





Rackenford Primary School

Positive Behaviour for Learning Policy

Status	Statutory
Person responsible for policy	Emily Budden
Policy to be implemented by:	All Staff
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Signature of Co-Chair of Governors:	 



Rackenfurd Primary School Positive Behaviour for Learning Policy

Statement of Intent

There is an expectation at Rackenfurd Primary School of pupils engaging positively in their day-to-day experience at school and recognising that positive behaviour impacts on their ability to flourish and engage in school. At RPS our expectation is that we manage behaviour as effectively as possible to create a calm, safe and supportive environment where children can learn and thrive. [Behaviour in schools guidance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444882/behaviour-in-schools-guidance.pdf)

Our behaviour policy echoes our six core values with a heavy emphasis on building positive relationships with our students.

Aims

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.
- To build a community which values trust, respect, friendship, perseverance, forgiveness and honesty.

To make behaviour for learning a priority for all those associated with the school including pupils, parents, teachers and governors we will:

- Publish the updated behaviour policy on the website at the beginning of each academic year.
- Use the school website to promote our behaviour for learning procedures.
- Keep Governors up to date through regular feedback from the Head of School and Head of Federation reports to governors.

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

- Develop and share clear 'Behaviour for Learning' expectations with staff, pupils, parents and governors.
- Teach our expectations for learning behaviour.
- Have clear and agreed consequences and rewards with the use of the 'Behaviour for Learning' system by all staff.
- Develop and share the mantra of 'Are you in the right place? At the right time? Doing the right thing?' to enable children to self-assess their Behaviour for Learning.

A Behaviour for Learning chart (B4L) is displayed in each classroom, with children starting every session On Track. The expectations apply to all parts of the school day, including break times and lunch times. This scaling approach is used to track behaviour and to identify rewards and consequences.

<p>Greater Depth</p>	<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>	<p>4</p>
<p>On Track</p>	<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>	<p>3</p>
<p>Off Track</p>	<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>	<p>2</p>
<p>Unacceptable</p>	<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>	<p>1</p>

Children will be reminded of the behaviour for learning expectations before moving to Off Track or below. If children are moved onto Off Track they will receive a verbal warning as a reminder about the expected behaviour. A second warning will involve being moved within the classroom to enable them to make a change in their behaviour. If there is no change a child will then move to Unacceptable and receive a sanction where they will be moved to another classroom to complete

their work and will miss the next breaktime. 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, drink, etc. this will just be at a slightly different time.

All sanctions at this level will be recorded on CPOMS and shared with parents.

Any physical abuse of staff or children, serious verbal abuse or complete refusal to follow reasonable adult instructions will result in an immediate move onto red and/or a referral to the SLT who will assess the level of severity of the situation and the sanction required, which could include a suspension in line with appropriate guidance. [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#)

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 on CPOMS. [Policies and Other Documents](#)

Children that are showing Greater Depth behaviour will receive rewards such as Dojo points and Shining Star awards.

To provide support, advice and guidance to pupils and parents we will:

- As a whole staff act as positive role models for behaviour for learning.
- Highlight positive behaviour in: Assemblies and newsletters.
- Modelled and practise what positive behaviours look like.
- Offer 1-1 support and/or behaviour contracts for those children who regularly move into Unacceptable and who are deemed to be putting their learning and the learning of others seriously 'at risk'.
- Involve parents from the earliest stage in the above process.
- Seek to understand personal behaviour and emotional issues when communicating with parents Rackenford Primary School.
- Provide regular opportunities between teachers and children to think about how to care, respond and behave in a variety of situations through:
 - The learning behaviours and expectations will be discussed regularly in assembly.
 - Lessons- in PSHE through the use of the Jigsaw programme, circle times, and 'Learning behaviours and expectations' discussions
 - Staff being available to talk to pupils

To provide consistent information for individual parents about behaviour that needs improvement we will:

- Identify patterns of negative behaviour that are affecting learning.
- Encourage parents into school to discuss the support we can offer.
- Inform parents on a daily/weekly/termly basis of progress depending on mutually agreed need through home/school diary or letter.
- Refer to the SEMH service for strategy advice and support.