



Behaviour for Learning Policy **Adopted by Governors 19th October 2015**

We aim to provide an environment that:

- Enables learning for all within our school community
- Ensures respect and empathy for others and acceptance of differences
- Encourages cooperation and collaborative working to give children a feeling of belonging
- Ensures children have self-discipline and take responsibility for their actions
- Ensures all pupils and all adults feel safe, valued and cared for
- Ensures equality of opportunity for all

To achieve this we will:

- Create a positive, calm and purposeful environment
- Provide a curriculum that is relevant, challenging and inspiring
- Ensure all staff have an understanding and acceptance of the needs of all children
- Have a shared understanding of procedures in this policy and apply them consistently
- Ensure that personal, social and emotional development is at the core of all lessons, activities and the whole curriculum
- Effectively communicate with children and parents our high expectations for learning and behaviour
- Work in partnership with other agencies as appropriate

POSITIVE LEARNING BEHAVIOURS

We expect children to:

- Actively engage in their learning (eg by listening, thinking, questioning, responding, debating etc)
- Respond positively and productively to feedback and marking
- Work with other pupils cooperatively and respect different opinions
- Always communicate with other pupils and adults in a respectful way

We will Promote Positive Learning Behaviour by:

- Modelling and leading development of the required learning behaviours throughout the curriculum
- Recognising and rewarding positive learning behaviours
- Using PSHE themes to explore behaviour for learning
- Modelling and leading development of positive ways to deal with differences of opinion or conflict
- Encouraging pupils to be polite and assertive in responding to other pupils

BEHAVIOURS THAT ARE BARRIERS TO LEARNING

Staff will take positive action when a pupil is:

- Not focusing on a task
- Taking too long to begin a task
- Inappropriately calling out
- Interfering with or disrupting other children
- Bringing playground discussion / issues into the classroom
- Disrupting the learning flow with inappropriate questions or information

Staff recognise that:

- There are always reasons why a child is unable to learn effectively or is displaying behaviour that is stopping learning
- Behaviours that stop learning for an individual also stop the learning for other pupils
- All pupils need to make significant learning progress and these behaviours are not acceptable
- The needs of all pupils are different
- Additional support may be required from other agencies (eg Education Psychologist, Parent Support Advisor, Family Support, School Nurse, CAMHs, Education Welfare, Social Care, behaviour support team)

Staff will respond to behaviours that are stopping learning by:

- Using non-verbal and / or verbal cues to refocus a pupil
- Recognising and rewarding positive learning behaviours
- Providing a change of activity or sensory break if required

- Recognising and validating a pupil's actions and feelings. Ensuring that the pupil recognises the behaviour that is stopping learning. Ensuring that the pupil takes responsibility for their actions

If behaviours that stop learning are frequent a Learning Leader or the Headteacher will:

- Inform parents / guardians if behaviour continues
- Create an individual behaviour plan with pupil and parents which will be shared with all staff and reviewed on a regular basis. This plan will focus on a pupil learning to take responsibility for their actions
- Provide consequences that are personalised to individual pupils and focus on supporting the pupil's needs
- Use support from individual agencies
- Create an Education, Health and Social Care Plan alongside appropriate agencies

BEHAVIOUR IN SCHOOL

We expect pupils to share responsibility for their school by:

- Walking quietly in the buildings
- Following our uniform policy
- Being responsible for belongings
- Ensuring they are prepared for learning on time
- Respecting the school community by keeping it tidy
- Showing respect to other pupils and adults and by responding politely
- Contributing to the supportive ethos of our school
- Never physically or verbally hurting others

If these expectations are not met we will:

- Give a reminder, positively phrased, about what is expected
- Give a personalised consequence relevant and proportionate to the pupil's action
- Log repeated incidents of inappropriate behaviour
- Inform Parents / Carers
- Provide structured playtimes to support pupils who do not meet these expectations at playtimes
- Make referral for support to other agencies

REWARDS AND SANCTIONS

We will recognise and reward behaviour that meets our expectations through:

- Verbal praise (including feedback in lessons)
- Written praise in marking
- Whole class rewards
- Celebration in Collective Worship

Personalised Sanctions may include:

- Continue a learning task for a limited time during break
- Repeat an activity
- A time bound community task (eg tidying an area of school, collecting litter, helping clear the dinner hall)
- Structured / supervised play activities
- Five minutes cool off – inside or outside

EQUALITY

As a school, we expect that all members of our community will apply this policy consistently, fairly and without prejudice to any pupil. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation or because of gender reassignment. For disabled children, this includes a duty to make reasonable adjustment to policies and practices.

MONITORING

The headteacher will monitor the effectiveness of this policy on a regular basis. The school keeps a variety of log books and these are monitored for patterns of incidences:

- Behaviour Log – for serious playtime and classroom incidents – kept by all staff
- Exclusions Record – Kept by the headteacher
- Bullying and prejudice related incidents – kept by headteacher and reported to the local authority as appropriate

SHARING THIS POLICY

- This policy will be shared with all parents and pupils alongside the Home School Agreement
- All staff and volunteers will be expected to read this policy

Appendix A

FIXED TERM AND PERMANENT EXCLUSIONS

Exclusions will be the last resort after all possible support has been put in place for a pupil. We will work closely with appropriate agencies and parents to meet the needs of any individual at risk of exclusion. Only the headteacher can exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year and may also exclude a pupil permanently.

If a pupil is excluded:

- Parents are informed immediately with reasons for the exclusion which is followed up in writing
- For a fixed term exclusion, a return to school meeting is arranged for the pupil, parents / carers and the school
- The headteacher will inform parents that they can appeal against the exclusion and the process for doing this
- The headteacher will follow LA guidelines for reporting of an exclusion
- All exclusions will be reported to the governing body

A decision to exclude a pupil permanently should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school