



Tatworth

Primary School

BEHAVIOUR FOR LEARNING POLICY

(This policy is included on our list of essential reading for all staff)

Ratified by:	Headteacher (Delegated by FBD 20/5/21)
Date:	October 2022
Next Review:	October 2023 This policy will be reviewed by the headteacher annually. The Board of Directors will be advised that it has been reviewed, and of any changes made, via e-mail.

Related Policies	Anti-bullying Policy Child Protection and Safeguarding Policy Home School Agreement Transition Policy Electronic Devices – Searching & Deletion
Distribution:	OneDrive Website
Source:	Local

POLICY REVIEW INFORMATION

Date	Amendments
2019	Total revamp
2020	Updated to reflect COVID requirements
2021	Updated to reflect current practice and to align with Child Protection and Safeguarding Policy
2022	Additional learning behaviour included. Updated to reflect current practice.

BEHAVIOUR FOR LEARNING POLICY

KEY PRINCIPLES

We want all of our children to achieve their very best. In order to facilitate this we promote a culture of appropriate behaviour for learning:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with this policy
- This policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- A re-integration meeting with parents/carers will always follow a child's fixed term exclusion

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

AIMS

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

EXPECTATIONS FOR BEHAVIOUR FOR LEARNING

Our staff have agreed a set of Learning Behaviours for our school appropriately written for each age group; these are taught and applied across the whole school, as we want all our learners to succeed. We want the children to become more independent learners by developing thinking and learning skills such as determination, curiosity, cooperation and critical thinking. We want the children to realise that their ability is not fixed or predetermined, but that it can grow and develop with effort, application and perseverance. We want to teach the children skills that will enable them to learn effectively and achieve well.

Our eight learning behaviours are: keeping going, risk taker, respect, motivated and engaged, taking responsibility, team player, aiming high and confident communicator. Animal mascots represent each of the learning behaviours. Please refer to Appendix 1 for expectations of each year group and how these develop as the child progresses through our school.

EXPECTATIONS FOR BEHAVIOUR FOR LEARNING IN WIDER ENVIRONMENT

Sanctions may be applied should pupils misbehave off-site when representing the school, such as on a school trip or at a sports fixture.

Where the bullying of or by pupils takes place off school site or outside of normal school hours (including child-on-child bullying, harmful sexual behaviour including cyberbullying, prejudice based and discriminatory bullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's anti-bullying policy.

ROLES AND RESPONSIBILITIES

Board of Directors	The governing board is responsible for monitoring this behaviour for learning policy's effectiveness and holding the headteacher to account for its implementation.
Headteacher	<p>The Headteacher is responsible for reviewing this behaviour for learning policy.</p> <p>They are also responsible for ensuring that this policy is adhered to and that strategies are effective.</p>
SLT	<p>SLT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.</p> <p>They will support staff in responding to behaviour incidents</p>
Staff	<p>Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.</p> <p>They will:</p> <ul style="list-style-type: none"> • Create and maintain a stimulating environment that encourages pupils to be engaged • Display the pupil code of conduct or their own classroom rules • Develop a positive relationship with pupils, which may include: <ul style="list-style-type: none"> • Greeting pupils in the morning/at the start of lessons • Establishing clear routines • Communicating expectations of behaviour in ways other than verbally • Highlight and promote good behaviour • Concluding the day positively and starting the next day afresh • Have a plan for dealing with low-level disruption • Use positive reinforcement • Implement the behaviour for learning policy consistently • Model positive behaviour • Provide a personalised approach to the specific behavioural needs of particular pupils • Record behaviour incidents on SIMS
Parents/Carers	<p>Parents/Carers are expected to:</p> <ul style="list-style-type: none"> • Discuss any behavioural concerns with the class teacher promptly • Support their child in adhering to the Home School Agreement and Class Learning Behaviours • Inform the school of any changes in circumstances that may affect their child's behaviour • Support the school in their delivery of sanctions and if necessary, agree to completion of an Early Help Assessment if behaviours are on-going.

REWARDS

We use rewards to install a love of learning; encourage team work and achievement and to demonstrate that we are all proud of our and each other's achievements. The list below is provided for guidance and is not exhaustive.

Example Actions	Rewards
Demonstrating positive learning behaviours, e.g. keeping going even when something is tricky, investigating something outside of school, striving to improve handwriting	Praise and Learning behaviour sticker leading to:
	School house puzzle badge (after receiving at least one of each learning behaviour)
	Blue puzzle piece badge (after receiving at least two of each learning behaviour and at least 20 stickers in total)
	Yellow puzzle piece badge (after receiving either: at least three of each learning behaviour and any 40 LB stickers in total or at least two of each learning behaviour and any 50 LB stickers)
Red puzzle piece badge (after reaching any 75 learning behaviour stickers)	
Having demonstrated high commitment to one or more learning behaviour in any one week	Learning behaviour certificate
Exemplary work	Platinum bag
Demonstrating politeness around school or support values/commitment to learning	House points for whole house
Commitment to reading at least 5 times a week	Reading prize
Improved handwriting	Teacher to allow use of handwriting pen when appropriate
	Fountain pen
Outstanding achievement at a piece of work in school	Gold card
Representing the school	Acknowledgement in school newsletter
Going 'over and above'	Individual email home
Exemplary attendance	Letter home to parents/carers
A specific achievement e.g. representing the County/Country	Letter from the Chair of Directors

SANCTIONS

Occasionally our children may forget to behave appropriately, in which case the following sanctions may be implemented. Again, the list is for guidance only and is not exhaustive.

