

Expectations for Learning Policy

Rationale

Our Expectations for Learning policy is designed to ensure that all adults and pupils at Alexandra Park Junior School have a strong internal drive to have a thirst for learning. Our school provides an environment conducive to learning with teachers who foster and nurture our children's natural curiosity as delicately as they would a seedling.

We ensure that our children begin their school day ready to learn with early morning meet and greet and this is monitored regularly. This enables our children to feel welcome, happy and cared for.

Modelling positive Expectations for Learning is our priority and we promote high levels of engagement and focus with children in helping them to develop independent learning skills and excellent co-operative skills required for life-long learning.

We aim to ensure that parents understand and support our school's Expectations for Learning and they are set out in the children's planners. Teachers continue to communicate closely with parents via telephone conversations, face to face contact, texting, letters and notes in planners.

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

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

All class teachers will have their preferred methods of rewarding children who model our expectations, this maybe be team or individual. These will be monitored regularly by the class teachers and may take the form of:

- * Verbal and non-verbal praise - smile, eye contact, thumbs up, mentioning the child's name.
- * Sent to Mrs Seabright for Good Work / behaviour / attitude / praise postcards
- * Positive comments written in children's planners by teachers or texts home to parents.
- * Newsletters, parents day meetings and end of year reports celebrate positive behaviour.
- * Class Dojo - All classes use Class Dojo. The children can gain dojo points for following the expectations for learning. The girl and boy with the most amount of dojos at the end of the week get a reward or prize.

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

*Weekly class attendance to be 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

* Class Budgets

Sanctions

Despite focussing 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)

The steps are as follows;

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.

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

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.

Behaviour Recording and monitoring Systems

All class teachers have an inclusion file with a section specifically for Expectations for Learning.

Good to be Green posters are displayed in the classroom and stickers awarded for children showing our Expectations for Learning.

Green cards are totalled at the end of each week and recorded in file.

Yellow and Red cards are totalled at the end of week. This is reviewed each week by Mr Clarke. Mr Clarke and the class teacher monitor the yellow and red cards given and work closely with parents to support the child.

Incident forms are filled in by the teacher and child involved if a red card is given and when a child is exited from class.

(Examples of these can be found in Appendix 5)

Additional records are kept in the inclusion file e.g evidence to support Individual Behaviour Plans.

Each day the children start a fresh with a green card. Everyday is a new day.

Further links to other policies see our First Class folder.

Agreed by Staff: November 2017 Agreed by Governors: November 2017
