



At the heart of
the community

A GUIDE TO **BEHAVIOUR FOR LEARNING**

WHAT WOULD IT TAKE
FOR SOCIETY TO TRULY FLOURISH?
**WE BELIEVE... BE KIND, BE TRUTHFUL,
BE THE BEST YOU CAN BE**

We aim to provide an inclusive education enriched by our Christian heritage, with four key elements which are at the heart of all that we are and align with the Church of England's Vision for education: **Wisdom, Hope, Community and Dignity.**

Our children are given opportunities to develop their character to become independent, collaborative, creative learners who have the confidence to seek wisdom and nurture their love of learning in and beyond school.

Our small school provides big opportunities to broaden learners' horizons and prepare them for the 'fullness of life', through hope, aspiration and our core values. Through our opportunities for stewardship, courageous advocacy and service we focus on relationships and learning to live well in a wider community that can flourish together. Central to children's learning is respecting the worth, dignity and preciousness of each person in a safe and inclusive environment.

OUR EXPECTATIONS OF BEHAVIOUR FOR LEARNING: REWARDS AND SANCTIONS

At **Rackenford Primary School** we believe that children inherently want to behave well unless they have an unmet need.

Children need to have boundaries to feel safe and know where they stand in relation to others and what is expected of them. Rackenford has a behaviour for learning code which is shared regularly with children. We also know that children will push against boundaries to check in that we care!

We employ a number of sanctions to enforce the school rules, the stag code, our 'Behaviour for Learning' expectations, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation, dependent upon the age of the pupil and the severity of their actions.

We use our 'Behaviour 4 Learning' descriptors as a guide during learning time and playtime to ensure parity. Children have opportunities to self assess their B4L.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

We expect children to contribute to the learning in the lesson, always trying to be the best they can be.

We expect children to enable a positive learning climate in the classroom.

Each class has a system which is used as a visual reminder of the children's behaviour. Children who are demonstrating on track or greater depth, behaviour for learning' and through positive playtimes and outcomes can earn house points and other rewards.

Children are given three warnings about improving a specific behaviour before a sanction is put into place.

Children whose learning behaviour results in distracting others or by disrupting the learning climate will receive warnings and sanctions.

First verbal warning – this is given to act as a reminder and linked to our school 'Golden Rules', 'behaviour for learning expectations', and our 'Stag Code'.

Second warning – which might involve moving seat, changing a behaviour, making a right choice, etc.

Third warning – child will receive a sanction. This will be to miss their next playtime with the class. They will spend this time with the senior teacher on call (STOC). We know that playtimes are an important opportunity for children to regulate their feelings and behaviour, therefore they will have time for comfort break, run around and exercise, fresh air, snack, lunch drink, etc. this will just be at a slightly different time.

If this happens three times in the same week, the child will be put on a school report for a week. Their behaviour for learning is monitored and reported on the report card. This is shared with parents/guardians who will look at it each evening, commenting on any behaviours at home and sign the report. At this stage we want to look at what may be causing the behavior, the why; is there a reason for the behaviours, an underlying issue or unmet need at school, at home, etc.?

If a child's behaviour is of concern to staff or there is a pattern of such behaviours over time, staff will contact the family for a meeting. The child will be put on school report for a given amount of time and a behaviour care plan will be put in place. We may also discuss Early Help to see if this is something which may be of interest to the family.

During this time both staff and family will engage in positive conversations to encourage improvements in their behaviour for learning.

If the child's 'behaviour for learning' still continues to be 'off track' or unacceptable they will receive an internal exclusion which could be followed by a fixed term exclusion if their behaviour has not improved. Parents will be informed.

All incidents are logged electronically using CPOMS.

If the child is involved in bullying other children or staff, or is a victim of bullying then parents will be informed and we will follow our bullying code of practice/policy.

BEHAVIOUR FOR LEARNING (B4L)

What does this look like?

Describe what could be happening. Talk about what people might be doing.

How does it link to building learning power?

