



At the heart of
the community.

A GUIDE TO BEHAVIOUR FOR LEARNING

In the autumn term, feedback from the parent forum asked that we give parents more information about our behavior policy and for the rewards and sanctions used in school to be really clear and easy to understand by all.

In January we updated our behavior policy and reviewed our 'Good To Be Green' system. Further feedback from both children and families, indicated that this was still an overly complicated system, which in the classroom, we too found tricky to use effectively as the children didn't really 'get it'.

Since then we have been reviewing and reflecting on our policy and devising a clearer system of rewards and sanctions used. Our new system feels clear and child friendly. The children feel that they have ownership of it and are keen to make it work for them. This term, we have done lots of work with the children exploring our behaviours for learning, linking this with our 'Building Learning Power', thinking about the language we use, what this looks like, sounds like, is like in the classroom and beyond. We would like to share this with you.

Hopefully this will also provide a context for the Anti-bullying contract and Behaviours for Learning guide, which came out earlier in the week/month.

We want all children to be happy inquisitive learners who love coming to school. We can offer a supportive and caring environment for them to flourish.

Your child will have received an anti-bullying contract which we would like you all to sign up to pledge your support and commitment to continuing to make RPS a safe, secure and happy place to be.

To improve the behaviour for learning of pupils at school we will:

- Apply whole school behaviour for learning policy consistently
- Establish and maintain a high profile for behaviour for learning

- Relate behaviour issues directly to the school's values and ethos
- Monitor progress in behaviour measurable outcomes

To develop a framework which defines expected behaviour for learning and promotes consistency in applying rewards and sanctions we will:

- Have clear 'Golden Rules' that are displayed throughout the school, which are:
 - **Be Kind**
 - **Be truthful**
 - **Be the best I can be**

Supported by our stag code: are you in the right place, at the right time, doing the right thing?

- Have clear core values that are displayed throughout the school, which are:
 - **Trust**
 - **Perseverance**
 - **Respect**
 - **Forgiveness**
 - **Friendship**
 - **Compassion**
 - **Truthfulness**
- Have clear behaviour for learning descriptors aligned to a measurable outcomes

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?

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| 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. 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 |

OUR EXPECTATIONS OF BEHAVIOUR FOR LEARNING: REWARDS AND SANCTIONS

The school employs 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.
- We use our 'Golden Time Chart' system 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 minutes of golden time.
- 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 the '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. They will spend this time with STOC (they will have time for comfort break, exercise, fresh air, snack, lunch drink, etc).
- If children miss 3 playtimes in a week they will be put on school report for a week and miss their golden time for that week, regardless of how many minutes they have already earned. Their behaviour for learning is monitored and reported on the report card. This is then taken home each evening for parents/guardians to see and sign.
- 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.
- 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.

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

- Teachers and other staff congratulate children.
- Children may receive stickers, stamps, verbal praise
- All children work towards earning 20 minutes of 'golden time'. Each class will have their own system in which the children are actively involved in managing their behaviour for learning, rewards and sanctions.
- We have high expectations of 'Behaviour for Learning' while in class and in and around the school. 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.
- Each week we nominate a child from each year group to be rewarded for good learning, developing their learning power and good attitudes during the week, via our class 'Learning Leaves'.
- Each child will be given house points for 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.
- Each week, children will also be nominated for our 'Writer of the Week' award. This award is presented in our Friday whole school celebration assembly. The piece of writing chosen will then be displayed.
- Efforts in reading will also be rewarded with the reading raffle in 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.
- Outside achievements are acknowledged in a whole school assembly on a Friday.

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 sanctioned with an immediate "miss break". Parents are 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 behavior 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.

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.