



# Behaviour for Learning Policy

## Statement of intent

We believe that in order to achieve the aspirations of **Willow Wood Community Primary School**, and to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

**Willow Wood Community Primary School's** Behaviour for Learning Policy aims to develop a pupil's sense of responsibility and independence for their own actions, and to ensure that they do not affect the education of others due to poor behaviour.

Each member of staff has responsibility for upholding standards of behaviour in school, both within their classroom and around the school site, as well as implementing this policy both fairly and consistently.

This policy will be abided by staff members and pupils at all times, and reviewed at regular intervals.

## 1. Legal framework

1.1. This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

1.2. This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour and discipline in schools' 2016

1.3. This policy should be used in conjunction with the following school policies:

- Exclusion Policy
- Uniform Policy
- Home-School Agreement
- Code of Conduct
- Reasonable Force Policy

## 2. Definition

2.1. The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum, e.g. how best they learn

2.2. In order to foster a positive learning environment in Willow Wood Community Primary School, these relationships must be developed and supported.

2.3. Most social, emotional and behavioural skills are learned, with behaviour for learning being a theoretical approach to the learning experience.

2.4. Rather than focussing on unwanted behaviours, the behaviour for learning approach puts value on positive behaviours, which enable and maximise learning.

2.5. This approach helps pupils understand the behavioural skills they need, what the teacher wants them to do, and why this will help them to learn.

### 3. Roles and responsibilities

#### 3.1. Staff members will:

- Implement the school's **Behaviour for Learning Policy** at all times.
- Maintain a positive and well-managed learning environment.
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Use the school's reward system and hierarchy of sanctions to promote good behaviour.
- Use the rules and consequences outlined in this policy clearly and consistently.
- Treat all pupils fairly and equally, seeking to raise their self-esteem and develop to their full potential.
- Undertake comprehensive planning to provide challenging, interesting and relevant lessons, which are appropriate to the age, ability and individual needs of pupils.
- Record all behavioural events, both positive and negative, on the school's **management information system**, by following the correct reporting procedure.
- Raise any concerns regarding pupils' behaviour with the relevant **member of the SLT**.
- Take the necessary steps to effectively manage pupil behaviour, such as placing pupils on report where appropriate.
- Support other members of staff with behavioural issues involving individual pupils or groups of pupils.
- Liaise with other members of staff and the **senior leadership team (SLT)** in order to implement effective behaviour management.
- Intervene promptly when they encounter poor behaviour or unexplained absence.
- Immediately contact the **headteacher and the rest of the SLT** when there has been a serious breach of the school's **Code of Conduct**.
- Contact parents/carers regarding their child's behaviour where necessary.
- Continuously keep parents/carers informed of any behavioural management issues concerning their child.
- Act in accordance with the school's **Exclusion Policy** when dealing with more serious breaches of school conduct.
- Monitor the attitude, effort and quality of the pupils' work.
- Make referrals to external agencies where necessary, e.g. the behaviour support service.
- Inform the **SLT** of relevant behaviour data and trends.
- Ensure that all records are kept up-to-date, such as the pastoral register and racist incident log.

- Consistently develop their understanding of behaviour for learning and relevant techniques as part of their CPD.

### 3.2. Pupils will:

- Abide by the Home-School Agreement and the school's Behaviour for Learning Policy at all times.
- Act as positive ambassadors and representatives of **Willow Wood Community Primary School** through their exemplary behaviour.
- Be polite and respectful of others in the surrounding community.
- Work to the best of their ability and effort at all times, whilst allowing other pupils to do the same.
- Cooperate with other pupils and members of staff in order to create a positive learning environment.
- Be ready to learn by ensuring regular attendance to all lessons and arriving at school with the correct equipment.
- Correctly present themselves in **Willow Wood Community Primary School's** uniform, in accordance with the school's **Uniform Policy**.
- Respect and value the environment and their surroundings, as well as each other.
- Not act in a manner which is disruptive to the learning of others.
- Under no circumstances put the health and safety of others at risk.

