



Beaford Community Primary and Nursery School

Behaviour for Learning Policy

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

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 teaching and modelling of personal, social and emotional development is a core element of all lessons and activities, and the whole curriculum
- Effectively communicate with children and parents our high expectations for learning and behaviours
- Work in partnership with multi agencies

Positive Learning Behaviours

We expect children to:	We will Promote Positive Learning Behaviour by:
<ul style="list-style-type: none"> • Actively engage in their learning by listening, questioning, responding & thinking • Respect and respond positively to both written and verbal feedback • Respond to suggestions about how to improve and develop • Work with other pupils cooperatively and respect different opinions • Always communicate with other pupils and adults in a respectful way 	<ul style="list-style-type: none"> • Modelling and teaching throughout the whole curriculum the required learning behaviours in whole class teaching and group sessions • Recognising and reward positive learning behaviours • Using PSHE themes to explore behaviour for learning • Modelling and teaching pupils positive ways to deal with differences of opinion or conflict • Encouraging pupils to be polite and assertive in responding to other pupils

Behaviour stopping Learning

We have identified these as examples of behaviour that stops learning:

A pupil:

- Not focusing on 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 teaching flow with inappropriate questions or information

We recognise that:

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

We will respond to behaviours that are stopping learning by using these strategies:

- Using non-verbal and verbal cues to refocus a pupil
- Recognise and reward and positive learning behaviours
- Provide a change of activity or sensory break if required
- Recognise and validate a pupil's actions and feelings and ensure the pupil recognises the behaviour that is stopping learning and takes responsibility for their actions

If behaviours that stop learning are frequent we will:

- Inform parents/guardians if behaviour continues to stop learning
- 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 a range of agencies

Behaviour Around the School - including playtimes

We expect pupils to share responsibility for our school by:	If these expectations are not met we will:
<ul style="list-style-type: none"> • Walk quietly around the school • Adhere to our uniform policy • Be responsible for belongings and ensure they are prepared for learning • Respect the school community by keeping it tidy • Show respect to other pupils and adults by responding politely • Contribute to the supportive ethos of our school • Not physically or verbally hurt others 	<ul style="list-style-type: none"> • Give a reminder, positively phrased, about what is expected • Give a personalised consequence relevant and proportional to the pupil's action • Log behaviour • Inform Headteacher • Inform Parents/Carers • Provide structured playtimes to support pupils who do not meet these expectations at playtimes • IBP & or EHC Plan • Make referral for support from other agencies <p>(See also Anti Bullying and SEND policies)</p>

Rewards and Consequences

We will recognise and reward behaviour that meets our expectations through:	Personalised Consequences may include:
<ul style="list-style-type: none"> • Verbal and non-verbal praise • Written praise in marking and feedback • Whole class rewards • Praise in front of peers and other adults • Praise in assembly 	<ul style="list-style-type: none"> • Continue a learning task for a limited time during break • Repeat an activity • A time bound community task eg. Tidying area of school, collecting litter, helping clear the dinner hall • Structured/supervised play activities • Five minutes cool off – inside or outside

Promoting Positive Learning Behaviour in our Early Years

We expected children to:	We will promote and support children with these expectations by:
<ul style="list-style-type: none"> • Play cooperatively, take turns and share • Build positive relationships with adults and other children • Listen to and follow instructions given by adults • Learn to recognise and take responsibility for their own feelings and behaviour 	<ul style="list-style-type: none"> • Recognising, praising and rewarding • Teaching and modelling routines and expectations eg tidying up, story time, sharing toys, • Use stories and songs to support teaching and modelling of expectations • Providing prompts and reminders – visual and verbal -and gradually reduce these prompts • Regularly review provision resources and activities to ensure children are supported to achieve expectations
<p>If these expectations are continuously not met we will give personalised consequences that are appropriate to a child's level of development. These include:</p>	

- Staff redirecting play
- Encourage child to make amends and comfort if they have hurt another child
- Ensure the child recognises the inappropriate actions
- Give a clear warning of what consequence will happen if they continue with the behaviour
- Redirect child from situation to sit in a quiet area. Return after a few minutes to discuss actions and remind what behaviour expectations are
- Identify any patterns in space or activity where a child might repeatedly exhibit certain actions – make changes to support the child

If a child has a pattern of behaviour that causes concern then:

- Parents will be informed
- Referral for support from appropriate agencies eg Early Years Consultant, family support, health visitors
- Early Years Behaviour Plan and or EHC Plan written with parents and multi agencies

Equality

The school expects that all members of the community apply this policy consistently, fairly and without prejudice to all pupils in our community. Under the Equality Act 2010 schools must not discriminate against, harass or victimise pupils because 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 monitors 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.

Logs kept:

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 of this Policy

- This policy will be shared annually in September with pupils, parents, staff and volunteers
- New Parents and Pupils on admission alongside the Home School Agreement
- This policy is part of induction for all staff and volunteers

Appendix A

Exclusions – Fixed Term and Permanent

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 then:

- 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 how this is done.
- 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 other in the school

Useful guidance:

DFE – Exclusion from maintained schools, Academies and pupil referral units in England – a guide for those with legal responsibilities in relation to exclusions.