

Priory Telford School

BEHAVIOUR FOR LEARNING POLICY



Priory Telford Vision Statement:

“Building resilience and skills in our young people for an independent, fulfilled life beyond education”

Written: September 2020

Next Review date: July 2021

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Aims

The Behaviour for Learning Policy aims to:

- Enable effective teaching and learning
- Promote positive behaviour and children's self-esteem

Objectives

- To emphasise the importance of good behaviour and its relationship to learning
- To provide a framework for the consistent management of all behaviour related issues that disrupt the teaching and learning process
- To emphasise the value of partnership between parents, carers, students and teacher in the achievement of high standards of behaviour within the school community
- To achieve good behaviour for learning principles within each class to ensure that good teaching and learning can occur.

Principles

Priory Telford recognises that effective teaching and learning can only take place in an atmosphere where there is a clear understanding of what is and what not acceptable behaviour. (Refer to Positive Behaviour Policy). Actions which prevent teachers teaching and students from learning are not acceptable.

The following principles should be recognised if a whole-school approach to behaviour for learning is to be successful.

- An understanding and acceptance of the policy by every member of the school is important if our aims are to be achieved
- The Behaviour for Learning Policy is a partnership between all members of the school
- A whole-school approach is intended, wherever possible of managing behaviour through good and outstanding teaching. A pro-active classroom is more effective than a reactive classroom.
- Self-discipline to the teaching and learning process should be the ultimate aim of all members of the school
- Behaviour patterns can be changed and indiscipline managed effectively only when behaviour is handled consistently and routinely by every class throughout the school
- Effective behaviour for learning seeks to avoid confrontation
- Outstanding teaching and learning can only take place effectively when behaviour for learning is dealt with appropriately

Other school policies should be referred to in conjunction with the Behaviour for Learning policy:

- Teaching and Learning Policy
- Behaviour Management Policy
- PSHCE, SEAL and SMSC Policy
- The Positive Behaviour Policy

Practice

Good behaviour will be promoted through the establishment of good relationships within the school community, built upon mutual respect.

The school curriculum also provides opportunities for consideration of behavioural issues, in particular through the teaching of PSHCE, SMSC and SEAL.

The school will seek to provide a relevant curriculum for all students in association with promoting good behaviour for learning.

The provision of high quality teaching and learning is central to achieving good behaviour. Likewise, the provision of high quality and consistent behaviour for learning approaches is central to achieving good teaching.

Roles, Responsibilities:

Positive Behaviour Managers will:

- Provide dedicated intervention and support to individual children, identified by the Leadership Team, teachers and staff, as needing more nurturing interventions related to emotional support, in order for them to access learning again
- Will provide a child facing and supportive approach within the classroom and outside the classroom in order to support a child's emotional needs

Teachers will:

- Plan and deliver engaging lessons of an appropriate level of challenge
- Embed a school ethos for learning, so that pupils know when it is time to start work for any particular lesson.
- Structure classroom seating in a way that each pupil is given the best chance of learning

Teachers and Teaching Assistants will:

- Maintain a positive outlook to pupil learning by giving regular constructive feedback and/or understated praise
- Promote positive self-esteem and class behaviour expectations
- Ensure displays are kept tidy and up to date
- Ensure that all classrooms are kept tidy and welcoming all of the time so as to promote an atmosphere of order and calm

The Leadership Team will:

- Incorporate the six areas of focus identified in good behaviour for learning, into the hexagonal approach used to monitor progress over time
- Conduct learning walks and give constructive and helpful, supportive feedback every half term, at least
- Continue to use an open door policy to learning walks
- Will identify along with class teachers requiring strategic interventions, to support their learning

Monitoring

When the policy is successful, we will see children who:

- Are motivated, independent learners
- Enjoy learning and have respectful relationships with adults and other children
- Have a sense of self-esteem and make good progress against their targets

Areas of Focus

Environment

Class Seating/Individual Space:

- Young people are seated in the best possible position so as to enhance individual learning. Learning can be seen to be happening because of this
- Class teachers should be pro-active in their approach to classroom seating and move seating if learning does not appear to be happening

Display:

- All classroom staff are responsible for clean, tidy displays
- All displays must include a brief description of the work, so that the viewer/child has some context as to the learning process
- Children's work should be named
- Spending time on well thought-out and considered displays tells the children we teach that we care about the work they do for us and helps to promote self-esteem

Tidying and Welcoming Classrooms

- Every classroom at the beginning of every day should look tidy, uncluttered and free of rubbish and litter on the floors and surfaces
- Staff should be mindful that our young people can live chaotic and cluttered lives, or exhibit chaotic and cluttered learning. A calm and tranquil learning environment can help to reduce those anxieties to learning
- Children should be given the opportunity to learn in a text rich environment, which should include visual display prompts for subject terminology and/or a 'go to' area within the classroom for English and Maths resources

Consistent (Staff) Routines:

Constructive Positive Feedback:

- This should be evidenced during any lesson by the staff around the child and through effective marking and feedback procedures and class reward systems
- Children are aware of the high expectations we set to their learning
- The Behaviour Toolkit can be read and should be used in conjunction with this pathway

Embedded Classroom Ethos for Learning:

- A visible set of learning objectives and personalised learning outcomes are evident for every lesson. Challenge is evident during lessons, through questioning and because pupils do not habitually get all their work right and the tasks are matched appropriately to individual needs, showing that teachers have high expectations
- Marking and constructive feedback from both the teacher, the TA and pupils are frequent and of a consistently high quality, moving learning forward
- Opportunities are given for independent learning
- Extra adults in the classroom generate high levels modelling and commitment to learning. Extra adults are used to monitor and evaluate pupils' learning to inform future learning
- Teachers and Teaching Assistants should find their own class ways of getting children ready for learning. This may be to reduce barriers to learning, and might include visual aids.

Positive Self-Esteem, Class Behaviour Expectations:

- Children should be reminded of classroom behavioural expectations by the teacher of the class, first and foremost
- Individualised and whole school class behavioural systems are in place and used accordingly to encourage positive behaviour expectations
- A positive self-worth 'can do' attitude should be embedded within the classroom environment