Policy for the Promotion of Self-Esteem

and

Positive Learning Behaviour

VERSION CONTROL SHEET
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This policy should be used in conjunction with the supporting documents that are referenced within this text. *This policy takes regard and reference from the DfE's Behaviour and Discipline in School: Advice for Headteachers and School Staff.*

Document date	Filename	Mtg submitted	Summary of changes required
Sept 2014	Behaviour& Self Esteem	Sept Gov	New – edited policy
Oct 2019		Oct Gov	Updated
March 2021		LGB	Reviewed – no changes
March 2022		LGB	Reviewed – no changes
September 2022		LGB	Reviewed – Confiscation of Inappropriate Items updated

September 2023		LGB	Reviewed - no changes
March 2024		LGB	Reviewed – and updated

Key and Useful Phrases

It is sometimes useful to have key phrases or tag lines that help staff, pupils, parents and governors to relate and refer to key expectations. Mayflower uses the following phrases and abbreviations to help communicate Positive Learning Behaviour.

Phrase or Abbreviation	Refers To
P.E.R.M.S.	Mayflower's 'Responding to Pupil's Learning Policy' 5 step self-improvement tool. P-Praise E-Enhance R-Respond M-Measure S-Share
STEPS	Mayflower's expectation on 'Mayflower Manners' Smile, Thank you, Excuse me, Please, Sorry
Mayflower Manners	Linked to expectations for speaking and engaging with other people
PLB	Positive Learning Behaviour
BLP	Guy Claxton's 'Building Learning Power
Model	Demonstrate and give examples of …
Be the best that you can be …	Related to PERMS and seeking to achieve your true potential
Eyes and Smiles	When greeting someone or receiving an award, always give eye contact and smile, be proud. Some learners with learning needs such as, autism may not choose to offer 'eyes'/'eye contact' . This is of course understood
Together we can…	Academy philosophy and focus on collaboration
M.I.N.T.	Materials, In or out of seat, Noise levels, Time before we start or stop again
Teamwork makes the dream work	Linked to Academy philosophy and focus on collaboration

Vision

We believe that every individual has the right to learn and no individual has the right to disrupt the learning of others.

For children to gain the most from their time at Mayflower Community Academy they need to feel comfortable and secure. This policy clearly describes the framework for this to happen and sets out expectations for everyone within the academy.

The focus of all behaviour interventions is on creating a positive learning environment, modelling positive learning behaviours and making these explicit to all stakeholders.

Ethos

It is everyone's collective responsibility to make sure Mayflower Community Academy is a safe and effective learning environment. This collective responsibility sits perfectly inline with our Academy ethos.

"Together we can …"

As part of this collective responsibility, it should be recognised that we all learn by mistakes.   If we reflect on our mistakes we can then adapt our behaviours to help reach our intended goals. Therefore, it is imperative that Mayflower follows clear and consistent systems to promote Positive Learning Behaviours. These systems, although rigorous, must allow for pupils to make minor mistakes whilst being, wherever possible, offered a fresh start. Staff at Mayflower will strive to encourage curiosity in pupils whilst supporting them to understand responsibility and any consequence of their behaviour.

Purpose of This Policy

This policy has been written so that all stakeholders have clear and collective guidelines to follow whilst working at Mayflower Community Academy. These guidelines make clear that staff must:

- Support pupils to become confident as individuals whilst understanding the importance of working in harmony with others
- Support pupils to develop a positive self-image and self-esteem
- Recognise that the large majority of pupils respond best to praise and encouragement
- Recognise that clear procedures and support networks need to be in place for when pupils become unable to behave well/positively

Aims and Expectations

Staff at Mayflower Community Academy aim to encourage pupils to develop Positive Learning Behaviours (PLB) that will enable them to achieve their full potential both at school and in the wider world.

