



Learning through Values

**Stanley Green Infant Academy
Revised November 2016**

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Aims

At Stanley Green Infant Academy, we provide a safe, secure and caring environment for all children, staff, and members of the community based on our ethos of shared values. Our five values incorporate Chris Quigley's PSHE milestones:

Emotional Intelligence – I can challenge myself & I can understand others

- I can express doubts and fears.
- I can explain feelings in uncomfortable situations.
- I can begin to push past fears (with encouragement).
- I can listen to people who try to help.
- I can begin to try to do something more than once.

- I can show an awareness of someone who is talking.
- I can show an understanding that ones own behaviour affects other people.
- I can listen to other people's point of view.

Independence - I can concentrate & I try not to give up

- I can give attention to areas of interest.
- I can begin to turn out distractions.
- I can begin to show signs of concentration.
- I can begin to seek help when needed.

- I can try again with the help of others.
- I can try to carry on even if a failure causes upset.
- I can keep going in activities of interest.
- I can try to think of oneself as lucky.

Collaboration – I can work hard & I can improve

- I can work hard with the help of others.
- I can enjoy the result of effort in areas of interest.
- I can take encouragement from others in areas of interest.

- I can share with others likes about own efforts.
- I can choose one thing to improve (with help).
- I can make a small improvement with help.

Creativity – I can try new things & I can imagine

- I can try new things with the help of others.
- I can talk about some things of personal interest.
- I can join in with familiar activities.
- I can concentrate on things of interest.

- I can with help develop ideas.
- I can respond to the ideas of others.
- I can respond to questions about ideas.
- I can act on some ideas.

Community – I can make a positive contribution

Tolerance –

- I can tolerate delay
- I recognise my actions affect others
- I can make the right decision for me
- I can reflect on my actions and the actions of others
- I know that everyone is different
- I want to find out more about other people.

Respect

- I know what respect means
- I can show respect to people, property, community, events and places.
- I care myself, friends, school, community and resources
- I treat others how I would like to be treated.

Democracy

- I can think of ideas to improve my school and learning
- I can work with others to reach a decision that benefits all
- I know I have the right to be heard

The Rule of Law

- I can follow rules for my class
- I can contribute to the rules of my class.
- I can follow rules all the time.
- I know that rules are there to keep me safe (safety, e-safety, strangers).

Individual Liberty

- I have an active role in my learning
- I can make choices
- I can take a risk
- I can be resilient
- I can explore my own and others interests
- I am confident in my own beliefs.

Respect

- I know what respect means
- I can show respect to people, property, community, events and places.
- I care myself, friends, school, community and resources
- I treat others how I would like to be treated.

The Academy's focus is one of praising and rewarding children's achievements and positive efforts and we will encourage all members of our Academy community to support us in reinforcing a positive ethos by supporting our values. We recognise that children behave well in a secure environment where expectations for learning and behaviour are clearly understood and regular routines are established. A display of the Values Charter is displayed in every classroom and around the Academy.

The Responsibility of Staff

All staff have a responsibility to promote the Academy's positive behaviour ethos and Values Charter. This is achieved by giving praise and encouragement to the children whenever it is merited. Staff reinforce the importance of the Values Charter by modelling it for the children through their behaviour towards other staff members and between themselves and the children.

In addition, teaching staff should:

- Display Values Charter and ensure reward system is accessible for the children to use within lessons.
- Provide a well organised and tidy learning environment to enable the children to be self-resourcing and confident on class routines and systems.
- Provide a feelings chart to help the children acknowledge their emotions throughout the day.
- Offer children learning experiences that are personalised for their learning style and level of ability.
- Provide lessons that are well paced, stimulating and promote active learning.
- Provide children with a healthy growth mindset with the use of reflection, affirmations and mindfulness in every day learning.
- Be consistent in applying the Learning through Values Policy and follow the Academy's systems of rewards and sanctions.

- Engage parents in the child's social, emotional and academic progress, communicating with them when their children are doing well as well as when there are problems.
- To follow agreed policy and procedures for recording incidents relating to behaviour and updating the Inclusion Team.

The Responsibility of Parents and Families

All parents have a responsibility to enable children to take full advantage of learning opportunities offered to them, so they are expected to work in partnership with the Academy to:

- Ensure that children are punctual and attend school regularly.
- Ensure that they come to school well rested and ready to learn.
- Support the Academy's Values Charter, praising children in class and around the school.
- Discuss any concerns about behaviour as soon as possible with the class teacher and to keep in regular contact with the school as necessary.
- Encourage children to deal with problems in school appropriately rather than resorting to physical violence or bad language.
- Treat all members of the Academy community with respect regardless of social background, age, race or gender.