Greater Depth	<p>I always listen and respond well in my lessons, thinking about other people's needs and feelings. I can learn co-operatively and I am able to take turns and help to create a positive learning environment. I am always ready to learn, can persevere, am resilient, enjoy challenges and consistently produce work of a very high standard.</p> <p>I can independently seek out resources to help me. I always play co-operatively and happily during playtime and / or lunchtime. I can put things right, resolving conflicts.</p>	4
On Track	<p>I make lots of contributions to my lessons. I can listen to other people and respond appropriately. I am ready to learn. I am responsible for my own learning, and work hard in my lessons showing perseverance and resilience. I can play co-operatively and take turns. I can work well with other children. With support I can use resources to help me. I can play co-operatively at playtime and / or lunchtime. With support I can resolve conflicts.</p>	3
Off Track	<p>I sometimes make contributions in my lessons. I find it difficult to work by myself and do not have much resilience. I do not do enough learning throughout the lesson. I may have received warnings regarding my learning behaviours. My behaviours can affect other children trying to learn. I don't use the resources, which are there to help me.</p> <p>I sometimes find it difficult to play co-operatively with other children during playtimes and / or lunch times and need adult support. I find it difficult to put things right.</p>	2
Unacceptable	<p>I am not ready to learn. I am not contributing to my lessons. I am not listening to other people or instructions. When I play with children I am not co-operating, sharing or thinking about their needs or feelings. I have received lots of warnings about my behaviour. My behaviour has affected other children trying to learn. My actions may result in a sanction. I misuse and disrespect resources. I need support to put things right.</p> <p>I show persistent negative behaviours during playtime and /or lunchtime.</p>	1

We praise and reward children for good behaviour in a variety of ways:

- We have high expectations of 'Behaviour for Learning' while in class and in and around the school community. These expected 'behaviours for learning' can be assessed and measured on a scale of 1 to 4 (unacceptable, off track, on track, greater depth).
- We expect most children's behaviour for learning to be either greater depth or on track and this will be recognised and praised.
- Teachers and other staff regularly congratulate and praise children.
- We celebrate each child's birthday.
- Children may receive stickers, stamps, verbal praise.

Children may be awarded:

- A 'gem in the jar' for their outcomes, being the best they can be and overcoming difficulties.
- A 'heart in the jar' for the wonderful things that they do in our school and wider community, their acts of kindness.
- A 'fish in the jar' for demonstrating values in action, service and courageous advocacy.
- Furthermore, each class will have their own system in which the children are actively involved in managing their behaviour for learning, rewards and sanctions.

Celebration Assemblies

Every week we nominate a child from each class to be celebrated and rewarded in our 'Monday Celebration Assembly' they receive a 'Learning Leaf'. Which contributes to a whole school display in the hall. A copy is also taken home to share.

Children are given 'house points' for a variety of reasons which may include: consistent good work, their behaviour for learning, to acknowledge outstanding effort and acts of kindness in school. This total will then contribute to the end of the week awards – team house point champions, class house point champions and individual champion. This is celebrated in our celebration assembly.

Each week, children will also be nominated for our 'Writer of the Week' award.

Efforts in reading will also be rewarded with the reading raffle in a celebration assembly and also bronze, silver and gold awards through completion of the reading bingo.

All classes have an opportunity to lead a 'sharing assembly' where they are able to show examples of their best work.

We feel it is very important to recognise the activities, talents and interests of our children out side of school. Their achievements are also acknowledged in our whole school celebration assembly on a Monday.

Families are invited to join us for this celebration assembly.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child intentionally bullies, threatens or hurts (physically or emotionally) another child, the class teacher records the incident on the child's chronology (CPOMS). The child is removed and placed with STOC. A conflict resolution/ restorative conversation will take place to make amends. Parents may be contacted. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. A behaviour report card and a behaviour care plan will be introduced at this time to help the child and ensure close contact between home and school. In some cases there may be a requirement for weekly meetings between the class teacher and parents. If appropriate Early Help will be offered.

Like all schools bullying will not be tolerated. If we discover that an act of bullying or intimidation has taken place, we will act immediately to stop any further occurrences of such behaviour. All bullying will be recorded in the bullying log and on CPOMS.

Some children with specific behavioural needs may have behavioural systems that are personalised to meet their needs. These systems are recorded and agreed with Head of School and a discussion with the child's parents takes place.

We do value the **support** that we receive from our families and hope that this information is **useful** and **informative**.

If you have any questions about this please contact your child's class teacher or Sarah and we will be happy to discuss further.