

# **Poringland Primary School and Nursery**

## **Behaviour for Learning Policy**

**Date of Policy:** Summer 2021  
**Review Date:** Summer 2024

**Members of staff responsible:** Senior Leadership Team

**Happy Active Inspired Healthy Learners**

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### 1. Introduction

- 1.1 At Poringland Primary School and Nursery we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.
- 1.2 All children will leave Poringland with a desire to learn, inspired by innovative teaching and active learning; with the skills and self belief to enable them to succeed; with the confidence to solve problems, welcome challenges and to be independent learners who have a love for learning. Children will understand the importance of a healthy, active lifestyle. They will have a respect for others and a sense of moral responsibility as citizens in a modern world.
- 1.3 Poringland Primary School and Nursery will be known for its caring, supportive environment; a school where staff are valued and respected, who work together tirelessly to ensure everyone reaches their potential, both children and adults.
- 1.4 The vision for our school means that we want:

**Happy  
Active  
Inspired  
Healthy  
Learners**

### 2. The Aims of our Curriculum

- 2.1 Our curriculum aims to enable all young people to become:
  - ✓ **successful learners** who enjoy learning, make progress and achieve
  - ✓ **confident individuals** who are able to live safe, healthy and fulfilling lives
  - ✓ **responsible citizens** who make a positive contribution to society

#### **Successful learners** who:

- ✓ have the essential learning skills of literacy, numeracy and information and communication technology
- ✓ are creative, resourceful and able to identify and solve problems

- ✓ have enquiring minds and think for themselves to process information, reason, question and evaluate
- ✓ communicate well in a range of ways
- ✓ understand how they learn and learn from their mistakes
- ✓ are able to learn independently and with others
- ✓ know about big ideas and events that shape our world
- ✓ enjoy learning and are motivated to achieve the best they can now and in the future.

**Confident individuals** who:

- ✓ have a sense of self-worth and personal identity
- ✓ relate well to others and form good relationships
- ✓ are self-aware and deal well with their emotions
- ✓ have secure values and beliefs, and have the principles to distinguish right from wrong
- ✓ become increasingly independent, are able to take the initiative and organise themselves
- ✓ make healthy lifestyle choices
- ✓ are physically competent and confident
- ✓ take managed risks and stay safe
- ✓ recognise their talents and have ambitions
- ✓ are willing to try new things and make the most of opportunities
- ✓ are open to the excitement and inspiration offered by the natural world and human achievements.

**Responsible citizens** who:

- ✓ are well prepared for life and work
- ✓ are enterprising
- ✓ are able to work cooperatively with others
- ✓ respect others and act with integrity
- ✓ understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- ✓ appreciate the benefits of diversity  
challenge injustice, are committed to human rights and strive to live peaceably with others
- ✓ sustain and improve the environment, locally and globally
- ✓ take account of the needs of present future generations in the choices they make
- ✓ can change things for the better
- ✓ are able to handle the conflicting values they encounter in society.

2.2 We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential. Through our teaching we aim to:

- enable children to enjoy learning and become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem, and help them to build positive relationships with other people;
- develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;

- show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- enable children to understand their community, and help them feel valued as part of it and able to contribute to it;
- help children grow into reliable, independent and positive citizens.
- To encourage children to adopt healthy lifestyles.

### **3. Effective learning**

- 3.1 Children learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic). We teach in different ways to address the needs of all our learners. We take into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching.
- 3.2 We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong, where they enjoy being challenged, but where they enjoy learning, and know that they will succeed. Strategies include playing music to accompany learning and providing 'brain breaks' at various points in the lesson to refocus children's attention. All children have access to drinking water.
- 3.3 Teaching staff:
- connect the learning with previous work;
  - give learners the 'big picture' of the whole lesson;
  - explain the learning objectives, and why the lesson is important;
  - present the information in a range of styles;
  - allow opportunities for the pupils to build up their own understanding through various activities;
  - review what has been learnt, and so increase recollection;
  - provide feedback, celebrating success and reviewing learning strategies;
  - outline the next step in the learning before moving on.
- 3.4 We offer opportunities for children to learn in different ways. These include:
- investigation and problem-solving;
  - research and discovery;
  - group work;
  - pair work;
  - independent work;
  - whole-class work;
  - asking and answering questions;
  - use of ICT;
  - fieldwork and visits to places of educational interest;
  - creative activities;
  - watching television and responding to musical or other recorded material;
  - debates, role-plays and oral presentations;
  - designing and making things;
  - participation in athletic or physical activity.
  - theme days
  - special visitors

