held.</p> <p>Reparatory conversation to take place with issuing member of staff prior to the student returning to lessons.</p> <p>Consideration of further support by PSO eg Pen Portrait, SEND referral, other agency referral, development of pastoral support plan etc.</p>
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