

WOOKEY PRIMARY SCHOOL

GOVERNING BODY



BEHAVIOUR FOR LEARNING POLICY

**ADOPTED BY GOVERNORS March 22nd
2021**

REVIEWED November 2023

This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values

The purpose of our Behaviour for Learning Policy is to promote a positive attitude towards behaviour in which the whole school community can develop a safe and caring environment in line with Every Child Matters and within the best expectations of Child Protection. Our policy will encourage success and offer guidance to teachers, teaching assistants, lunchtime Supervisors, children, parents, carers and governors on our procedures and practices.

*To work hard and be respectful every day;
to learn and grow together, that's the Wookey way.*

Behaviour for Learning emphasises the crucial link between the way in which children learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum. Behaviour for Learning has implications for pupils, teachers, parents and carers. Its principles can be applied to all children at any age and not just those perceived as being difficult to manage. It applies as much to teachers and their relationship with children as much as it applies to the children themselves.

In summary, the three sets of relationships which contribute to a culture/ethos of 'learning behaviour' are:

- Relationship with Self: a pupil who feels confident as a learner and who has internalised a view that s/he is able to succeed as a learner will be more likely to engage in the challenge of learning and (in consequence) will be less inclined to present unwanted behaviours.
- Relationship with Others: all behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by their interactions with others as it is by factors internal to the child.
- Relationship with the Curriculum: pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Note: We are - in 2023-24 - developing a 'Relational Approach' to managing behaviour. This works on the principles of: Developing Relationships; Responding and Calming and Repairing and Restoring. We understand that behaviour is communication, that our learning environments should support self-regulation and that by understanding the needs of each child, we can ensure that our children feel a sense of belonging, safe and respected. We believe that it is important to have all of this in place in order for our children to thrive socially and academically.

Our Vision, Values and Aims

- Our ethos is the same as every school; we want all of our children to achieve their potential.
- Our vision is to achieve this by developing children who demonstrate our key values of independence, engagement and respect.

- Our aim is to do this by developing a curriculum based on skills which are traditionally most evident in Early Years teaching;
 - All children have the potential to achieve the same high level of understanding.
 - Children learn best when they are engaged by high quality teaching.
 - Learning does not have to be teacher directed. Teachers should teach children how to learn independently.

- Children will only achieve their potential in an environment built on respect for themselves, others and for their learning community where their mental and physical wellbeing is nurtured through active learning.

Positive reinforcement and rewards

We recognise the power of making the desired standards of behaviour for learning explicit and of positively reinforcing high standards of learning and cooperative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

We use a range of rewards and positive reinforcement strategies. Above all, this is achieved through the use of positive language and attitudes around personal development and learning, including learning for its own reward. Other strategies may include:

- Through
 - Praise
 - Written comment on work
 - Stickers/stamps
 - Certificates, which may be presented in our weekly celebration assemblies ·
- Class based motivational rewards/prizes
 - Whole school house points

By these means we seek to motivate pupils, create a positive learning environment and raise pupil self-esteem. These systems are used by all staff to contribute towards raising levels of achievement.

Sanctions

Effective sanctions are brief and to the point, enabling pupils to learn how to make positive choices in the future, building their resilience and improving their behaviours for learning. They offer an opportunity for reparation. They will be specific. Disapproval will be of the action not of the person. Whilst pupil behaviour is the responsibility of every adult in our school, it is the class teacher's responsibility to manage their pupils' behaviour. This is particularly important when dealing with a pupil's inappropriate behaviour. The class teacher must offer and be aware of any additional support required. Asking for support from colleagues when dealing with complex behaviours is a professional and necessary step to ensure all staff feel supported and staff wellbeing remains high.

Behaviour in lessons

Pupils are expected to display behaviours which show a respect for their own learning and the learning of others. Our expectations are that children demonstrate the same high standard of behaviour when working with any member of school staff or member of the wider school community.

This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with our belief in positive reinforcement, pupils who display positive learning behaviours should receive praise and recognition. Pupils displaying adverse behaviours will be corrected in line with the school's range of disciplinary sanctions. Additional to the types of behaviours which place a pupil at risk of sanction, poor learning behaviours include a lack of effort, a lack of work, off task behaviours which interrupt the learning of others and demonstrating challenge or a lack of co-operation.

Disciplinary sanctions

Depending on the pupil's age, the nature of the offence and the severity of the behaviour, the staff will use a range of strategies. Above all, we will use the principles of restorative justice. Other strategies may include:

- Initial acknowledgement / discussion of the behaviour with the child(ren).
- Removal from the lesson to work under supervision with Headteacher
- Setting of improvement targets through Behaviour Management Plan
- Internal Exclusion
- External Exclusion

Positive handling

It is the policy of our school that pupils should not be physically handled unless there is a clear risk of harm to themselves or others and even in these circumstances should only be considered for the child's own safety. All staff are clearly advised not to handle children unless absolutely necessary but to use verbal commands and not to physically place themselves between children who are arguing.

Exclusion

A decision to exclude a child would only be taken in response to serious breaches of the school's Behaviour Policy and after a range of alternative strategies had been tried. Or, if allowing the child to remain in school would seriously harm the mental or physical health of the child concerned, or the education or welfare of other members of the school community.

For any exclusion over five days an exclusion meeting must be held. This provides the opportunity for governors to review the exclusion. The parents of the child have the right to attend this meeting and express their point of view.

Review

Review of this policy is carried out annually and is the responsibility of the SLT to monitor and amend, adding areas of good practice as they arise.