### 3.3. Parents/carers will:

- Abide by the **Home-School Agreement that all classes sign in September**, ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour and for their child to be an ambassador of the school at all times, in line with the **Behaviour for Learning Policy**, by reinforcing school rules.
- Share any concerns they have regarding their child's education, welfare, behaviour and life at **Willow Wood Community Primary School** with the pupil's **classroom teacher** or **SLT**.
- Support their child's Home Learning Challenges.
- Support the school's decisions in relation to behavioural issues, whilst having the right to question **Willow Wood Community Primary School's** decisions regarding their child's behaviour.
- Ensure that their child correctly presents themselves as a pupil of **Willow Wood Community Primary School**, in accordance with the school's **Uniform Policy**.

## 4. Classroom behaviour

- 4.1. A set of the school's Golden Rules and Class Contract rules will be clearly displayed in each classroom.
- 4.2. Dealing with behavioural problems is primarily the responsibility of teaching staff.
- 4.3. Teaching staff will follow the School's behaviour for Learning policy to encourage good behaviour and create an effective learning environment.
- 4.4. Praise will be used to set high expectations throughout the lessons, in conjunction with non-verbal cues and private corrections in order to focus pupils on learning.
- 4.5. Lessons should have clear objectives understood by the children and be differentiated to meet individual needs.
- 4.6. All staff members will support pupils' emotional wellbeing and welfare within the learning environment by encouraging pupils to develop effective social relationships.
- 4.7. When a pupil acts in a disruptive manner or ignores instructions given by a staff member, the following steps will be taken:
  - Reminder – the pupil is reminded of their expectations
  - If unacceptable behaviour persists the teacher will point out the expected behaviour and consequence will be given and pupils given the opportunity for the right choice to be made.
  - Removal – if the pupil's behaviour persists, the pupil will have supervised time out in the classroom or remove the pupil from the class for up to 15 mins with work, in order to avoid affecting the learning experience of other pupils.
- 4.8. Staff members will remind pupils that at each stage of the process they have the opportunity to make the right choice.
- 4.9. De-escalation techniques will be used at all times.
- 4.10. Where poor behaviour continues and intervention is necessary, a three-stage progressive intervention process will be followed:
  - Stage 1 – the **classroom teacher** will manage behaviour strategies, sanctions and the process outlined above.
  - Stage 2 – serious breaches of conduct and persistent offenders will be dealt with by **SLT**.
- 4.11. The overall aim of the structure of lessons is to actively engage pupils and to develop their learning skills systematically so that their learning becomes increasingly independent.

- 4.12. Whilst using the school corridors and surrounding area of the school building, pupils will act in a responsible and respectful manner, as would be expected in a classroom.

## 5. Rewards and praise

- 5.1. **Willow Wood Community Primary School** recognises that pupils should be rewarded for displaying consistently good behaviour.

- 5.2. Praise will be used to help raise pupil achievement and will be given for progress, not simply for high-quality work.

- 5.3. Positive behaviour will be promoted and reinforced by the school's clear reward system.

- 5.4. Praise will:

- Be given in relation to a specific task or action.
- Be earned, ensuring that the recipient is clear about what they are being praised for.
- Reinforce **Willow Wood Community Primary School's** core values and ethos.
- Always have a positive effect upon others as well as the recipient.
- Be used to motivate pupils and help them to feel valued.

- 5.5. **Willow Wood Community Primary School** has a reward system in place which rewards pupils for displaying good behaviour and progressing their learning, through the following methods:

- Certificates / Star awards
- Headteacher awards
- Verbal praise
- Written praise
- Comments at parents evening
- Stickers
- Team points / Prizes
- Marvellous Manners
- Rewards and treats
- End of term whole-class rewards

- 5.6. Weekly assemblies are held to praise and reward pupils achievements and effort.