In each classroom educators will have a designated Positive Learning Behaviour display board that will reference and model the key focus Positive Learning Behaviours. The Academy is organised into phases, Support Centre, Foundation Stage and Nursery, Key Stage One (Years 1 and 2), Lower Key Stage Two (Years 3 and 4), Upper Key Stage Two (Years 5 and 6). Academy phases such as Foundation will design their own PLB characters to help pupils understand and act out the behaviours and exemplars, if this is deemed appropriate.

It is expected that all staff will aim to:

- Encourage a happy, caring and hardworking atmosphere
- Create an ethos which values people as individuals in their own right
- Create an ethos which values all cultures and develops understanding of other ways of life
- Develop self-discipline, resilience and independence
- Nurture self-esteem within each member of the school community
- Encourage pupils to show courtesy, consideration and empathy towards others
- Develop the pupil's sense of responsibility and consequence
- Achieve a consistent and predictable approach to both praise and discipline
- Develop an active partnership with parents as a means of encouraging positive learning behaviour. Parents must be aware of the school policy and the standard of behaviour expected of the children
- Encourage collective responsibility for all pupil's behaviour and attitudes towards learning

- Create a consistently attractive, stimulating and well-ordered environment throughout the entire school building and grounds (see MCA Positive Learning Environment document)
- Closely involve the pupils and their families in creating and taking responsibility for their learning environment
- Create a learning environment where parents feel comfortable

All *staff* that work in the Academy are expected to follow the school rules, model positive learning behaviour and make daily reference to positive learning behaviours so that every pupil can learn with minimal disruption.

All *pupils* are expected to follow the Academy rules and explore ways of modelling positive learning behaviour so that every individual can learn.

All *parents/carers* are expected to support the Academy's policy for the Promotion of Self Esteem and Positive Learning Behaviour. They will also ensure that their children arrive to school ready to learn.

Promoting Self Esteem, Positive Learning Behaviour and Independence

Staff at Mayflower are expected to help all pupils to feel special. They aim to create a 'can do...' culture and promote opportunities for pupils to receive praise.

Staff believe that the process of promoting self-esteem and positive learning behaviour begins with the educator. It is therefore crucial that the educator is professional at all times and thoroughly informed about the group of pupils that they are leading. They must also understand how to implement the policy for the Promotion of Self Esteem and Positive Learning Behaviour. Paid educators such as Teachers are expected to meet 'Mayflower's Requirements for Effective Teaching'. Teachers will follow the 4 C's (1) Create a 'Can do Culture' (2) Clear Communication (3) Clear Class Plan (4) Curriculum. *See supporting document: Requirements for Effective Teaching*

REQUIREMENTS FOR EFFECTIVE TEACHING		
EFFECTIVE TEACHER EXPECTATIONS	Key CHARACTERISTICS	TOOLS
CREATE A 'CAN DO CULTURE'	Warm, predictable, consistent, knowledgeable, authentic, empathetic, organised, prepared, build positive relationships.	IEPs, learning walls, PCS, Makaton, sign language, correct dialect and pronunciation of letter sounds, models and images, dyslexic friendly, autistic friendly, personalisation plans.
COMMUNICATION	Clear Instructions: -Where pupils have to be at any given moment -What pupils should be doing at any given moment -How pupils can gain support or guidance When pupils are to change tasks and how to make a successful transition	IEPs, learning walls, PCS, Makaton, sign language, correct dialect and pronunciation of letter sounds, models and images, dyslexic friendly, autistic friendly, personalisation plans.
CLASS PLAN	-Clear expectations -Clear Incentives -Clear Rewards -Clear Consequences	PERMS Degrees of happiness chart Star awards Positive Learning Behaviour personalised monitoring booklets

DIFFERENTIATED and PERSONALISED CURRICULUM	Differentiated tasks and objectives, personalised to thinking style and interests	IEPS including achievement and attainment assessment data Personalisation Plans Individual pupil's learning goals / targets

When Teachers adhere to Mayflower's Requirements for Effective Teaching, it is anticipated that pupils will respond positively to this and ordinarily be on task and absorbed in their learning. They will be demonstrating Positive Learning Behaviours.

