

# Behaviour for Learning Policy

Wensleydale School



<b>Approved by:</b>	Governing Body	<b>Date:</b> September 2022
<b>Last reviewed on:</b>	July 2025	
<b>Next review due by:</b>	July 2026	

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## Vision

- 1.1 Everyone has the right to learn and work in a well-ordered, caring and secure environment. All members of the school community need to receive courtesy, respect and consideration, whilst individuality is recognised and valued. Central to establishing this atmosphere must be high expectations of behaviour for learning.
- 1.2 The quality of learning, teaching and behaviour are inseparable issues, the responsibility of all staff and vital to promoting success for all students.
- 1.3 All students, staff, Parents/Carers and governors need to be clear about the standards of behaviour expected and have the confidence and skills to consistently apply them.
- 1.4 Our Values are:
  - Respectful
  - Positive
  - Hardworking
  - Successful

## The principles of the behaviour for learning policy

- 2.1 All members of the school community need to understand and support the principles in which this policy is grounded.
- 2.2 The quality of learning, teaching and behaviour in school are inseparable issues and vital to promoting success.
- 2.3 It is the responsibility of all staff to teach, model and reward positive behaviour for learning as well as resolve conflicts that might occur.
- 2.4 It is the right of students to learn and teachers to teach in a positive and supportive environment.
- 2.5 The school needs to adopt a consistent approach to implementing exemplary practice in learning, teaching and behaviour to raise individual achievement
- 2.6 The school retains the right to challenge and address poor behaviour when students are travelling to and from the School and when in School Uniform.
- 2.7 The support of Parents/Carers, working in partnership with the school, is essential for consistently teaching, modelling and rewarding exemplary behaviour for learning.
- 2.8 The governing body needs to fulfil its role and responsibilities, including legal requirements, in supporting the school to implement the behaviour for learning policy effectively.

## Rights and responsibilities of staff, students and Parents/Carers

### 3.1 Staff

<b>Rights</b>	<b>Responsibilities</b>
<p>Staff have a right to:</p> <p>contribute to discussions on the school Behaviour for Learning policy</p> <p>expect student and Parent/Carer collaboration in establishing a positive learning environment both in and out of the classroom</p> <p>expect students to respect the rights of other students and adults in the school</p> <p>lead an environment that does not tolerate abusive or violent behaviour by students or parent/carers</p> <p>engage with external partners, such as children's services, to meet the diversity of student needs, as appropriate.</p>	<p>The school has a responsibility to:</p> <p>achieve a consistent approach to implementing the school's Behaviour for Learning policy</p> <p>consult the whole school community about the principles of the Behaviour for Learning policy</p> <p>promote clearly understood, high expectations of behaviour for learning</p> <p>teach, model, praise and, as appropriate, reward exemplary behaviour for learning</p> <p>promote positive behaviour through active development of students' social and emotional skills and literacy skills</p> <p>engage students in restorative conversations, encouraging positive learning choices</p> <p>apply consequences of poor learning choices fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children, offering support, as appropriate</p> <p>use appropriate methods to engage with Parents/Carers and to support them in meeting their responsibilities</p> <p>work in partnership with other local schools in promoting a community approach to sharing good practice as well as responding to students disengaging from learning and persistent absence</p>

### 3.2 Students

Rights	Responsibilities
<p>The student has a right to:</p> <p>contribute to discussions on the school behaviour for learning policy</p> <p>be taught in an environment that is safe and conducive to learning, free from disruption</p> <p>expect staff to consistently teach, model and reward behaviour for learning</p> <p>a resolution conversation to repair the adult/child relationship, when necessary</p> <p>expect a consistent staff response to students when poor learning choices are made, other strategies having been explored</p> <p>expect appropriate and consistent action from staff to prevent any incidents of bullying, violence, discrimination or harassment.</p>	<p>The student has a responsibility to:</p> <p>attend school and be punctual to all lessons and activities</p> <p>be willing and ready to learn, properly equipped for lessons and correctly dressed in uniform</p> <p>make positive learning choices and model exemplary behaviour for learning</p> <p>develop their skills and qualities in leading learning in the classroom</p> <p>be responsible for their own learning and not adversely affect the learning of others</p> <p>show respect to staff, other students, school property and the learning environment</p> <p>engage positively in a resolution conversation with staff and/or peers to resolve conflict</p> <p>accept the consequences of disengaging with learning, in an appropriate way</p> <p>act as a positive ambassador for the school both in and off site</p> <p>be safe and aware of and support others' safety at all times, this includes not bringing into school any offensive weapons that might impact on the safety of others</p> <p>not undermine, harm or bully other students or staff</p> <p>cooperate with arrangements put in place to support development of behaviour for learning such as Pastoral Support Plans.</p>

