



Redlands Community Primary School

Working Together and Aiming for Excellence

“Learning Behaviours Policy”

The Behaviour for Learning Policy derives directly from the school’s Vision Statement, where it is clear that the school values all members of the school community that each person’s worth and dignity are recognised, and each student is expected to attain success.

The school aims to provide a safe, secure, supportive environment where students can learn to the best of their ability, and where teachers can teach to the best of their ability.

The cornerstones of our approach to establishing an environment in which everyone has the opportunity to succeed are:

- **Respect** – for oneself and for other members of the school community
- **Rights** – we recognise that students have a right to learn and that teachers have a right to teach
- **Responsibilities** – we recognise that, with these rights, comes a responsibility for all members of the school community to work together and ensure that behaviour allows learning to happen

We firmly believe that students respond best to praise and positive incentives, and the basis of our behaviour management is always to look for the good in students. To this end, we place great emphasis on rewards and recognition of success. We will work actively to discourage behaviour which prevents learning.

We believe that every student wishes to learn, that every student wishes to succeed, and that every student has a capacity for change.

This Behaviour for Learning Policy has been written after an extensive period of surveys, questionnaires and interviews to ascertain staff and student views. It reflects the majority view of staff and students alike, and should be seen as a document that was created and ‘owned’ by the whole school community.

Aims

- To ensure that the school is a safe, orderly environment that encourages learning
- To ensure that behaviour management is consistent across the school
- To celebrate and reward good behaviour
- To promote and assist the moral development of students in terms of altruism and their sense of community

- To ensure a calm, productive atmosphere that is conducive to learning
- To help students understand that actions have consequences, both positive and negative, and to help students learn to be responsible for their actions
- To identify early students whose behaviour may adversely affect their learning, and to act quickly to rectify the situation
- To work actively against behaviour that damages the inclusive ethos of the school

Foundations

The foundations of the school's Behaviour for Learning Policy are threefold:

Respect – we will encourage students to develop a healthy self-respect through high expectations and through rewarding success. The school values highly the ethos that success is something to be proud of; there is no stigma attached to success at Sileby Redlands C P School. We will also encourage students to show respect for all other members of the school community, staff and students alike; we will continue to foster a sense of supportive camaraderie.

Rights – feedback from staff and students has indicated unequivocally that every member of the school community feels that

- Students have a right to learn without having their learning disrupted
- Teachers have a right to teach without having their lessons disrupted
- Students have a right to have their opinions heard at the appropriate time, provided that this does not impinge upon the first two rights above
- Teachers have a right to have their instructions followed, as it is they who are responsible for ensuring that all students have access to learning at all times. Teachers at Sileby Redlands Community Primary School are trusted to know what is best for their students.

Responsibilities – with these rights comes the responsibility of all members of the school community to act in the best interests of staff and students alike.

Teachers have the responsibility to discharge their duties to their full ability and always to seek to improve their teaching; students have a responsibility to ensure that they focus on learning at all times. We believe strongly that students should, in addition to their academic subjects, learn ways in which they can become valuable members of society, where they can show care, consideration and altruism towards their fellow human beings.

At Sileby Redlands Community Primary School it is our aim to ensure that all children are aware of our expectations and that these are explicitly discussed and revisited throughout the year.

Each year group – EYFS through to Year 6 have a set of 'Learning Behaviours' that are specific foci for that particular year group. It is these 'Learning behaviours' which are then specifically referred to in the children's end of year reports.

Classroom Learning Behaviours:

Setting clear expectations for all children is key. The classroom is a space in which all children have the right to learn to the best of their abilities and any behaviour that prevents this from happening will be dealt with in accordance with our 'Behaviour policy'.

Children in all classes are expected to demonstrate **'Good Sitting'**.

If learning on the carpet, children are required to:

- Sit with legs crossed
- Sit upright and refrain from slouching or lying across the floor
- To face the adult/child who is addressing the class from the front
- To ensure that the line of vision is clear and all aspects of the stimulus can be seen
- To remain attentive and not to distract others from their learning
- If a carpet space is allocated – ensure that this space is used when engaging in an activity
- Not to invade others learning space

If learning is taking place whilst seated around tables, children are required to:

- Keep all 4 legs of the chair on the floor
- Ensure that feet are on the floor and not tucked underneath bottoms or kneeling on the chair
- Sit upright and refrain from slouching over the tables
- Face the adult/child who is speaking from the front of the classroom
- Not fiddle or be distracted by equipment, all items to be placed on the desk when the teacher requires whole class attention
- Ensure that whiteboard etiquette is used at all times – no doodling and pens placed on the table when the recording is completed
- Not to invade others space, allowing others to think, respond and record freely

