

The Heights Primary School Policy for
BEHAVIOUR FOR LEARNING

Version 1.2

July 2016

Responsible officer: Headteacher
Responsible Committee: Pupil and Staff Welfare Committee

Date of last review: July 2016

Date of next review: July 2017



Introduction

As with all our policies, this policy is underpinned by and consistent with our school vision and values. The school behaviour for learning policy is designed to support the way in which all members of the school can live, work and learning together in a supportive way. It aims to promote an environment where everyone feels happy, safe, secure and able to learn. Everyone within and outside the school community will be treated with courtesy and respect.

What is Behaviour for Learning?

Put simply, Behaviour for Learning is the development of those behaviours which create the potential for ourselves and others to learn as deeply and widely as we can.

Most social, emotional and behavioural skills are learned. Therefore, Behaviour for Learning is not simply a set of rules, rewards and sanctions. It is concerned with pupils' development of three distinct relationships:

- Their relationship with themselves (how they feel about themselves and their confidence and resilience as a learner)
- Their relationship with others (how they interact socially and academically with all others in their class and school)
- Their relationship with the curriculum (how accessible they feel a lesson is, how best they think they learn, how they value the learning that they are undertaking)

In order to foster a positive learning environment it is essential to recognise the importance of each of these relationships and the contribution of all members of the school community to developing them.

Thus, a Behaviour for Learning approach is always positive. It helps pupils to understand the behaviour skills they need, what the teacher wants them to do and why this will help them to learn (rather than focussing on unwanted behaviours). It puts a value and priority on positive behaviours which enable and maximise learning.

Responsibilities for Behaviour for Learning

The Pupil

The pupil is at the heart of Behaviour for Learning and therefore their responsibilities are key. The role of adults around the child is to help them to develop these relationships and skills until they are able to understand and apply these independently.

The pupils' responsibilities are to:

- Understand that they are special to their parents/carers and the staff at the Heights.
- Understand that they are unique and have special talents which they should try to use wisely
- Behave sensibly so that they can be safe and happy as they play and learn
- Be polite, kind and helpful at all times
- At an age appropriate level, take responsibility for those behaviours which enable them to attend school regularly and on time, bringing with them all the things that they need.

- Keep their classroom and the school clean, tidy and well organised
- Do their best in all their work and in taking part in all aspects of school life
- Think for themselves and take responsibility for their actions
- Help each other to understand the importance of behaviour for learning and to make good choices.

The school staff members' responsibilities are to:

- Model effective behaviour for learning at all times and make all decisions in relation to behaviour in accordance with the vision and values of the school and the principles laid out within this policy.
- Provide a friendly, welcoming and inclusive atmosphere and a secure, stimulating and caring environment in which to learn
- Value each child for who he or she is and help them to make good progress in their spiritual, social, emotional, physical and intellectual development
- Provide a broad and balanced curriculum
- Teach the curriculum well in a way that is relevant to the needs of children and their futures as individuals and citizens
- Work in co-operation with parents/carers and the child to resolve issues and problems as they arise.
- Provide regular information to parents and children about their individual progress and about school policies and activities.
- Challenge children and each other to strive for personal excellence and personal wellbeing in all that they do or are asked to do and recognised the effort and achievement of all members of the school community in all aspects of life.

Parents' and Carers' responsibilities are to:

- Model effective behaviour for learning in relation to all school related activities, including homework
- Support the vision and values of the school
- Work positively with the school in supporting the education of their child
- Enable their child to attend school regularly, on time and suitably equipped
- Work in cooperation with school staff and their child to resolve issues and problems that may arise in a mutually respectful and cooperative manner
- Let the school know about any issues that might affect their child's school work, behaviour for learning or attendance

The Role of the Headteacher and Governors

The governing body supports and challenges the Headteacher in developing, reviewing and carrying out these guidelines. The Headteacher has day to day authority and implements this policy, with the support of the governors if required.

Behaviour for Learning in the Classroom

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive behaviour, rather than merely deter unwanted behaviour.

Rewards and Sanctions

The school acknowledges all the efforts and achievements of children, both in and out of school. We praise and reward children for good behaviour in a variety of ways:

- We praise children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school.
- We praise children who demonstrate our school values by displaying their names and an example of a value on our values tree.
- Teachers congratulate children verbally and via comments written on work.
- Teachers give children stickers and awards.
- All classes have an opportunity to participate in a weekly assembly where they are able to show examples of their best work and celebrate each other's achievements.

We recognise that as part of children's development there are times when they may not demonstrate appropriate behaviour. At such times it may be necessary for staff to employ different sanctions to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- If a child disrupts the learning of others they will be reminded of the behaviour expectations.
- If the behaviour continues they may be asked to move to a space near the teacher or by themselves. It may also result in a loss of some of their free time.
- The safety of the children is paramount in all situations.
- If a child threatens, hurts or bullies another pupil, the incident will be recorded and parents will be contacted in accordance with our Anti-Bullying Policy.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has the school values displayed. These are frequently discussed as a whole class and in assemblies and there is an expectation that everyone uses behaviour that demonstrates these values. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unwanted behaviour, the class teacher discusses these with the whole class.

Fixed-term and permanent exclusions

Only the Head Teacher has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Head Teacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Head Teacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any

representation by parents, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. The Head Teacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school records incidents of unacceptable behaviour in the MIS, Integris. The class teacher records minor classroom incidents.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Governing Body will review this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.