

*This **Behaviour Frame** summarises expectations for effective learning in **Phase One** of our school, and sets out the consequences and processes for challenging unhelpful behaviours that are a barrier to learning.*

The purpose is to realise the intentions of our Behaviour Policy, and promote behaviours that support the development of the MyWays Competency Framework: Content Knowledge; Habits of Success; Way-Finding; and Creative Know-How

*As part of this, we **recognise** that:*

- Every student has the right to learn without distraction*

*As part of this, we **require** that:*

- All students arrive for school prepared, willing and ready to learn*
- All students treat our school with respect, and work to build our school's positive contribution to our community*

EXPECTATIONS for effective

Studio learning:

Young children are not used to playing, learning and working in groups. We will invest time developing, practicing and rehearsing the skills necessary for them to achieve this, based on EYFS characteristics of effective learning.

We will support children:

- To become aware of their behaviour and the impact on others
- To develop positive relationships through reflection and peer support
- To co-construct a 'Circle of Safety' so children understand what's safe/unsafe and helpful/unhelpful within their Studio, and in the wider world
- To use 'draw and talk' to support intrinsic understanding & responsibility

As a child, you can show you are **ready to learn** by:

- *Listening to instructions*
- *Listening to what other learners say*
- *Being kind*
- *Using gentle hands and keeping your feet to yourself*
- *Trying your best*

Be a Great Learner

BEHAVIOUR: EXPECTATIONS & CONSEQUENCES

I. UNACCEPTABLE (unhelpful) BEHAVIOUR:

- Arriving late to school and/or lessons
- Running in school
- Shouting in school
- Inappropriate language or attitude
- Dropping litter/throwing food
- Not clearing away after lesson/break/lunch time
- Inappropriate dress code



II. SERIOUS MISCONDUCT:

- Repeated refusal
- Saying unkind things
- Wandering around the school
- Hurting someone on purpose
- Playing with things that are dangerous without an adult with you
- Deliberate damage to/theft of property
- Bullying

Our expectations and consequences have a hierarchy in Phase 1:

WE FIRSTLY SUPPORT LEARNING - we recognise that for young children it can take quite a while for them to understand expectations and learn new behaviours. Our focus when children behave inappropriately is to support them to learn how to do things well. This may also include a consequence; for example -

- Say 'sorry', draw a picture to say sorry etc.
- Move to learn in another space
- Sit away from others for a short period of time
- Miss the first 3 minutes of your playtime
- Speak with parents
- Learn in another Studio
- 'Make repair' (e.g. tidy an area, mend a resource etc.)

There will be times when we will be using the same things over and over again without improvement:

When this happens, teachers should talk to the Phase Leader, Behaviour Lead or Deputy Headteacher (AN). A plan will be created that might include:

- Working in the Supported Learning Space (SLS)
- A 'flipped Studio' timetable
- Further assessment of underlying needs/learning barriers
- A Team Around Me (TAM) meeting with others who can help

****In very rare cases, where there is no positive change in behaviour, a student in Phase One may become subject of the Phase Two Behaviour Frame****

Can involve: parent/carer meeting; meeting with Phase/Behaviour Lead &/or SLT; Seclusion; fixed term exclusion and/or permanent exclusion (includes decision on how/if the student returns to working in school)