

Expectations for Learning Policy
2018 – 2019

At Alexandra Park Junior School we want to provide a calm and caring atmosphere where everyone feels safe and happy. We aim for all children to achieve to their fullest potential and clear expectations and a promoting a positive attitude is fundamental to ensure that every child succeeds.

This policy outlines what we expect from all members of our school community in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to. Good behaviour and self discipline have strong links to effective learning, and are vital for pupils to carry with them both during and after their school years.

Aims

- *To promote a culture of mutual respect.
- *To help children understand appropriate Expectations for learning.
- * To create a consistent approach to positive behaviour management throughout the school, celebrating and praising model Expectations (achievements at all levels are acknowledged and valued) and enforcing firm procedures for unacceptable behaviour.
- * To provide a framework of Expectations of behaviour in and out of school.
- * To create a calm, purposeful, happy and safe environment (both physically and mentally) with enjoyable activities that stimulate the children throughout the school day.
- * To use positive language and praise to reinforce good behaviour patterns.
- * To encourage each child to take responsibility for their own behaviour and attitude to learning, understanding the consequences of their actions leading to increasing independence and self-discipline and make positive choices.
- * To work in partnership with parents.

Alexandra Park Junior School's Expectations

The following expectations promote a culture of mutual respect.

All adults and children are expected to -

- *be safe
- *communicate positively
- *be respectful
- *do our best
- *co-operate
- *handle our emotions appropriately
- *be in the right place at the right time

But we also expect children to:

- Come to school every day, on time
- Wear their school uniform
- Have their PE kit in school.



Whole School Positive Reinforcements

Our 'Good to be Green' scheme is an effective way of promoting positive expectations, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expectations.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviours management at all times- 'Good to be Green' is a means of promoting our high expectations of positive Expectations. It rewards all children for keeping and developing our Expectations for learning which develops consistency throughout school and motivates all staff and children.

Teachers monitor the green cards earned daily in relation to our Expectations for Learning and record this on a visual poster in order for all children to see.

Children who earn their green cards are celebrated in Friday's whole school assembly and are rewarded with a fun activity. All teachers ensure that all children get an opportunity to take part in this.

Other whole school positive rewards

*Children are given roles of responsibility within the school such as Head girl/boy (Y6), sports leaders, Children's Leadership Team, class responsibility badges.

*Attendance is monitored and rewards given accordingly every term and celebrated in assemblies.

*Weekly class attendance is shared in assembly by the Head teacher and a shield is displayed in the class winning the attendance that week. The Class teacher will organise some fun activity, extra playtime etc. for winning the attendance shield and additional rewards if classes achieve 100%.

*Tidy classroom award for the tidiest classroom awarded in assembly.

* Positive comments from visitors are celebrated in assembly and with parents and governors.

* Weekly Privilege table

Sanctions

Despite focusing on the positive aspects of children modelling our Expectations, we recognise that there will be times when a clear procedure for managing unacceptable behaviour will be required. It is vital that all adults and children must pre-empt and understand the needs of our children and therefore aim to prevent unacceptable behaviour before getting to Step 4. Conflict Resolution can also be used **as** a way for two or more parties to find a peaceful solution to a disagreement among them. The disagreement may be personal and or emotional. When a **dispute** arises, often the best course of action is negotiation to **resolve** the disagreement. (See appendix 1)

Good to Be Green steps are as follows;

All children begin the day on a clean slate (green card)

STEP 1: Be given a warning (name written on the board)

STEP 2: Be given a second warning with a tick next to your name on the board.

STEP 3: Get a yellow warning card.

STEP 4: Given a red card - with a reason why. Sent out of class to another class in the same year. A phone call home and parents informed as to why a red card was given.

Red cards will be monitored weekly. If a Red card is given more than 3 times in a half term parents will be informed and asked to come into school to discuss the behaviour. The children will then be monitored through a Learning Log.

Depending on the occurrence of incidents liaise with Deputy Headteacher, SENDco, Learning mentor and Pastoral Team.



Alexandra Park Junior School

To Learn, Be Happy and Achieve Our Best

Children will be given a red card instantly if they:

- * make physical contact
 - * swear
 - * damage property
 - * bully/cyber-bullying (See appendix 2)
 - * are racist comments (see appendix 3)
 - * Use derogatory comments.
- * Children will be moved to another class and a phone call home will be made immediately and parents informed.

Sanctions for inappropriate behaviour at playtimes and lunchtimes

For minor incidents:

Step 1 - Verbal warning

Step 2 – Go into a quiet area of the playground to reflect on their behaviour.

Step 3 – Discussion with class teacher and pastoral team about support in helping the child to play. Activities are organised with these children to help them gain the social, emotional and/or behavioural skills needed when learning in school.

Children and adults to fill in an incident form and return to the class teacher to sign. The incident form will then be passed onto the Headteacher and shared with the Pastoral team to discuss support for the child/ren

Individual Support Plan

Incidents are monitored daily by the pastoral team. If children are involved in 3 red card incidents and individual support plan will be put in place.. This will be completed as part of a child centred review with the child, parents, teacher and SENDCo/Headteacher. ISPs are reviewed on a set basis agreed by parents and staff.

External Support

If on review there has been little progress in attitudes towards learning advice will be sought from external agencies such as JIGSAW, Educational Psychologists, MIND, Healthy Young Minds and Healy Help. This is done on the agreements of parents.

Exclusions

We are an inclusive school and our aim is to whenever possible avoid exclusion. The Headteacher and Governors have the final decision whether to exclude a child, for a fixed term or permanently, in line with this policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the child against those of the whole school community.

Bullying

At Alexandra Park Junior School we want to make sure that everyone feels safe at school, and accepted into our school community. Bullying of any kind is regarded as a serious breach of our expectations for learning policy and will not be tolerated, whether it is a one-off incident or an ongoing campaign. Bullying can be verbal or physical, on-line or written and maybe be directed at both staff and pupils.

If an allegation of bullying or cyberbullying does come up, we will:

- * take it seriously

*record and report the incident on CPOMS; ensuring that the head teacher and pastoral team are alerted

*provide support and reassurance to the victim

* make it clear to the 'bully' that this behaviour will not be tolerated and parents informed

* work to repair the relationship

* ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used

* consider exclusion in cases of repeated bullying.