Example Actions	Sanction
Showing signs of not being focused, e.g. fiddling, not looking forward, not listening.	Verbal reminder
After the verbal reminder a child will be reminded that the next sanction will be a yellow card. If behaviour continues to be disruptive then a yellow card is given and finally a red card which results in being sent to see the Headteacher. A child can receive a straight red card for certain unacceptable behaviours such as swearing or hitting or disrespecting an adult.	Card system to be started a fresh each session.
A red card sanction	Lunch time detention
A red card sanction	The school will attempt to speak with parents/carers at the end of the school day, but if that proves not to be possible will contact

	parents/carers via telephone.
If work is not completed during the lesson	Work will be sent home to be completed and parents/carers will be asked to sign to say that it has been done.
Persistent red card sanctions	Putting pupil on report
Serious abuse to people/property	Fixed Term Exclusion
Repeat serious abuse to people/property	Permanent Exclusion

We may use a sensory circuit or movement break for children who may need a change of environment/activity. We use a Behaviour and Vulnerability Profiling Tool as a measure of assessing who may need emotional literacy support and build in ELSA support for those who need it.

PHYSICAL RESTRAINT

In some circumstances, staff may use reasonable force to restrain a pupil:

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- Methods used follow instructions given during training. Our restraining trainer is Team Teach.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment

SEARCHING AND CONFISCATION

Should the need arise to conduct a search this will be conducted following advice contained in the DfE document: Searching, screening and confiscation – advice for Schools:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

PUPIL SUPPORT

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice may also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, parents/carers must complete an Early Help Assessment with the school to liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

TRANSITION

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Please refer to our Transition Policy.

TRAINING

Our staff are provided with training on managing behaviour. Some staff complete Team Teach training.

Behaviour management will also form part of continuing professional development.

Details of staff training is recorded on SIMS.



	Reception Class	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Keeping going	I always do my best and keep trying.	I will try before asking for help.	I will keep trying even when things seem too difficult.	I will keep trying and believe in myself.	I understand that it is okay to make mistakes.	I know that making and understanding my mistakes will help me to learn.	I learn from my mistakes and persevere after a set-back.	
Risk taker	I always want to learn new things.	I know that it is fine to make mistakes and not say 'I can't'.	I will give things a go knowing that it is ok to make mistakes.	I will keep smiling about giving new experiences and challenges a go.	I will stay positive when I am faced with a new challenge.	I can go out of my comfort zone and try something new.	I can ask 'What shall we try now?' and explore a variety of strategies and techniques.	
Respect	I think about what I do and what I have done.	I will show respect for everyone in my school: -other's ideas -belongings -people.	I will show respect for everyone in my school: -other people's ideas -value belongings.	I will be kind to myself and others' property.	I will look after myself and others.	I value myself, others, property and the wider community.	I value myself, others, property and the wider community. I show empathy.	
Motivated and engaged	I can show that I am listening and learning.	I will listen carefully to others and take part in all activities.	I will listen carefully to other people's ideas and participate in all activities. I will take learning beyond the classroom.	I will listen and take part willingly.	I will show I am listening by actively taking part in lessons.	I will focus on what I am doing and always try my hardest.	I stay focussed and take an active part in lessons, with a positive attitude.	

Taking responsibility	I know right from wrong and make good choices.	I will be responsible for my own belongings in school.	I will be responsible for my own belongings in school: -book bag -snacks -drinks bottle -taking letters home.	I will remember to do my everyday tasks at school and homework.	I understand that I am responsible for my own learning and behaviour and will complete all homework on time.	I will have what I need ready for the day and maintain a positive environment.	I will be organised and equipped each day. I can problem-solve and know how to help myself, but know when to ask for help.	
Team Player	I will be kind to others.	I will co-operate in a kind and caring way with other children.	I will get involved in pair, group and class activities and be kind and considerate, and co-operate.	I will talk and listen to my partner or group and get the task done.	I will make sure that everyone has a chance to contribute to a group discussion and come to any decisions together.	I know not everyone will think the same as me, but I can share ideas and value others.	I know how to work co-operatively in a group, valuing everyone's ideas and work to find a solution that works for everyone.	
Aiming High	I complete my work so that it is the best it can be.	I will always try my best and be proud of my achievements.	I will always try my best, be proud of my achievements and begin to think of the next steps to improve my work.	I will act on my next steps to improve my learning.	I will come up with my own next steps to improve my work.	I know how to take my learning further.	I can evaluate my own work and set myself challenging targets. I know what I need to do to make progress.	
Confident Communicator	I can face the speaker to show I am listening.	I will develop my oracy skills to communicate in a clear and concise manner.	I show that I am listening by tracking the speaker. I speak in a clear voice, in full sentences, using sentence stems to help me respond to the question or previous speaker.	I will use the discussion guidelines and sentence stems like 'I agree/disagree' and explain why.	I am able to speak clearly, listen politely and respond to others	I will show I have listened actively by challenging or building on what others have said.	I volunteer to speak to my group, my class and in assembly, ensuring my views can be heard.	

