

## **Behaviour for Learning Policy**

### **Rationale.**

Good discipline is an essential pre requisite for good learning. No matter the extent or nature of indiscipline, it is a barrier to learning and teaching. At Sir Robert Geffery's CE School, we believe that each child has a right to the best education which can be provided in a partnership between school, parents and the community. We therefore aim , through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. Providing this good learning environment is an important pre condition for pupils attaining the highest possible levels of attainment. Every child is therefore asked to conform to the rules of the school and parents are kept closely informed so that they can support the systems in use. This policy is based on promoting the use of praise and celebration.

### **Key Features of Promoting Positive Behaviour.**

- Positive atmosphere based on a sense of community and shared values.
- Effective support and leadership from the Headteacher and senior management.
- An appropriate and effectively delivered curriculum for all pupils.
- The promotion of mutual respect, self discipline and social responsibility.
- All pupils have the right to expect that they can fulfil their ambition through inclusion in education.
- Schools and other organisations / agencies have a responsibility to assist pupils to achieve their full potential.
- Pupils and their families need to participate in finding solutions to problems in conjunction with relevant agencies.

### **Aims**

- We aim to put the emphasis on praise and reward for good behaviour. By praising and rewarding acceptable behaviour, such behaviour may then become the norm. We will avoid, where possible, giving attention to negative behaviour.

- We aim to involve staff and pupils in determining school and classroom rules.
- We aim to involve parents in supporting the development of a whole school approach to promoting personal behaviour.
- We aim to encourage all children to realise that they each have a part to play in the life of the school.
- We aim to foster a more positive attitude to learning in pupils by recognising and regularly rewarding good work, good attitudes and behaviour.
- We aim to encourage excellence in pupils' performance and behaviour by praising pupil achievement and attainment in all their experiences.
- We aim to give pupils a clear but concise statement of rewards and sanctions related to their behaviour and effort.
- We aim to encourage staff to adopt a consistent approach to classroom management.
- We aim to secure the orderly atmosphere necessary for effective teaching and learning to take place.

## **Importance of a Quality Learning Environment.**

Children are much more likely to behave well if school is a positive and worthwhile experience. At Sir Robert Geffery's CE School, we will give the children the best education possible and make learning as much fun as possible. The curriculum we provide will be relevant and culturally appropriate. We will create a supportive, creative learning environment where pupils :

- respect school staff.
- respect their peers.
- are keen to learn and ready to listen.
- follow the rules and behave well..

We will do our best to ensure that the quality of learning and teaching is of the highest quality. We will ensure that :

- children do not become bored with the task they are set and that teacher expectations are high.
- ICT will be used effectively to support Learning and Teaching.
- The curriculum is differentiated appropriately to take account of individual learning needs

- Teachers make their teaching more accessible and motivating for children by taking account of different learning styles.

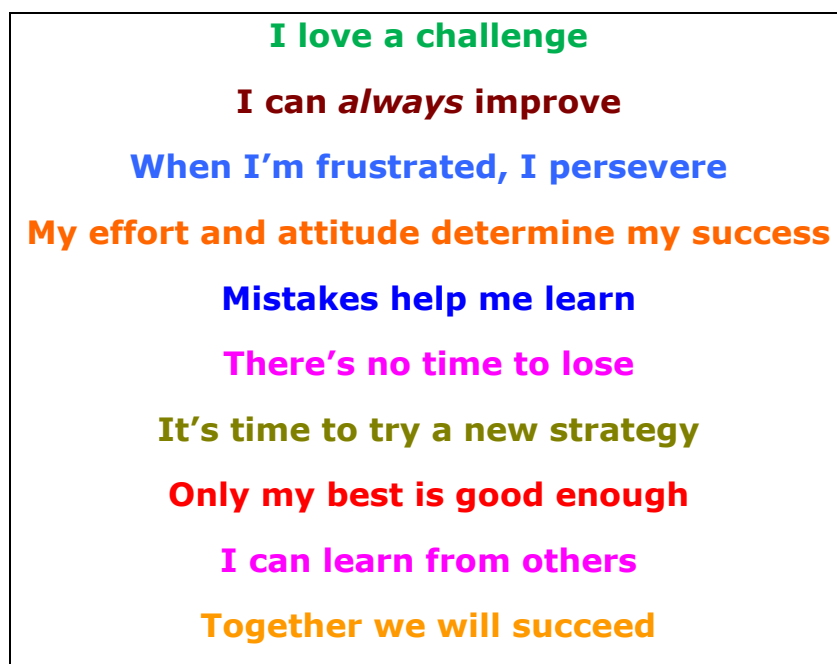
We will ensure that our systems are fair, manageable and realistic. This means :

- establishing groups of such numbers that allow for successful management.
- considering different ways of grouping as appropriate.
- valuing everyone's contribution equally.

## **Growth Mindset**

At Sir Robert Geffery's School we aim to foster 'Learning for Life', by providing a curriculum and environment that inspires a lifelong love of learning and equips our pupils with the key knowledge and understanding, skills and personal qualities they will need to thrive in a rapidly changing world. As part of this we are committed to developing a growth mindset in all members of the school community and encouraging learning behaviours that support this.

