BEHAVIOUR FOR LEARNING POLICY

Approved by Governors (date)   ....

Signed on behalf of the Governing Body   ....….………………………………........

Chair of Governors

Thistly Meadow Primary School

Behaviour for Learning Policy

We aim to develop children's innate character through carefully designed and implemented whole-school values, through our daily ethos, through the dignity of positive relationships between adults and children and through our high expectations. Our curriculum and approach to learning and teaching supports this.

Purpose

At Thistly Meadow Primary School we believe that it is important to praise good behaviour in order to reinforce what is expected of children. This policy reflects the values and philosophy of positive behaviour and behaviour for learning at Thistly Meadow Primary School.

We work together to provide a secure environment in which all children can be supported to learn and grow in understanding and achievement. This policy also demonstrates Greenfield's inclusive vision which aims to meet the needs of individuals as well as the school as a whole. We teach our pupils to treat one another and the school staff with respect. We teach a clear understanding of how our actions affect others in the school environment.

This Policy should be read in conjunction with policies on:

- Overarching Behaviour (including Anti-Bullying)
- Equal Oppurtunities
- Attendance
- School Prospectus
- Exclusions
- Health and Safety
- Special Educational Needs and Disabilities
- Positive Handling Policy

Aims and Objectives

This policy has been developed to:

- Promote fairness in the treatment of individuals
- Provide a framework so that behaviour management is consistent throughout the school
- Promote good behaviour as part of the entitlement of all pupils to the school's curriculum

Our aims are to:

- Ensure the well-being of all staff and pupils
- Ensure the health and safety of all staff and pupils

- Ensure all individuals are treated with respect
- Ensure that all pupils have an entitlement to learn in a positive environment
- Promote equal opportunities in learning and personal development
- Foster a sense of responsibility among pupils
- Create a learning environment which enables pupils to makes choices and learn from them
- Give pupils confidence in themselves and pride in their achievements
- Develop inclusive practices that meet the needs of individuals as well as the school as a whole
- Enable each child to develop skills for life so they become increasingly independent personally, socially and in their learning
- Allow children to flourish in a safe environment

Our approach may, at certain times, be flexible to accommodate children's different needs socially, emotionally, academically and is responsive to individual needs.

Behaviour Principles:

- The emphasis is on belonging and social responsibility
- An emphasis is placed on the use of positive strategies to increase desirable behaviours
- Children's behaviour is underpinned by the stage they have reached in their social and emotional development
- Behaviour is learned and therefore amenable to change
- Some emotions can block learning, whilst others promote learning. Learning to recognise and manage emotions can assist learning and help to improve learning outcomes
- An appropriate curriculum and effective teaching engages learners and encourages good behaviour
- An environment of high challenge and low stress is most conducive to learning and good behaviour
- Assertiveness is essential, it involves confirming rights and responsibilities with respect to the school and classroom rules/charters
- Consequences need to teach the children what to do instead. The focus is on repairing the harm done and using the incident primarily as a teachable moment
- Improvement in a child's behaviour is significantly better when working in partnership with parents and carers. Positive messages home can make a difference if parents are also involved in the reinforcement process
- Adults in school model controlled, respectful, verbal and non-verbal behaviours
- The adult chooses the intervention on the basis of what will be the least intrusive in terms of disrupting the learning and also on the basis of their knowledge of the individual child
- Adults listen, respond to concerns and are thoughtful in their actions. Our pupils matter

Communication:

Parents are made aware of our high expectations through the home school agreement, the prospectus and the school website.

Examples of strategies we use for promoting positive behaviour:

- Discuss Class rules, routines and responsibilities, involving pupils in creating and establishing rules
- PSHE curriculum, class, year group and whole school assemblies are used to regularly teach and reinforce appropriate behaviours
- Using positive comments and praise to support children to modify their behaviour
- Using the language of choice. Informing pupils of the consequences of their behaviour
- Tactical ignoring/proximity praise
- Building trust and rapport
- Modelling behaviour that we expect to see
- Following-up issues that matter to the child
- Working to repair and restore relationships
- Class and school displays and whole school curriculum themed events
- Avoid conflict and audience – pupils will be disciplined quietly and privately where possible, reducing embarrassment
- Keeping calm and being consistent with all children
- An understanding that different children may respond better to particular approaches
- When children are acting inappropriately telling them what they are doing rather than questioning
- Adopting a multi-agency approach to support families in improving continually, challenging behaviour
- Circle time and discussion/open conversations about how children feel

The school recognises that some pupils will require additional support and therefore will aim to provide the following to support behaviour for learning. The SENDCo and pastoral support team/leadership team member will liaise with the class teacher to develop these programmes of support and the SENDCo will review them with the child and class teacher.