Educators should always ensure that they are:
- *warm* and approachable
- *clear* when communicating and offer appropriate instructions (e.g. PCS, visual timetables, makaton, etc.)
- *authentic*
- *clear* and *consistent* with *boundaries*
- *predictable*
- *consistent*
- *empowering* learners

Staff look for every opportunity to give children genuine praise and constructive feedback whenever possible.

In order to achieve this all staff follow DS's PERMS self-improvement system. *(See Responding to Pupils Learning Policy).*

Staff communicate with each other, parents and pupils by following the 5 simple steps of P.E.R.M.S:

1. They offer *praise* (constructive feedback to include encouragement)
2. They offer ways to *enhance* their practice
3. They expect (and train) the learner to *respond* to the praise and enhancements – plan next steps for improvement and act on these
4. They support the learner to *measure* their achievement
5. They support the pupils to feel good about themselves as learners and impact positively on other people's development by *sharing* their learning with the world

Giving Praise and Constructive Feedback

Staff at Mayflower will endeavour to inform parents when a pupil has personally excelled in something. This could include demonstrating outstanding effort in class or home learning, attainment in their schoolwork, progress in behaviour, exceptional manners or kindness etc.

This is ideally shared first hand, with the pupil present. When this is not possible, a simple note can be sent home, or a phone call made to share the good news. Teachers will lead on this process. Other paid staff, such as, HLTAs, TAs, Key Workers or Family Support Advisor can also instigate the sharing of good news but should ensure that their class Teacher is made aware. Phase Leaders should regularly check that their staff are regularly reporting good news home to parents. Pupils should be given opportunities to understand that positive learning behaviour can also be valued at home as well as at school.

For children who find it difficult to behave well or who have poor self-image it is important for us to find as many opportunities as possible throughout the school day to praise and offer them encouragement. Encouragement enables a child to begin to receive praise in the longer term. Not every child or individual will readily feel ready to receive praise immediately. Building trust and positive relationships is the key to developing pupils' ability to accept praise. Educators should capture examples of positive learning behaviour using media and/or display and ensure that the individual pupil observes images of themselves acting as expected/in a positive way. This will help them feel part of the collective goal and vision of MCA as well as feel good about themselves.

Capturing examples of Positive Learning Behaviour could include:
- Use of a class system of recognising good work or behaviour
- Continual praise and constructive feedback
- Displaying work in a professional and very high standard whenever possible

- Circle time/show and tell to share positive learning
- Showing work to others - other children, other classes, other Teachers, Teaching Assistants, HLTAs the Headteacher, in assembly, on the web site, in the press, to other schools/academies
- Giving children the opportunity to praise others
- Special duties
- Telling parents about special achievements (work or positive learning behaviour), either verbally or using the special letter designed for this purpose (in person or via postcard, certificate or letter home, sharing of exercise books/video/images and/or phone call home)

Educators MUST communicate to pupils:

- Where they have to be at any given moment
- What they should be doing at any given moment
- How to gain support or guidance
- When to change tasks and how to make a successful transition between the tasks

What to praise:

- Effort and/or Achievement (against the learning objective or personal goal) and Progress
- Improvement in work or behaviour
- Outstanding work or effort
- Consistency of work
- Positive attitude
- Particular helpfulness or consideration for others
- Adapting to challenges and overcoming personal barriers to learning – learning from mistakes
- Positively impacting on others
- All Building Learning Power behaviours

How to praise:

- A word of encouragement
- A written comment on a piece of work
- Showing work to another educator, teacher, Deputy or Headteacher (as well as parents)
- Speaking personally to (or showing) parents/carers
- Telephone call home to parents/carers
- Writing to parents including comments on annual reports
- Being given a special responsibility
- Sharing achievement with the class or assembly or via the website
- Work displayed
- Stickers and/or post it notes detailing reasons why praise/rewards have been given
- Class, group or individual effort to gain a reward. Once a reward has been awarded (such as a star) it must not be taken away

Staff are encouraged to develop a sense of team spirit and score the collective level of achievement in positive learning behaviour. This can be carried out at the end of individual sessions, each day, each week, each term and each year. See support documents: Positive Learning Behaviour running total sheet.