### 3.3 Parents/Carers

<b>Rights</b>	<b>Responsibilities</b>
<p>Parents/Carers have a right to:</p> <p>contribute to the development of the behaviour for learning policy</p> <p>be kept informed about their child's progress, including issues relating to behaviour for learning</p> <p>be listened to if raising concerns about behaviour and the school's response</p> <p>appeal to the Headteacher and governors, and beyond that the Secretary of State, if they believe that the school has exercised its disciplinary authority unreasonably</p> <p>appeal against a decision regarding exclusion, first to the governing body and then, in cases of permanent exclusion to an independent review panel.</p>	<p>Parents/Carers have a responsibility to:</p> <p>send their child daily to the school – on time, suitably clothed, fed and rested</p> <p>be prepared to work with the school to support their child's display of positive behaviour at all times</p> <p>inform staff of any SEN-related or other personal factors which may result in their child displaying inappropriate or unusual behaviours</p> <p>respect the behaviour for learning policy and its key principles, promoting its expectations</p> <p>recognise and celebrate success as well as reinforce the consequences of poor learning choices, in partnership with staff</p> <p>attend meetings with the Headteacher or other staff, if requested, to discuss their child's behaviour</p> <p>follow the exclusion protocol.</p>

## Rewarding success and celebrating achievement

- 4.1 The school places great store in valuing students, praising and rewarding their achievements. To encourage high standards of work, attendance, effort, student leadership and behaviour for learning are all recognised and celebrated as well as overall standards achieved.
- 4.2 The school rewards system sets out Rewards for students using Go4Schools and is based around the key values of positive respectful, hardworking and successful.

## Responding to students disengaging from learning

- 5.1 Sequential actions will be taken if, having taught and modelled desired behaviours and attitudes for learning, as well as confirmed our expectations, students choose to disengage from learning.
- 5.2 The focus is on early intervention and de-escalation of conflict at all times and on reintegration if a student is removed from lessons. Over time, it is anticipated that, with consistent application of rewards and restorative conversations the demand for these actions related to students making poor learning choices will be reduced.
- 5.3 The focus on reconciliation and restorative practice between adults and children provides an opportunity for learning appropriate behaviours – reflecting on the experience and understanding the implications and the consequences. It will also involve staff in teaching and modelling how behaviours can be improved, with support. The right place, the right time and the right tone is essential to effectively resolving conflict. Working in collaboration, Parents/Carers will be part of the process to support and consolidate learning and sustain improvements.
- 5.4 Students with special educational needs and disabilities will experience equity within our use of behaviour sanctions ensuring that they have adequate support to overcome their needs and barriers to education before using behaviour sanctions. Sanctions may also need to be adapted to ensure equity.
- 5.5 A range of alternative provision packages maybe organised for short term and longer term engagement with education however the school will consider all in-house strategies before considering AP.
- 5.6 The school reserves the right to restrain children (in line with DFE guidance) but will avoid doing so unless child or adult safety is at risk. If restraint has to be used parents will be informed and the scenario will be reviewed by a senior leader to ensure that procedures have been followed to deescalate situations to minimise the need for restraint.
- 5.7 Suspension and Permanent exclusion will only be considered as a last resort once all other strategies including internal targeted learning support have been explored.

The GO system will record all rewards (positive points) including those for attendance and leadership as well as the consequences (negative points) given to students for making poor learning choices. Overall this will result in a points tally for behaviour for learning, which will be rewarded at various points in the year through small treats, activities and certificates to those students performing well.

Behaviour for learning expectations and student leadership are at the heart of this approach based on the understanding that students leading their own learning and with the skills to manage their own behaviour will result in outstanding practice.

There is therefore a strong link between this policy and the following policies:

- Homework
- Anti-bullying

- Attendance
- Inclusion
- Equal opportunities
- Home-school agreement
- Safeguarding and child protection