Individual support at these times may result in:

- Targeting specific children and their needs through nurture groups and feelings to guide their behaviour using calming down strategies, problem solving and conflict management techniques
- Targeted intervention to teach how to use thinking skills
- Behaviour Management Plans for pupils with specific needs or at times of significant need/vulnerability
- Pastoral support, emotional literacy support and counselling for pupils with specific needs or at times of significant need/vulnerability
- Pupil Profiles for pupils with specific needs

This policy is supported by an a Teacher resource 'Practical Behaviour for Learning Support' which provides guidance for supporting pupils.

Entering the building

- Children will be met by a member of staff
- At break time and lunchtimes, children will be expected to line up on the playground in an orderly manner before entering the building
- Incidents not already dealt with or arise from play/lunchtime should be referred to the class teacher or support staff to deal with
- The lunchtime supervisors/lunchtime manager will inform relevant staff of any serious incidents

Lesson time

- Lessons are structured to be interesting and appropriately challenging with children expected to be active partners in their learning with some choice over curriculum content and have opportunities to make choices
- Teaching routinely incorporates activities designed to promote children's social skills and emotional development. The PSHE, SRE and RE curriculum offers a structured curriculum for developing social, emotional and behavioural skills as well as promoting British values, equality and citizenship.
- Expectations of behaviour will be agreed with the class and class teacher – these should be reinforced regularly and celebrated
- Provide a variety of prompts for expected behaviour including non-verbal cues e.g. ignoring, proximity praise
- Each class will have an agreed set of behaviour class rules and expectations. Children will have opportunity to earn rewards for behaviour e.g. house points, Dojos,
- Children not following standards of behaviour will be dealt with using the agreed whole school behaviour system.
- Each classroom will have a thinking area/calming area to rectify the situation where pupils can be sent for a time out period/calming period to consider their behaviour
- Weekly class/year group/key stage assemblies and circle time/R time provide opportunities with pupils to celebrate good behaviour, address any issues or difficulties and discuss improvements
- In class and within assemblies there will be regular and consistent use of 'values' language, promoting and teaching pupils moral values. This supports our behaviour expectations
- There is a children's suggestion box where pupils can give their feelings about school and voice any issues or concerns. They can also write down any personal worries or concerns where they can request support from a member of staff

Other incidents

Children should be sent to the lunchtime supervisors/manager if an incident occurs during lunchtime. The lunchtime manager will decide on further sanctions which may include time out. They will also refer the child to the class teacher or a member of the management team if appropriate. Class teachers will be informed of any incidents which have been dealt with.

Other incidents related to issues at home, friendships or worries may be shared at lunchtime but should be supported by staff as they may impact on learning.

Out of school hours' incidents

Bad behaviour and bullying which occurs off the school premises and is witnessed by a member of staff or reported to the school will be dealt with following this policy when the pupil is:

- Taking part on any school-organised or school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school
- E safety concerns

The school may also discipline for misbehaviour at any time if the behaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Serious incidents and ongoing patterns of behaviour

The electronic Otrack (CPOMS with agreed pupils) will be used to record:

- incidents of physical or verbal abuse
- incidents of bullying
- on-going incidents of disruption to learning
- parental concerns
- issues at home (social and emotional) which may or may not impact in the future

The leadership of the school will decide on the severity of the incident and will decide on appropriate sanctions. Communication regarding these incidents and liaison with parents will also be recorded electronically using OTrack /CPOMS.

Rewards

Appropriate behaviour is quickly noticed and celebrated. Systems for rewarding good behaviour are celebrated in all areas of the school community. Praise is warm, frequent, sounds like it is meant and given with smiles and good eye contact. Examples of rewards include:

- Agreed class awards/rewards
- Achievement assemblies and certificates
- House points
- Star of the month
- Verbal praise
- Stickers
- Texts home to parents/carers
- Golden Time

- Head Teacher/Senior Leader praise
- Dojo rewards when considered appropriate
- Website/twitter picture

Sanctions

The Overarching Behaviour Policy and Exclusion Policy outlines specific details, but could also include:

- Time out
- Missing part or frequency of independent time at playtime/lunchtimes
- Withdrawal from playtime/lunchtime to complete work
- Withdrawal from privileges
- Alternative curriculum provision
- Withdrawal from school trips
- Exclusions
- Reasonable force

Version	Date	Comment
V1	Date created: 25/2/2018 Review date: Feb 2021	C Bowpitt