



# **MONKHOUSE PRIMARY SCHOOL**

## **BEHAVIOUR FOR LEARNING POLICY**

“Tell me and I’ll forget.  
Show me and I may remember.  
Involve me and I learn.”

Benjamin Franklin

## Principles

At Monkhouse Primary School, we aspire to a learning environment with respect at its core, where pupils, parents and staff have collective responsibility for working towards effective behaviour for learning. Our vision is to create a school where children are engaged in, and excited by, their learning and where adults are supported and enabled to provide the highest quality learning experiences for children. We want children to feel that they are safe, that their ideas are valued and that they have the skills to take ownership of their behaviour. We believe that the following are essential if our vision is to become a reality:

- The policy is applied consistently across the school
- Adults and children are clear about what is expected of them

## Teaching and Learning

We acknowledge that teaching and learning are inextricably linked to the promotion of positive behaviour. Whilst our policy provides external motivation for children in the shape of tangible rewards, we believe that it is essential to encourage intrinsic motivation in terms of their desire to learn and to achieve.

We support this by:

- making learning real and relevant with links to what children already know and clarifying the purpose of the learning: ‘We need to know about this because ...’;
- Sharing and/or agreeing success criteria (for both learning and learning behaviour) with the children and involving them actively in deciding whether they have been successful in meeting these;
- providing challenge and expecting the most from children whilst making sure that all children can experience success;
- helping children self-assess and comment on each other’s work;

We need to provide an environment in the classroom where children feel that their ideas will be valued, that they can take risks in their learning, that they will not be belittled or hurt by others in the classroom and that they know what will be asked of them and when.

We do this by:

- listening to children’s ideas and showing that we take them seriously
- creating a classroom climate where children expect to work together and help each other,
- creating a climate in which all children feel able to make mistakes and take risks, for example: emphasising our own responsibility if children haven’t understood: ‘I need to explain that better/in a different way’

- providing feedback on learning which helps everyone in the class to understand that wrong answers are just as important as correct ones, because learning begins with the ability to make mistakes and say 'I do not know';
- establishing clear routines and timetables so that children know exactly what to expect each day.

Our expectations of children's behaviour need to be continually reinforced. We communicate our expectations through:

- continual discussion of expected behaviours for learning (for example, agreeing shared success criteria for behaviour in a group speaking and listening task);
- visual displays about the behaviour expected (posters, photographs of children in the class demonstrating the desired behaviours);
- modelling and role-play;
- "catching children being good," noticing when they are showing the expected behaviours and making sure that they understand why we are pleased;
- cues and prompts to keep children continually aware of what is expected of them throughout different activities within a lesson;
- Regular (termly) formal sessions to explore and consider good behaviour for learning.

## Roles and Responsibilities

Every member of the school community (pupils, parents and staff) has a role in developing effective behaviour for learning. Roles are clearly reflected throughout this policy.

The policy will be monitored through discussions with pupils, feedback from staff, learning walks and lesson observations conducted by the leadership team.

## Standards

It is impossible in a list of "rules" to capture every example of positive behaviour that we wish to encourage. Our central principle is respect and the concept of learning together. It is essential that we develop in children a desire to respect themselves and others. By focusing on the principle of respect rather than specific behaviours, we help and support children to apply the principle to any context, both in school and beyond. We aim to get the children to apply and work with our core values.

### The Monkhouse Values

**Listen**

**Follow**

**Respect**

**Responsibility**

All Adults at Monkhouse will

- **Recognise and praise success**, however small.
- Encourage **"I'll try"** and discourage **"I can't"**.
- Express that **respect breeds respect**.
- Emphasise that **learning is essential** for **success** in life.
- Demonstrate an **eagerness to learn** too.

At the beginning of the year, each class teacher will discuss and agree with pupils the observable behaviours which reflect the expectations in their classroom. This ensures that the code is age-appropriate. Each classroom will have a display area in class devoted to exemplifying the agreed behaviours. At the beginning of each year, children and the class teacher(s) will sign the Monkhouse Class Agreement and this will be displayed in the classroom. A copy of the agreement is then signed by every child in the class.

Teachers will return to and reinforce the agreed behaviours on a regular basis, both informally in everyday classroom practice, but also formally at the beginning of each half-term.

## Routines

We have agreed a routine for movement round school at the beginning and end of the day and at playtimes and lunchtime.

Class teachers have a responsibility to ensure that routines in classrooms give a structure to activities, are clear to children and that they are consistently applied.

Class teachers should ensure they have a clearly established routine for:

- distributing and collecting resources
- children moving around the room
- understanding the levels of noise expected for different activities
- moving from one activity to another
- what to do when they are stuck, before asking an adult for help
- showing they need help from an adult
- getting an adult's attention
- getting work marked
- what to do if they have finished an activity and have time to spare
- asking to leave the classroom
- clearing up

## Rewards

We aim to be clear and explicit as to why we are rewarding children. Effective praise helps the child appreciate how their achievement is helped by their own behaviour. It acknowledges the child's choice, focuses attention on appropriate behaviour and fosters intrinsic motivation. We recognise the need to be consistent when rewarding children, to avoid giving them confused messages.

We have a hierarchy of rewards which operate within our "THINK" system:

1. A smile or thumbs up signal, a quiet word of praise
2. Praise in front of others
3. A *House Point* given.
4. A visit to the Headteacher, other adults or class in school.
5. A tweet or email of the reason eg screen shot of work, photo or explanation to parents.
- 5 An achievement certificate issued in a celebration assembly.