## 6. Disciplines and sanctions

- 6.1. Sanctions and consequences will be given when a pupil's behaviour is unacceptable/inappropriate, in order to help them to develop a sense of right and wrong.
- 6.2. Consequences will be issued appropriately; however, if a pupil fails to follow instructions or their behaviour falls below the established **Code of Conduct**, staff members are able to discipline the pupils in question.
- 6.3. In order for a consequence to be lawful, the school will ensure that the decision to issue a consequence to a pupil is:
  - Made by a paid member of school staff, or a member of staff authorised to do so by the **headteacher**.
  - Made on the school premises or whilst the pupil is under the charge of a member of staff.
  - Reasonable, will not breach any other legislation, and will not discriminate on any grounds, such as disability, race, special educational needs and disabilities – as per the Equality Act 2010, in respect to safeguarding pupils with special educational needs and disabilities, and any other equality rights.
- 6.4. The issuing of consequences and sanctions will be recorded and the consistent use of sanctions will be monitored by SLT.
- 6.5. Sanctions will:
  - Relate to a specific task or action and will be applied clearly.
  - Be issued consistently and fairly, ensuring that the recipient is clear about what they've received the consequences are being reprimanded for.
  - Reinforce **Willow Wood Community Primary School's** core values and ethos.
  - Not be given too easily or spread too widely.
  - Not focus repeatedly on the same issue without progress.
  - Not have a negative effect upon others.
- 6.6. **Willow Wood Community Primary School** implements a graduating scale of sanctions which staff members will apply to corresponding actions using their professional judgement. These include the following:
  - Verbal warning
  - Removal from the classroom (see previous)
  - Repeating work of an unacceptable standard
  - Behaviour concern entry on the management information system

- Withdrawal of privileges
  - Lunchtime or after-school / time out
  - Meeting with the headteacher or other members of the SLT or governors as appropriate.
  - Meeting with the student disciplinary panel or governors' disciplinary committee
  - Being placed on report or signing a behaviour contract
  - Referral to an external agency or inclusion support
  - Exclusion, including internal, fixed-term and permanent exclusion
- 6.7. The school will consider each behavioural incident individually and issue the appropriate consequence according to each individual situation.
- 6.8. The **headteacher** has the ability to delegate the power to issue sanctions to volunteers, such as parents/carers who assist during an educational visit.
- 6.9. The **headteacher** has the ability to strip particular staff members of the power to issue disciplines, where appropriate.

## 7. Exclusions

- 7.1. In cases of exclusions, whether it is internal, fixed-term or permanent, the school's **Exclusion Policy** will be followed at all times.
- 7.2. In the event of any type of exclusion, the **headteacher or the rest of the SLT** will inform the pupil's parents/carers of the exclusion via written notification, which outlines the nature of the incident, the exclusion duration and any alternative provision supplied.
- 7.3. The decision to exclude a pupil is invariably done on the grounds that the pupil's behaviour constitutes such a breach of school conduct that other disciplines are not sufficient.
- 7.4. During internal exclusion, the pupil involved will undertake all their work whilst in **another classroom**, which is separate to classrooms, whilst under the supervision of the **other staff teaching**.
- 7.5. For extreme breaches of school conduct, the **headteacher** can place a pupil on fixed-term exclusion, which will be completed by the pupil from their home and can last up to **15** days.
- 7.6. The relevant **SLT** and staff members can recommend that a pupil is excluded; however, it is ultimately the **headteacher's** decision.
- 7.7. In the absence of the **headteacher**, the **deputy headteacher** will make the decisions concerning a pupil's exclusion.

- 7.8. The **headteacher** has the ability to permanently exclude a pupil who has seriously breached the school's **Code of Conduct**, or who is a persistent offender.
- 7.9. Permanent exclusions will be considered by the **governing body** for authorisation.
- 7.10. The exclusion process outlined in the **Exclusion Policy**, will be followed at all times, ensuring that parents/carers are suitably informed and are made aware of their right to appeal.

## 8. Monitoring and review

- 8.1. This policy is monitored for effectiveness by the **headteacher** and **SLT**, and will be reviewed every **two years**.

## Appendix A – Hierarchy of sanctions