A growth mindset says:



## **Celebrating and Rewarding Good Behaviour.**

Rewards are more important than punishments in our behaviour policy. We believe that good behaviour should be recognised and rewarded. The staff at Sir Robert Geffery's School have agreed to:

- Recognise and highlight good behaviour as it occurs
- Ensure that children are praised for behaving well.
- Explain, and importantly demonstrate, the behaviour we wish to see. We will recognise that our behaviour will influence the behaviour of the child.
- Encourage children to be responsible for their own good behaviour.
- Reward individual children and groups for behaving well.
- Let parents and carers know about their children's good behaviour.

We use the following strategies to achieve Positive Behaviour.

- Appropriate and relevant curriculum for all.
- Use of curricular flexibility as appropriate.
- The development of Class and School Behaviour Codes with pupils becoming actively involved.
- The development of strategies for the early identification of pupils who are experiencing and presenting difficulties within the school setting.
- Training for staff in dealing with difficult pupils.
- Stronger liaison between schools and other agencies.
- School Council.
- Circle time Techniques.
- Peer Mediation
- Friendship Stops.
- Extra Curricular Clubs.
- Involvement of Parents. ( E.g newsletters, open days etc )
- ClassroomRules
- Pride in Environment

## **Our Code of Conducts**

### **School Rule**

We actively encourage all children to be the best they can in all they do at all times. This includes in their behaviour and respect for themselves and others.

### **Classroom Rules**

Classroom rules are and written agreed by the classes every September and arise from a circle time. All children participate and these rules are referred to over the year.

## **Rules for Communal parts of the school** (e.g. Hall, playground, corridors).

1. We help to keep the school tidy. (Do not drop litter - or food when in the dining hall).
2. When inside the building, we walk quietly on the left hand side of corridors at all times.
4. We try to settle arguments peacefully using mediators or adults; no fighting.

The school works on a positive behaviour approach and constantly rewards positive role models and positive behaviour and good learning thus encouraging all pupils to behave appropriately. A strong relationship is developed with the parents and child so that the child's needs can be identified and met from the time they start school.

### **Rewards** (For good behaviour or work) include:

- Gold cards
- House points.
- Sticker / stars.
- Playground leaders awards
- MTA awards
- Certificates
- A choice out of the goody box for completion of the sticker card.
- Headteacher's Award
- Speech Day prizes
- Class golden time
- Enrichment activities
- Representing class or school at external events

## **Stopping Inappropriate Behaviour.**

Occasionally children may forget about the code for good behaviour. Everyone at Sir Robert Geffery's School has agreed to encourage children to follow the code by :

- reminding pupils about our code.
- noting good behaviour as it occurs.
- dealing positively with inappropriate behaviour in accordance with agreed policy guidelines.

Children will be made aware of the sanctions liable to come into effect should they break the code of conduct or display continual poor behaviour. Most cases of indiscipline will be dealt with without the need

for formal sanctions. There is an increasing scale of sanctions available to the school including suspension and expulsion but it is hoped that with the co – operation of parents such sanctions will not be necessary. Lines of referral will be clear and easy to understand and are set out in our general Care and Welfare.

**Sanctions may include :**

- A quiet word from the teacher in private, sterner words to show displeasure.
- Name on board – followed by lunchtime detention.
- Lunchtime detention to make up time lost
- Isolating a child from its group in the classroom.
- Removing a child from the classroom.
- Loss of privileges.
- Involvement of senior leadership.
- Daily or Weekly Log.
- Involvement of agencies.
- Payment for deliberately damaged stock or equipment.

Parents will always become involved at an early stage if there are concerns about their child’s behaviour

**In extreme and very rare circumstances the school may :**

- temporarily exclude a child
- consider permanent exclusion from school.

Exclusion will only ever be considered after all other possible avenues have been explored.

**Procedures for Dealing with Major Breaches of Discipline.**

The school will not tolerate inappropriate behaviour, for example :

- Bullying. ( See Anti Bullying Guidelines )
- Swearing.
- Fighting.
- Racism.
- Name Calling.
- Spitting.
- Vandalism.
- Stealing.
- Truancy.

Strategies such as the ones below have been agreed for dealing with each of these areas. Any significant disciplinary measures will be recorded in an Incident Log.

### **The following may be used if there are persistent incidents.**

Withdrawal from class.

A note to parents informing them of the problem

Parents may be contacted and asked to come and meet with the teacher / Headteacher.

If the problem is severe or recurring, then the authorities exclusion procedures will come into operation.

A case conference involving parents and support agencies if appropriate.

### **Partnerships.**

Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not, tackle this responsibility alone. Partnership is the key, and schools can consolidate partnerships by :

- ensuring that parents have full information on the schools curriculum, plus regular progress reports. Parents will be told when things are going well and when they are going badly.

Sir Robert Geffery's School accepts that children who present challenging behaviour do so for various reasons and the school will address these issues through a joint working approach with other agencies. We will attempt to have effective working relationships with Social Work, Educational Psychology and Health Departments in particular to ensure that those children who are particularly vulnerable receive coordinated multidisciplinary responses. We will nominate someone who is responsible for coordinating the work of professionals from different agencies within the overall aims of the school. We shall also have a designated member of staff who is responsible for the care and welfare of looked after children.

### **Monitoring and Evaluation.**

The policy will be reviewed annually and monitored by the leadership team.

**This Policy was reviewed and approved by the Pupils and Admissions Committee.**