Non-Negotiables for learning in the classroom

- Always face the person who is leading the learning – Teacher, Learning Support Assistant or another child sharing his/her work/ideas
- Take an active part in the session – all children will be asked to contribute and strategies employed to ensure that all children have a voice.
- Regular use of Talk Partners to share ideas
- A 'Countdown' from the teacher to illustrate that focus is required at the front of the room for further learning or instruction
- All equipment placed onto the table or onto the floor (if on the carpet) by the end of the 'Countdown'
- Children to recognise **'Learning Noise Levels'** which are consistently applied across the school and are appropriate for learning in the classroom
 1. **Silent** – time for reflection and self-study
 2. **Indoor Voice** – a level of speaking that does not disturb others
 3. **Classroom Response Talk** – speaking in a clear and audible manner
 4. **Quiet Talk** – partner discussion
 5. **Group Talk** – wider group discussion, roles assigned
 6. **Outdoor Talk** – playground interaction and team games
- Classroom visuals to be used to identify positive responses to the above.

- Teachers and Learning Support Assistants are to follow the 'Behaviour Policy' and 'School Rewards Systems' – classrooms to reflect a consistent approach – 'A Collective Classroom of children working together'

It is the aim of the school to develop **Independent Learners** - in doing so we will ensure that the following is available at the beginning of each lesson:

- Learning Equipment is readily available in the child's learning space
- Children to be accountable and respectful of their equipment
- Equipment and learning resources to be clearly labelled and accessible for all pupils
- A positive ethos in the classroom which informs children where to go for help when they are unsure about the learning
- A positive and informative learning environment of which the children have direct ownership

Playground Learning Behaviours:

Our Playground is an environment in which children are encouraged to have fun in their recreational time. The playground also has many other uses:

- Arriving to school for the start of the day
- Leaving school at the end of the day
- Outdoor play
- Outdoor classroom
- Transition from one teaching base to another

It is essential that all children are aware of the expectations of the school whilst playing and learning in these areas.

Non Negotiables for our Playground space:

Start of the Day

- School gates are to be opened at 8.30am by the Premises Team – children are expected to walk into school in a calm manner
- SMT to arrive on the playground to provide overall playground supervision and to liaise with parents/carers from 8.30am
- No scooters or Bikes are to be ridden on School premises – children to dismount bikes/scooters at the school gate
- Children are encouraged to interact quietly with their friends whilst waiting for the school bell.
- Children to understand that no ball games, no playing with EYFS equipment, no running or shouting should occur during this time.
- Teaching staff to greet their class at the designated area on the playground at 8.40am. This provides opportunity for parents/carers to converse with staff with regards to any issue.
- Children are encouraged to line up in a pre-decided order, waiting for further instruction from their class teacher
- School bell to be rung at 8.45am from which the class teacher will lead his/her class into school in an orderly fashion. Volume of voice to be addressed when and where required. (Please Note: In bad weather bell will be rung at 8.40am and children be quickly brought into school)

End of the Day:

Children will be dismissed from various access points around the school to ensure that congestion does not occur.

Keystage 1

- Base 1 – dismissed from garden room onto top playground
- Base 2 – dismissed from entrance in the shared KS1 area
- Base 3 – Dismissed from fire exit in classroom onto protected driveway.

Keystage 2

- Base 4 – Dismissed from Top door
- Base 5 & 7 – Dismissed from 'Fish tank' door
- Base 8, 9 & 10 – Dismissed onto playground. Teachers to ensure that children adhere to respectful learning behaviours whilst exiting classrooms

Routines for Respect in and around the School

Cloakroom behaviours:

It is our aim to ensure that the children of Redlands community Primary School have a respect for themselves, others and their school. In doing so the expectations for behaviours is made explicit and reinforced throughout the year with clear prompts and visuals.

Children will be taught how to hang their belongings on their peg and how to store other personal property – this process is the responsibility of the child but also the class teacher in ensuring that expectations are clear and understood.