Academy Rules

All our rules are made with safety and consideration for others in mind. All rules are discussed and agreed with the children. Our one main rule is that nothing should be said or done which will upset or hurt another person or cause damage to buildings, equipment or the environment.

Learners	Which enables:	Which prevents:
Listen carefully and follow instructions	Children to understand where they are supposed to be at any given time and what they should be doing	Talking out of turn Lack of concentration Interrupting others Not doing as you are told
Keep hands, feet and objects to yourself	Children to be able to become absorbed in their learning	Hurting/kicking/punching Pushing/shoving Snatching Damaging Kicking doors open
Care for our school, community and environment	Children to be able to become absorbed in their learning	Damaging equipment Leaving doors open Being selfish Bumping into others Leaving taps running Being rude or hurtful Annoying others Upsetting others Swearing Dropping litter
Be calm and respectful to others as you move around the school Key Phrase: "Remember to use Mayflower Manners!" Smile, Thank you, Excuse Me, Please, Sorry (STEPS)	Children to be able to become absorbed in their learning. Be calm and respectful whilst moving around the academy	Spoiling others enjoyment and learning Running inside the school Entering a room noisily
Being prepared to learn	Children to be in the right place at the right time with the right attitude	Disrupting others in class

Policy into Practice

Mayflower follows a four-zoned approach to promoting Positive Learning Behaviour. This zoned approach links directly to our bespoke 'Positive Learning Tracking System'. This tracker supports staff, pupils and their parents/carers to self-regulate their behaviour and take full ownership for what they choose to say and what they choose to do. It enables pupils to understand how to respond to challenge, understand likely triggers to behaviour and achieve a positive outcome.

Positive Learning Behaviour is graded on a scale of 0-10.   0 being unacceptable and serious behaviour all the way up to 10 being completely absorbed and happy when learning.

Each number on the scale falls into a zone. There are 4 zones of behaviour. Each zone requires both staff and pupils to be aware of:

1) How their behaviour is affecting their own learning? (Either positively or negatively.)

2) How their behaviour is affecting other people's learning? (Either positively or negatively.)

3) What steps could be taken to improve?

4) What can be done to support others behaviour for learning?

ZONE 1: PUPILS ARE ON TASK	ZONE 2: PUPILS ARE NON-DISRUPTIVE BUT OFF TASK	ZONE 3: PUPILS ARE DISRUPTIVE AND OFF TASK	ZONE 4: PUPILS ARE DISRUPTIVE AND OFF TASK: Serious and Dangerous
(See Degrees of Happiness Chart no's 8-10) Educator gives regular praise and constructive feedback Educator is fully inclusive with praise, encouragement and constructive feedback. Educators make clear what PLB is and what affect this has on individuals as well as the learning culture of the class.	(See Degrees of Happiness Chart no's 5-7) Educator gives regular praise and constructive feedback Educator is fully inclusive with praise, encouragement and constructive feedback. Educators make clear what PLB is and what affect this l has on individuals as well as the earning culture of the class.	(See Degrees of Happiness Chart no's 2-4) Educator gives regular praise and constructive feedback Educator enforces; 1) Time in class: safe space in class 2) Time out: Safe space in another class 3) Time away: Safe space elsewhere in school (Reflection & Resolution) Make clear what PLB is and what affect this has on individuals as well as the learning culture of the class.	(See Degrees of Happiness Chart no's 0-1) Educator and Senior Leader enforces: 4) Time away: Safe space elsewhere in school (Reflection & Resolution) 5) Enforced Seclusion from School: To be taken at home for a fixed but flexible period of time 6) Enforced Exclusion: To be taken out of school for a permanent period of time Educators make clear what PLB is and what affect this has on individuals as well as the learning culture of the class.