Home Academy Agreements

Parents are asked to sign a home-Academy agreement when their child joins the school. This outlines the Academy's expectations of parental contributions.

The Responsibility of the Children

The children at Stanley Green Infant Academy are expected to take responsibility for their own actions by:

- Supporting the school Values Charter in class and around the school.
- Praising peers for supporting the school values.
- Respecting all adults and peers within the Academy.
- Engaging in their learning, not distracting others around them.
- Taking responsibilities within class and around school.
- Reflecting on own learning and behaviour.
- Celebrating success.
- Believing on our school affirmations and the use of mindfulness to support their emotional well-being and growth mindset.

Applying the Learning Through Values Policy in class

Each class will have its own Values Board where the Charter will be displayed and a 5 zone visual indicator of the children's learning behaviour for that day will be on display. The 5 zones will have the following meaning in each and presented coloured sections:

- Gold** - Excellent responsibility shown for learning all day
- Silver** - Very good or significantly improved responsibility shown for learning
- Green** - Expected level of responsibility shown for learning
- Orange** - One example of irresponsible learning behaviour
- Red** - Two or more examples of irresponsible learning behaviour

Every child will have a personalised Value target (as outlined at the beginning of this document) that they will need to work on in order to move up the values chart. Every day, every child starts on green, so they have a fresh start. Good learning behaviour can be shown by actions, verbal

responses or work. Children move up and down the zones during the day and are rewarded for the zone they are in at the end of the day.

Reward Systems

All members of the Academy community will pick out children who are setting a good example and demonstrating good learning behaviours and will use the Academy reward systems to motivate children to try their hardest. In this Academy, we have reward systems for individuals, and whole classes.

Rewarding Individuals

The following hierarchy of rewards will be used to show children when they are fulfilling their responsibilities as a member of the Stanley Green Infant Academy community.

Step	During Lesson Time		At Playtime / Lunchtime
	Year R, 1, 2		
1	Verbal or non-verbal praise		
2	Name moved up to silver		Positive Praise
3	Name moved up to gold Learning log filled in and given to Office to record total of golds.		Values Voucher for Values Box
4	Full reward card (20 Values achieved) GREEN STAR presented in Assembly.		
5	40 Values achieved = PURPLE STAR AWARD presented in assembly.	60 Values achieved = BRONZE STAR AWARD presented in assembly	
6	80 Values achieved = SILVER STAR AWARD presented in assembly	100 Values achieved = GOLD STAR AWARD presented in assembly	

Teachers will fill in a daily gold log which will be sent to the office to manage the total of golds each child has. If a child receives more than 3 golds in a week, the child will be given a new value target

to work towards. The rewards are given to the children who uphold and demonstrate their personliased learning value.

Whole Class Reward

During playtimes and lunchtimes children can also gain Values Vouchers for supporting the Academy's values. Staff on duty will give the child a Values Voucher for their class box, which will be out in the playground. The boxes will be counted up each week and the winning class revealed in the Celebration Assembly. The class name will be displayed on the Learning through Values Board in the main corridor.

Celebration Assemblies

To celebrate the children's achievement in supporting our Values Charter, the Inclusion Team formally present Tree Badges to the children in the Celebration Assemblies held on most Fridays. If your child has completed their record card to gain a Star Badge, you will be sent a written invitation informing you of the date of this Assembly.

Sanctions

When children do not support the Values Charter, a sanction will be used.

- Silent disapproval, frowning and verbal encouragement all indicate to children that they are required to think about their behaviour.
- A pre-warning should always be used – give choice and reinforce right choice - before more serious action is taken.
- Time out can be in class or can involve being sent to another teacher, but should always be followed up by a few minutes spent with the class teacher, during the next playtime or lunchtime, to discuss alternative behaviours.
- After a pupil has received a consequence, an opportunity must be found to praise the required or appropriate behaviour thus maintaining pupil self-esteem.

- A brief, informal chat over the phone or with a parent after school can be remarkably effective and need not be seen as an official sanction.

Teachers will make written records on a weekly behaviour log of an incident or accumulations of incidents that result in any child reaching Step 4 or further. **It is important that at all times, it should be made clear to the child which value they are failing to meet.**

The sanction hierarchy common to all classes is as follows:

Steps	Sanctions	Playground Sanctions
1	Non-verbal warning/prompt – (e.g. frown, teacher stops what s/he is saying and looks at child, teacher walks over towards child whilst continuing to teach, name is moved off Green)	
2	Verbal warning/prompt (e.g. name mentioned, teacher comments on the responsibility the child is not meeting, MDSA talks to child about behaviour)	
3	Name moved down to Orange and teacher to explain to child asap which value they are failing to meet. If child is really well behaved for rest of day s/he can return to Green. Child loses 5 mins of play the following day if still on Orange at end of day. Child to be supervised by class teacher.	Play and Lunch: Child has 5 minutes time out either sitting or standing near adult. MDSA/TA/Teacher will provide Inclusion Team with a docket to explain action. Child to move name down on return to class and explain why to teacher at convenient time.
4	Name moved to Red. Child isolated within own class. Parent informed by phone at end of day. Child loses 10 mins of play the following day if still on Red at end of day. Child to be supervised by member of staff. Automatic Red card – Swearing Physical violence to others Exiting from classroom Non-compliance	Play: TA/Teacher to record incident on incident form and child must move name down on return to class. Child's class teacher to inform parents. Lunch: Child taken to Inclusion Team who will inform teacher after lunch Incident report to be completed by MDSA and passed to Inclusion Team..
5	Following step 4 or an automatic red incident, staff should select the most appropriate sanction/s from the list below: 1) Child is sent to partner class to work for ½ hour. 2) Child to see Inclusion Team and be internally excluded e.g. removed from class for longer period	Removed from playground immediately. Incident report completed by MDSA/teacher. MDSA/Teacher to inform Inclusion Team, who take over supervision. Parents informed.

	if required. 3) Parents contacted for formal meeting. 4) Meeting with Principal 5) Fixed Term Exclusion 6) Permanent Exclusion	Internal lunchtime/playtime exclusion – Child kept inside during lunchtimes/playtimes for set period. Supervised by Inclusion Team. Lunchtime debarment. Parent has to take child home for lunch for set period.
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This hierarchy is not to be entered into lightly and will only be used once all other techniques have failed. Staff will ensure that steps have been taken to make the activity / rule clear and to teach the expected behaviours: model, prompt, practice – rehearse.

It is expected that very few children will require any sanctions past step 2. Any child regularly exceeding step 2 is monitored by the Inclusion Team who recognise that behaviour may be an indicator of additional needs. Children who are sanctioned at stage 4 of the policy 3 times within a week, will be taken off of the of the policy and a personalised Learning through Values Plan will be devised. This will be implemented with the support of The Inclusion Team, the class teacher and the parents of the child. The Inclusion Team will support the teacher and parents on strategies required to resolve on-going behavioural difficulties. Children who have individualised Learning through Values Plans will have smaller steps to achieve, however will still work towards earning a Star badge. Their weekly progress towards their badge will be tracked and when good progress is made, children will continue on the whole schools reward and sanction policy.

Appendix A:

Monitoring and Evaluating the Behaviour Management initiatives.

This is to be ongoing. Opportunities are provided by:

- The staff maintenance of a record of rewards and sanctions used, which will be periodically reviewed. (Appendix C)
- The facility to bring issues to the notice of the staff at staff meetings under A.O.B.
- The regular liaison with Midday Supervisors, Inclusion Team and the Principal, to check that procedures are working well and that they feel valued.
- The Principal to make use of the time on parents evening to see parents as appropriate. (In the week after each parents' evening there is an opportunity for staff to report back any parental concerns.)
- Review of Home School agreements as necessary.
- Maintenance and review of class records of incidents.

Appendix B.

Partner Classes for Academic Year 2016-2017

Children from:	When reaching Step 4 should be sent with work for time out to:
Dragonflies	Caterpillars
Caterpillars	Dragonflies
Ladybirds	Busy Bees
Busy Bees	Ladybirds
Hedgehogs	Seals
Squirrels	Whales
Rabbits	Sharks
Seals	Hedgehogs
Whales	Squirrels
Sharks	Rabbits
Dolphins	Squirrels

When sending a child to another class to work, you should ensure that they have enough work to keep them working independently for 15 minutes for Reception children and half an hour for Years 1 and 2. You should remind them that they must not talk to the class members and must apologise to the class for interrupting their lesson. The child should be accompanied by a TA or other sensible child in order to ensure they actually arrive at the class they have been sent to.

When a child arrives at your class, you do not need to interrupt your lesson to deal with them just point them in the direction of a free seat and they should be expected to work in silence without any interaction with your class. After half an hour, they should be sent back to their own class accompanied by a TA or sensible child with a message about their behaviour whilst with you.

Appendix C.

Behaviour through Values Log

CLASS:

WEEK BEGINNING:

Date	Name of Child	Sanction				Brief summary of incident (orange & red)	Incident form completed (red)	Parent Contact		Next Steps
		Orange	Red	Partner Class	Sent to Inclusion Team			Face to face	Phone	
						Type of behaviour, trigger, staff involved	Yes			Strategies to be applied, monitoring

This form is to be saved in your Class Inclusion Folder by 5pm every Friday on Teachers Pool. Copies of incident forms must be handed into the Inclusion Team on the day of the incident. Record a summary of all parent contact, copies to be passed to Inclusion