- The School will ensure that each class has enough space to store personal property in the corridor
- Coats and PE bags will be hung on a peg that has been assigned to the child
- Outdoor shoes will be kept tidily underneath the child's peg
- Lunchboxes will be stored in a designated space defined by the class teacher
- Pegs in the cloakroom will be clearly labelled so that each child can take ownership of their space and cloakroom
- Cloakroom monitors to be defined to report back to the class teacher and learning Support assistant after key periods in the day eg. Playtime and PE sessions
- SMT team will ensure that regular praise is given and the award of 'Cloakroom of the week' be shared with the school
- Expectations of what the cloakroom should look like will be displayed in a prominent place so that expectations are explicit

Moving around the School – Corridor Etiquette

Learning behaviours are not just valued in the classroom but also as children move around the school – either during lessons or whilst moving from one area of the school to another for transition. Children and adults will be required to:

- Walk on the left hand side of the corridor to avoid any congestion. Visuals will be used to remind children of this expectation
- These reminders will always be phrased using positive language
- Children to be reminded of using their '**Indoor Voice**'
- Children to recognise respect and manners of adults in the school by opening doors and waiting for adults to pass
- Corridors are areas in which children are expected to walk at all times
- Children will be expected to wait quietly outside classrooms and will refrain from leaning on displays during transition periods

Recreational Periods during the school day

Children are expected to consider the foundations of our Learning Behaviours – Respect, Rights and Responsibilities, during those times where and when they are participating in recreational activities. Supervision of children will take place but on a wider scale. Activities which are child led are expected to still reflect our common foundations.

Playtimes:

- Children are encouraged to play sensibly, taking into consideration our foundations and school rules. Due to time restraints, activities and outdoor play resources are limited. A timetable for Ball games in 'The Cage' will be shared with the children.
- Children are to seek permission before going into school during these times. The playground supervision team will provide children with a 'pass'
- To indicate that playtime is at an end, the supervision team will blow a whistle, at this point it is expected that children will stop what they are doing and stand silently waiting for their next instruction
- A second whistle is blown and children are expected to walk to their designated areas and to line up in their pre-decided order
- Teachers or Learning Support Staff will collect children from the playground and the class will walk silently to their classroom

Lunchtimes:

It is our aim to maximise the 'play' time that children have and reduce the amount of time lining up. We want to encourage children to be more active and therefore invest in staff to promote positive play experiences.

It is essential that we promote good manners both in interaction with children and adults but also at the dining table. All children must be shown and encouraged to use a knife and fork when eating their meal.

- Noise level in the dining hall to reflect expectations in the classroom
- Clear and explicit expectations for behaviour in the dining hall and on the playground
- Children to be aware of what is expected of them in certain areas of the playground and the expectations of how they should eat their lunch in these areas – benches, picnic tables, stage area
- Table etiquette and good manners will be expected at all times
- Expectations of lining up when the class is called – silent before entering the hall and maintaining a 'Quiet Voice' whilst eating. Lunchtime should still be a social event
- Teachers to initially set a good example by eating with their class
- SMT will supervise lunchtimes in the dining hall and maintain expectations

Lunchtimes Procedures:

With the introduction of Universal free Meals it is a priority that all children, who wish to partake in this scheme, enjoy a hot meal within the allotted time. To ensure that this happens the following procedures will be implemented:

- Children will select their choice of meal with their parent(s) by filling in the appropriate form from the school office – these will be sent home each Friday.
- Decisions of meals will then be collated and the office will inform the school kitchen of the demand for meals across the week – this is for ordering purposes.
- The school office will identify the coloured bands in respect of meat and vegetarian options.
- These bands will then be sent to the class teacher for distribution.

- Class teachers/CSAs will distribute bands after 11.00am, before the lunch period.
- EYFS and KS1 will report to the hall at 12 noon and be shown to their seats by a lunchtime supervisor.
- 2 year 6 monitors will be stationed at each table and will fetch the meal for the child according to the coloured band.
- Children who opt to have sandwiches will sit on the benches around the perimeter of the hall.
- Year 6 monitors will fetch their own lunch after all have been served.
- Year 6 monitors are responsible for the noise level and behaviour on the tables.
- Knives and forks are to be placed on each table by Lunchtime supervisors along with a plastic beaker for water. Jugs of water to be provided in the centre of tables.
- Year 6 monitors are to decide when children can leave the table; dropped food must be cleaned away by the individual child.
- Once space becomes available in the hall, a message is sent out to the playground LS to arrange the next KS2 class to come in for lunch. These children will self-monitor themselves.
- Those KS2 children choosing to eat their sandwiches outside must be supervised at all times and the same rules regarding manners and food etiquette must be followed.
- Lunchboxes must be presented for LS to check that a meal has been taken during this period.

Lunchtime arrangement during wet/cold weather:

Lunchtime arrangements during wet or cold weather will need to be considered and carefully monitored. It is ideal for children to get fresh air at various points throughout the day; however, weather patterns can restrict this. Procedures are set up and in place and will be followed by the Lunchtime Support Assistants.