- 3.5 We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

#### **4. Effective teaching**

- 4.1 When we are teaching we focus on motivating all the children, and building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement. Our curriculum plans guide our teaching and detail what is to be taught to each year group.
- 4.2 Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of all our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs, we give due regard to information and targets contained in the SEND Record. Targets and outcomes are written in child-friendly language and children have an input into them. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, strive to meet the needs of all our children and ensure that we meet all statutory requirements related to matters of inclusion.
- 4.3 From Reception to Year 6 targets are set for the children in each year and we share these targets with the pupils. We review the progress of each child at the end of the academic year, set revised targets and share these with parents/carers.
- 4.4 We plan our lessons with clear learning objectives. We take these objectives from the National Curriculum. We evaluate all lessons, so that we can modify and improve our future teaching.
- 4.5 Staff make a special effort to establish good working relationships with all the children, treating them with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All staff follow the school policy with regard to discipline and classroom management. We expect all children to comply with the rules that we jointly devise. We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our policy on behaviour.
- 4.6 We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow the authority's recommended procedures to ensure safety. We inform parents/carers and obtain their permission before visits takes place.
- 4.7 We deploy teaching assistants (TAs) and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups.

- 4.8 Our qualified Higher Level Teaching Assistants (HLTA) teach whole classes to ensure continuity and progression.
- 4.9 Some TAs are also cover supervisors and they give out work planned and prepared by the class teacher and supervise the class while this work is being done.
- 4.10 Our classrooms are attractive learning environments. We change displays so that the classroom reflects the topics studied by the children. We use displays as learning prompts for the children. We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources, which results in high-quality work by the children.
- 4.11 We conduct all our teaching in an atmosphere of trust and respect for all.

## **5. The role of governors**

- 5.1 Our governors support, monitor and review the school's approach to teaching and learning. In particular they:
- ensure that the school buildings and premises are used optimally to support teaching and learning
  - seek to ensure that our staff development and our performance management promote good quality teaching;
  - monitor the effectiveness of the school's teaching and learning through the school's self-review processes, which include reports from subject leaders and Headteacher's report to governors.

## **6. The role of parents/carers**

- 6.1 We believe that parents/carers have a fundamental role to play in helping children to learn. We do all we can to inform parents/carers about what and how their children are learning:
- by regular updates on our website and Facebook page;
  - by inviting parents/carers to meetings to explain our school strategies for literacy, numeracy, and to support transition between key stages and yeargroups;
  - by sending information to parents/carers which outlines the topics that the children will be studying during that term at school;
  - by sending parents/carers an annual report in which we explain the progress made by each child, and indicate how the child can improve further;
  - explaining to parents/carers how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.
  - By holding termly parents/carers evenings (a written report is provided in the Summer Term with opportunities for discussion as required)
  - Providing written information about the Sex and Relationships Education (SRE) curriculum, and, if required, entering into discussion with parents/carers about the SRE curriculum;
  - By supporting parents/carers in promoting e-safety at school and at home.

6.2 We believe that parents/carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents/carers:

- to ensure that their child has the best attendance record possible;
- to ensure that their child is equipped for school with the correct uniform and PE kit;
- to do their best to keep their child healthy and fit to attend school;
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- to promote a positive attitude towards school and learning in general;
- to fulfil the requirements set out in the home-school agreement.

## **7. Monitoring and review**

7.1 The school will review this policy every 3 years and assess its implementation and effectiveness.