Staff should expect pupils to ordinarily work within the Zone 1. Where a pupil is not doing so, staff will support the pupil to move back up through the zones and into zone 1. Each pupil will need staff to understand their individual style and motivational anchors but regardless of a pupil's barriers to learning, movement back up through the zones to zone 1 should be swift and ideally take no longer than 20 minutes. Where it is likely to take longer than 20 minutes and a pupil is in danger of disrupting other pupils' learning, a Senior Leader should be informed.

For detailed information on how to implement the Positive Learning Tracker / Degrees of Happiness to support pupils into zone 1 - see support document - The Requirements for Effective Teaching and Positive Learning Tracker

Expectations for Adults Interacting with Children

Do	Don't
Always look for examples of Positive Learning Behaviour	Look for trouble or be sarcastic
Praise, encourage, praise, encourage, whenever possible	Forget to praise and encourage
Value and respect what the children have to say	Undermine opinions and feelings
Reprimand the child's *behaviour*	Say the child *as a person* is at fault
Always remember that all children have feelings	Use sarcasm, ever
	Make them look stupid or ridicule them
Listen in a calm way and make time for the children	

Use reprimands and punishments as sparsely as possible	Continually tell children off or add names to naughty lists
	Shout (unless absolutely necessary) or over react
Speak calmly at all times; a calm manner encourages a calm response	
	Confuse a child's personality with the behaviour
Ensure they can maintain self-respect	
Be consistent and fair	Change the goal posts
Encourage the children to develop independence and encourage them to find their own solutions	Constantly do everything for the child without consideration
Constantly demonstrate a caring attitude	Ignore them or dismiss their ideas
	Let them put each other down
Encourage the children to help and support one another	
Always take a few seconds to think before tackling a difficult situation	Jump to conclusions
	Argue amongst yourselves or exhibit behaviour which we want to discourage in the children
As adults treat each other with consideration and respect	
Reprimand in private whenever possible	
	Humiliate a child in front of a group
Share concerns with a colleague and always be prepared to ask for help and advice	Bottle up worries
Ensure that there is a happy ending	

Rewards and Consequences

We aim to promote good learning behaviour throughout our Academy by giving children who display positive learning behaviours a high profile in school.
Rewards help to identify positive aspects of each child's behaviour and make them aware of their abilities and qualities and so build self-esteem. For example, a pupil may receive a Star certificate for their effort or achievement that week which can be taken home and shared with their family.

For continued effort or achievement over a longer period of time, children will be awarded with stars that will be added to their year group star award display. Stars are counted towards bronze, silver and gold awards.

Rewards can also include:

Praise
Stars on chart
Permanent stars
Privileges-responsibility
Certificates
Stickers
Recognition in front of the group or class
Display of work
Recognition at an assembly
Share examples of learning on our Academy website

If rules are broken the following consequences will be applied:

Consequences include:

1. Non-verbal response such as deflective body language
2. Verbal warning
3. Time out from an activity and offered a safe place within the classroom/learning space
4. Time away from the class, in another classroom
5. Positive Learning Behaviour Tracker (If appropriate)
6. Involvement of the SENDCo and Senior Leadership Team (MALT)
7. Working in isolation (R&R Reflection and Resolution / Internal seclusion)
8. Involvement of parents
9. Involvement of Headteacher/Deputy Headteacher
10. Involvement of outside agencies

Records will be kept of children's positive and/or negative learning behaviours.
Where appropriate, pupils will track their behaviour using a personal Positive Learning Behaviour tracker. *(See support document – Personal Positive Learning Log Tracker).*

Some parents and educators may also choose to share a home communication book to create a regular flow of written communication. This can help educators and parents look for patterns in behaviour and note down any changes in routine or areas of concern/success.