Children are split into House Groups across all years. The houses are Priory, St Marys, Collingwood and The Dome . Every child can earn house points for behaviour. This reward is a gold coin house point which is added to the house tally. Every 2 weeks the house with the most amount of points is announced in assembly .At the end of each term the house with the most points will have a treat eg no uniform day, movie afternoon ,beach trip etc. Each house has a teacher as Head of House and in house assemblies children are reminded of the expected behaviour for learning.

## Consequences

We choose to use the term “consequences” rather than sanctions. Consequences are linked to the language of choice and signal that the child is making an inappropriate choice about his/her behaviour.

As with rewards, we recognise the need to be consistent when rewarding children to avoid giving them mixed messages. We also believe that when consequences are used fairly, consistently and dispassionately, positive relationships between adults and children are maintained. Take the time to decide on the appropriate consequence, especially if the incident occurs at the end of the day, to ensure the outcome is as fair as possible or give children time to modify their behaviour. Investigate incidences fully and confer with other colleagues.

There is a clear hierarchy of negative consequences.

- A warning look
- A quiet, private reminder.
- Reminder of positive behaviour in front of the class.
- A think card given.
- The child will reflect on what has happened.
- Return to the teacher with your think card to discuss the impact of your behaviour and agree what actions are needed.eg apology or appropriate consequence.

3 or more think cards within a week will result in you going to a reflection session at the end of the week.

Immediate think card for misuse of mobile technology in school.

If you continue to be issued with think cards or one BIG think card, you will visit your house leader or head teacher and your parents will be spoken /written to.

The consequences are clearly linked to the act. The restorative approach is to separate the doer from the doer /act from actor and therefor engage the child in a discussion about what happened, why it happened and its impact on others .

The class teacher records all incidences of think cards and the behavior for learning lead monitors this on a monthly basis. Any child receiving more than 6 cards or 2 big think cards in this period is referred by the behavior for learning lead to the headteacher. This can result in an individual behaviour chart to monitor behaviour on an hourly basis and this is reported on a daily basis to parents.

The ultimate consequence of persistent / repeated or inappropriate behaviour is exclusion. In some circumstances, internal exclusion may be considered where the child is educated in school, but separated from other children. Where this approach is applied, parents will be notified.

Formal exclusion is the last resort and is applied in line with DFE guidelines. Where a child is excluded on a fixed term basis, parents are contacted to discuss the reasons for exclusion and a return to school interview is conducted by the headteacher with parents and the pupil.

During the end of term / year treat, the children who do not take part in this, use the time to work on their social and emotional skills through collaborative team work. At the start of each year, the subject lead meets up with the children who missed the end of year reward to identify the appropriate strategies to stay on green for the New Year.

## **Lunchtimes and Playtimes**

We expect the children to follow our agreed school rules at all times, including lunch times.

The behaviour for learning policy is shared with all playground supervisors. Playground supervisors, along with school buddies, should encourage children to behave appropriately, in line with the Monkhouse values. Where children choose to behave inappropriately at lunchtime or playtime, the following course of action is applied:

- Adult reminds the child of the appropriate behaviour/code of respect
- Adult warns the child that the next step is Think card
- Adult issues Think card and the child returns to discuss at an appropriate time. If after discussion there needs to be a consequence this needs to be passed to the class teacher at the end of lunch
- Adult contacts a senior member of staff to speak to the child
- Senior member of staff contacts the headteacher to speak to the child

At all times, a calm, dispassionate approach should be maintained.

## **Support for pupils**

It may be necessary to negotiate additional support where children consistently display inappropriate behaviour. This will be done in collaboration with the SENCO, headteacher and class teacher. This may lead to referral to the Education Psychologist and the involvement of other agencies such as BASS or CAMHS.

## **Support for Staff**

Where a member of staff requires support to implement the behaviour for learning policy, or to address particularly challenging behaviour, an initial discussion will take place with the headteacher to determine the most appropriate support. This may involve support from a senior member of staff in school or may involve support from external agencies such as the Local Authority PSHCE team or the BASS team. A summary of the behaviour for learning policy is provided in the guidance pack for visiting teachers.

## **Support for Parents**

Where parents request support to deal with inappropriate behaviour at home, school may suggest specific strategies, may refer parents to a specific support programme (for example PPP) and in some cases, may feel it is appropriate to complete the Early Help Assessment or School Nurse referral with parents to access additional support services.

## Resources

Each class teacher is provided with the “THINK” resources required to implement the policy, including:

- Wall chart including Values
- Google Document Record sheet
- THINK cards
- Class agreement
- House points for reward

Additional THINK materials can be provided on request.

The SEALS materials are used in school and provide structured opportunities for children to reflect on their behaviour choices.

- Share the Monkhouse values and expectations with the children. Ask the class to remind each other of the rights and responsibilities children and adults have in the classroom.
- Invite the class to describe the behaviour you/they want to see for each element of the values. For example: ‘How would I know if you were showing respect towards others?; What would I see/hear?’ Stress the aspect of behaviour for *learning*.
- Invite suggestions from the class on how they might learn this behaviour (role plays, discussions in circle time etc)
- Talk the children through the THINK behaviour countdown.
- Explain the positive consequences if the children make positive behaviour choices, highlighting the range of rewards for the individual and for the class as a whole.
- Explain the negative consequences if the children do not make the correct behaviour for learning choices.
- Ask the whole class to sign up to the Monkhouse Values.
- Discuss how the Value of Respect applies to lunchtimes and playtimes. Invite the class to describe the behaviour you/they want to see for each element of the values at lunchtimes.
- Add the signed class agreement to the class THINK display.

This process should be undertaken by the class teacher on the first day of each academic year and reinforced at the beginning of each half term or more frequently if appropriate for individual children and classes.