



Behaviour for Learning

2016-19



SOUTH SOMERSET PARTNERSHIP SCHOOL

Behaviour for Learning Policy

Rationale

It is a primary aim of our school that every pupil and adult feels valued and respected, and that relationships are positive. We aim to work in partnership with the whole community to encourage and promote the appropriate behaviour of pupils both within and outside the classroom. To achieve high expectations it is important that pupils understand and are supported in the acquisition of behaviour skills that support learning. It is understood that there is a shared responsibility within the school for the successful management of Behaviour for Learning. To that end this policy is based on the principles of social and emotional aspects of learning and is designed to impact positively on learning and teaching and therefore raise standards.

Aims

- To develop and sustain a positive culture in both learning and teaching
- To provide a welcoming, safe and secure teaching and learning environment that is both calm and orderly, for the whole school community
- To model and expect a set of preferred behaviours based on trust and mutual respect
- To support pupils in accepting responsibility of their own behaviour by developing an internal locus of control
- To promote restorative justice when incidents arise
- To provide opportunities for success which raise self-esteem and promote learning
- To build a supportive dialogue between home and school

Implementation

- The Behaviour for Learning Policy is owned and endorsed by the whole school community
- Good behaviour is celebrated and inappropriate behaviour challenged with appropriate sanctions in place
- Good channels of communication are vital in the pursuit of consistency and understanding
- Consistency and patience from staff are vital in all areas of successful behaviour management and teaching and learning

Expectations

At SSPS we understand that there is a link between behaviour and learning and believe that all of our pupils can do well with appropriate support.

We encourage success by supporting them to meet the following expectations of good behaviour for learning:

- Be ready to learn by being on time for lessons, dressing appropriately and switching off mobile phones
- Be clear about what is to be learned, how it relates to prior knowledge and the structure of the lesson
- Actively engage in learning
- Be able to work independently to the best of their ability when required to do so
- Be confident that they can succeed because the right conditions for learning exist
- Listen to others and expect to be listened to
- Treat others with respect
- Use appropriate language
- Look after the school buildings, displays and equipment
- Follow health and safety rules in the school
- Follow the school no smoking policy
- Use ICT in an appropriate way, respecting others

(See also Anti-bullying Policy, No Smoking & Drugs Policy, Health & Safety Policy, Acceptable ICT Policy)

Responsibilities

It is the responsibility of every member of staff to positively encourage good behaviour and to provide a consistent, fair approach. The modelling of appropriate behaviour is a very powerful tool for instilling appropriate behaviour in pupils and forms an essential part of our approach to Behaviour for Learning.

Pupils prefer a calm and purposeful atmosphere where the adults are safely in control and where they can successfully get on with their learning and be acknowledged as people who matter. Where pupils feel valued they are likely to respect the adults and accept their authority. To achieve this careful planning is required.

The school expects teachers to:

- Set work that is interesting, relevant and appropriate to pupils' abilities
- Maintain high expectations of pupils
- Recognise and reward positive behaviour
- Model appropriate behaviour
- Provide positive feedback about pupils' efforts and achievement
- Treat pupils with fairness and respect at all times

The school expects pupils to:

- Accept responsibility for their own actions and understand that sanctions are a natural consequence of inappropriate behaviours
- Accept responsibility for attendance and punctuality
- Develop autonomous learning
- Show respect and consideration for themselves and others (see Anti-bullying and Equalities Policy.)

The school expects parents and carers to:

- Support the SSPS policy on attendance and punctuality by notifying the school of any absences or lateness
- Support their children to be punctual and improve attendance
- Engage with the school to support their children to experience success and re-engage with learning
- Work pro-actively with other agencies supporting their child
- Notify the school of any factors which may affect the behaviour of their child
- Support their child by attending reviews, open days and other meeting
- Be aware of and support the SSPS Behaviour Policy

Response to poor behaviour:

Behaviours that stop pupils doing well and could result in sanctions:

- Verbal or physical abuse of staff
- Bullying – physical, verbal, emotional, including on-line bullying which impacts on the learning and well-being of pupils and staff (see Anti-bullying Policy)
- Sexual harassment of any kind
- Prejudice on grounds of race, age, gender, sexuality, disability and others
- Carrying an offensive weapon
- Deliberate damage or theft of property (which could result in a charge)
- Smoking in or around the building (See Smoking Policy)
- Use or sale of tobacco, alcohol or other mood changing drugs (See Drugs Policy)
- Refusing to leave the premises when asked
- Gambling

Many SSPS staff are 'Team Teach' trained which focuses on de-escalation, however where pupils present a danger to the building, themselves or other members of the school community safe restraint may be used in exceptional circumstances.

At SSPS we reward good behavior through the use of a 'points' system.

When pupils consistently meet expectations they are rewarded through a point system which is tailored to the needs of each individual site. Rewards are displayed and success celebrated.