Staff will always look to deal and resolve issues in house and not immediately involve the parents however, when a child needs to be given some time to reflect and resolve (R&R) within internal seclusion, the child's parents/carers will be informed. *See support document: example letter home to parent/carer informing them that their child needs to spend some time in R&R/internal seclusion.*

At an appropriate time during the internal seclusion known as Reflection and Resolution (R&R), a member of staff will support the child through a process of reflection. They will look at:
What went wrong?
How could things have been different?
What were the trigger points / setting factors?
How could tomorrow be different?
They will use the document to record the pupil's feelings whilst also looking to resolve the issue and look at how tomorrow will be a fresh start? The pupil may wish to record their feelings using a different format.

If a child enters a period of Reflection and Resolution (R&R)/ Internal isolation on five occasions in any given academic year, a meeting will be held between the parents/carers, SENDCo and Headteacher (or other delegated Senior Leader). A plan of support will be agreed and clear steps taken to resolve the child's behaviour. External agencies may need to be informed and/or contacted for advice.

TRANSITIONS

The most effective educators manage transitions well. Some basic examples of transitions are: Moving from carpet to table activities
Moving between one learning experience to another
Moving between venues / rooms / learning spaces
Going out to an event such as play time
Coming in from an event such as play time
Moving to lunch
Entering / exiting the classroom / learning space etc.

An educator's knowledge of their pupils need for personalisation is crucial to ensuring that pupils stay on task and in zone 1 during transitions. Transitions and changes of activity can make people feel stressed and uneasy. Therefore, all transitions between key learning experiences must be well planned and show an awareness of pupil's individual needs. Learners will benefit from being given a clear warning or count down to change ahead of time. Other strategies could include the use of familiar music cues, visual timetables and /or timers. Educators should also follow the principles of 'MINT' and be clear with pupils about expectations around:

- Materials – which ones, how to use and where to find them
- In or out of seat

- Noise levels
- Time before we start or stop again

Positive Learning Behaviour and SEN

SEN pupils will already have an IEP (Individual Education Plan). This will detail their goals and barriers to learning. All expectations around behaviour should take into account the IEP and be personalised in line with the individual pupil's needs. Positive Learning Tracking sheets may need to be adapted to include visual cues or timings. Educators are expected to personalise the delivery of expectations wherever necessary. SENDCo advice on how best to do this can be sought. Parents and carers should be invited to discuss this process so links can be made to routines and systems in the family home. Although SEN pupils may require the expectations in behaviour to be communicated in a personalised way, the zones of behaviour remain in line with those of others. See zones of behaviour above. At all stages, the root of the behaviour and its trigger points or setting factors should always be explored in order to support the child to get back to demonstrating Positive Learning Behaviours. *See support document: Positive Learning Tracker / Degrees of Happiness.*

When a pattern of poor learning behaviour, disruption, and anti-social behaviour around the Academy occurs, the stages 1-10 need to be followed (see above).

Severe Clause

Behaviour that is considered severe and is having a serious effect on learning and/or safety will immediately be brought to the attention of senior members of staff. This will be counted as scale 0 – 3 on the Tracker. This will lead to parents being contacted and relevant consequences issued. Follow consequences 1–10 (see above).

Severe consequences may include:

-Withdrawal from school extra activities
-In school seclusion where the child is isolated away from others for the whole day. This process is also referred to as R&R (time to reflect and resolve). The child has an opportunity to 'Reflect' on their actions and plans how to 'Resolve' the issue. The key outcome of this stage in the consequence process is for the child to be able to communicate (see table below):

a) What will be different tomorrow?

b)Who can help make these changes?

c)How could and at what stage could I have made smarter choices?

d)How will I know I have made these changes and what does Positive Learning look like for me?

e)How will I feel tomorrow about my positive leaning behaviour? -Fixed term exclusion

Restraint

The use of restraint strategies should only ever be deployed in situations when pupils are in serious danger of hurting themselves, others or damaging the fabric of the building. See point 38 form the *DfE's Behaviour and discipline in school: Advice for headteachers and school staff.* Only staff who have been MAPA Management of Actual or Potential Aggression (MAPA®) trained are allowed to restrain pupils. Before restraining pupils, all other strategies from this policy should be considered.

