



Greenmount Primary School

BEHAVIOUR FOR LEARNING POLICY

January 2023

Together, we nurture the future

1 Document Information

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Author(s):	Headteacher, SLT
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Version History		
Version	Date	Description
1.0	Autumn 2015	Initial version
1.1	11 th July 2019	Reformatted to standard format
1.2	Summer 2021	Full review as per schedule and in consultation with staff and students.
1.3	31 st January 2023	Adoption of Zones of Regulation

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3 Rationale

We consider that the best way to encourage high standards of behaviour for learning is with a clear code of conduct, supported by a balanced combination of rewards and sanctions within a positive community atmosphere. Children need to learn to consider the views and feelings, needs and rights of others and the impact of their behaviour on people, the learning environment and the community. This is a developmental task that requires support, encouragement, teaching and also by setting the correct example. Everyone within our community has the right to be safe, happy and successful, and the responsibility to help everyone to enjoy and experience the same.

The school's approach to behaviour for learning further embeds our children's understanding of British Values. This rationale is enshrined in the school community's Home School Agreement.

4 Aims

Through this policy, we aim to:

- ensure that all children, adults and visitors feel safe whilst at school
- ensure a purposeful learning environment in which all children are able to achieve
- foster positive, patient and supportive attitudes towards others
- ensure that all children and adults are treated with equality and dignity
- nurture personal and social responsibility and encourage active citizenship
- make boundaries and expectations clear, with consistent and fair approaches throughout the school and pre-school
- encourage increasing independence, perseverance, collaboration and self-discipline
- celebrate positive and caring endeavours across the school community
- encourage parental/family support and an awareness of school rules and values
- enrich all children by helping them to understanding the purpose of British Values, democracy and the protection of Laws

5 Guidelines

To encourage good behaviour, we will:

- provide quality first nurture to all children
- promote positive respect for others throughout our curriculum (teaching and learning programmes) and by modelling kindness, consideration and peaceful problem-solving skills
- clearly and fairly embed the highest expectations and agreed standards for behaviour
- monitor, individual group work and play activities to identify opportunities to promote social skills and personal responsibility
- Ensure that children understand how they can be **ready**, **respectful** and how they can help to protect everyone's right to **safe** by following the guidance and direction of school staff
- Ensuring that staff are trained and supported to manage unexpected behaviour and are able to help children to learn from experiences through restorative practice and social and emotional support
- Create an ethos where children use kind words, safe play, share equipment and resources fairly and pro-actively nurture each other and the environment around them

- Ensure everyone is treated with dignity and respect and is able to enjoy teaching and learning in a peaceful and inclusive school
- Provide a culture that is free from prejudice, discrimination, bullying and inequality by providing effective teaching, monitoring and training
- Ensure that all members of the school community are kept safe by having effective systems to report any concerns
- Involve all adults and children in decision-making (wherever possible)
- Ensure the experiences, views and feelings of our children and staff are heard and that there is a culture of learning about and from one another

One of the ways that we will embed this is through the 'Good to be Green' system.

Children are taught what each level represents –

- **Proud Cloud**

You have been working at an exceptional level and because of this you are on the Proud Cloud. Your teachers have noticed your enthusiasm towards your work.

- **Green card**

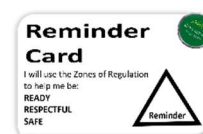
- **READY** to learn and showing perseverance with your work,
- even if you find it difficult
- Being **RESPECTFUL** to others in and around the school
- Keeping yourself and others **SAFE**



- **Reminder card**

I will use the Zones of regulation to help me be

- **READY**
- **RESPECTFUL**
- **SAFE**



- **Report card to SLT**

I will need to report to a member of the Senior Leadership Team as I have not been

- **READY**
- **RESPECTFUL**
- **SAFE**



Through this system we aim to –

- help identify children and to understand their emotions and positive ways to respond to them

- provide clarity and consistency in expectations
- ensure that all children are able to learn
- encourage socially acceptable behaviour by promoting mutual respect
- encourage children to take responsibility for their own actions
- set, by example, the highest standards of behaviour for learning
- praise good behaviour and support the development of self-esteem, confidence and feelings of competence
- work with parents, keeping them informed and encouraging celebration

To celebrate good behaviour for learning across the school, we will:

- use verbal praise wherever possible to recognise positive behaviour and actions
- nominate two children each week who have been identified by their teacher as consistently demonstrating good behaviour for learning - these children will receive a certificate in assembly
- award house point stickers, according to well-promoted criteria –
 - Improved or outstanding learning at school or home
 - Kindness and helpfulness
 - Excellent behaviour and responsible actions
 - Outstanding effort and perseverance
 - Great collaborative skills
 - Promoting positive play
 - Helping others to solve problems
 - Representing the school values as an effective ambassador or role-model to others
 - Taking extra care of the environment to make it tidy and safe

Children complete individual sticker charts – bronze, silver and gold, which lead to a reward; gold entitling children to a book of their choice.

In the event of any unexpected behaviours that challenge, we will:

- implement the 'Good to be Green' structure
- make sure children understand what action is needed to improve, including clear reference to the descriptors for the different levels above
- support children's understanding by using the Zones of regulation approaches (see below)
- praise, as soon as possible, when behaviour improves

- if unacceptable behaviour persists, outline possible sanctions, safety or restorative practice; these may include -
- restorative discussion/activity
- pastoral guidance
- letter of apology
- timeout
- loss of playtime
- informing parents of behaviour
- invited to temporarily work in an alternative classroom
- referral a to senior member of staff
- safe intervention to prevent immediate risk of harm to self, others or school property
- encourage children to try to resolve disagreements, with support
- discuss incidents with all children involved, where necessary
- significant incidents are recorded to ensure effective monitoring using ABCC
- make appropriate referrals for additional support where applicable, or to inform future planning, training, personalisation of learning, or alternative sanctions
- exclusion (fixed-term or permanent)
- referral to outside agencies working in partnership with schools (where appropriate)

6 Zones of Regulation

- Develops awareness of feelings, energy and alertness levels.
- Explores a variety of tools and strategies for regulation, pro-social skills, self-care, and overall wellness.
- Is an easy way to think and talk about how we feel on the inside and sort these feelings into four colored zones, all of which are expected in life
- Once we understand our feelings, we can learn to use tools/strategies to manage our different zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others.
- The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

7 Conclusion

This policy has been agreed by all staff and governors, who recognise the need for a calm, consistent school environment. For children to be emotionally ready to learn, children require clear expectations and boundaries; given these, they can more steadily achieve their potential.