Text taken from http://www.crisisprevention.com/en-uk/Specialties/MAPA-Management-of-Actual-orhttp://www.crisisprevention.com/en-uk/Specialties/MAPA-Management-of-Actual-or-Potential-AggressioPotential Aggression website:

The CPI's Management of Actual or Potential Aggression (MAPA®) curriculum began in 1996, and has continued to develop its philosophy and range of physical interventions, which include a suite of disengagement techniques designed to enhance personal safety.

The origins of the MAPA®/CPI model were in health care, social care, and special education. Those involved in its creation and continuous development and delivery are from professional, sector-based backgrounds.

MAPA®/CPI Physical Interventions are suitable for staff who work directly with people across the age spectrum who present behaviour that limits inclusion and/or that is considered to be risky or harmful to the person or others. MAPA® Physical Interventions are independently risk assessed and accredited by the British Institute of Learning Disabilities (BILD).

The MAPA®/CPI Philosophy

With our training, we enable staff to safely disengage from situations that present risks to themselves, the service user, or others. Participants learn to safely and effectively use a range of holding interventions that are appropriate to the circumstances when a person expresses themselves through challenging, aggressive, or violent behaviour, and to make defensible choices regarding the use of disengaging from and/or holding a person.

Confiscation of Inappropriate Items

A member of staff is able to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. Staff will endeavour to keep pupil's property secure. Staff have the power to search, without consent, for:

• knives and weapons

• alcohol
• illegal drugs

• stolen items

• tobacco and cigarette papers

• fireworks

• pornographic images

• any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and

• any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Where possible, any search will be without physical contact and will have two staff members present. We would ask a child to empty their pockets or the contents of their bag for example. Where physical contact is used, it would be in exceptional circumstances and would be according to our safe handling policy. Weapons and knives, extremist materials or child pornography will always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item

Useful phrases to use when responding to children's learning
Whenever possible always make links to the Positive Learning Behaviour statements

Praise Focus on an area that the learner needs to develop or has been working to develop. For instance, linked to their target for that term	Enhance avoid offering questions which only leave room for yes and no answers What...? Where...? When...? Why...? How...?	Respond Learners must be trained to explain themselves and use full sentences	Measure a)The learner's own assessment of how well they have achieved the learning objective b)The learner's and facilitator's assessment against national standards and level descriptors	Share Learners look for ways to share and celebrate and test their new learning. Where ever possible real life applications should be sought
Wow Super Outstanding Excellent Great Good Well done Super progress Great listening You tried really hard Keep up this great learning A job well done Wonderful I am so proud of you because … I knew you could do it Fantastic Nice work Great effort Positive learning attitude / behavior / effort / focus Improvements can be seen in … This is evidence that you know more now than you did before because …	Can you tick where you have..? Prove to me by … that you can … ..now give more examples of … Why did you choose this method? Use the display to up level and improve your … Explain how you came to this answer... What resources did you use..? Now try … Where else / when else could you use this learning..?	I know this because... As a result of … My reason is … The view I took was … I have learnt that … My new learning is … I am now able to … I will use my new learning to … These people … can help me by … I need to practice … I would now like to learn more about … I need some help to … I would like to see an example of success My next step in learning is … Next time I will ? I can apply this learning when ..? I can use this learning to help me to become better at ..?	0-10 out of 10 Using National Level Descriptors Eg 5.2 5.5 or 5.8 How do you think you did ..? What number do you think this learning is..? why..? How could you move your learning on and achieve a higher number? How could you move your learning on and achieve a higher level? I think this learning is a level … because … I could improve my number or level by.... This is better than my previous effort because …	How could you / I tell someone else about this learning? Now share this with a friend and see what they a)like about it? b) Would improve? Why not perform this in assembly? Have you uploaded this to your blog? Have you uploaded this to our school website? Who would be interested in seeing what you have learnt? Who would you like to show? Can you display this learning for other people to see / hear? Film yourself performing this. What did you learn by doing this?