ALLENDALE PRIMARY SCHOOL

BEHAVIOUR FOR LEARNING POLICY

Objectives:

At Allendale Primary School, we believe an educationally inclusive school is one in which the teaching and learning achievements, attitudes and well-being of every child matters. We will work together to develop our children as successful learners, confident individuals, effective contributors and responsible citizens by providing a safe and inclusive environment.

We expect a high standard of behaviour from all children. Although some children have previously experienced disruption to their schooling, this will not be used as an excuse for poor behaviour.

We believe that in order for effective teaching and learning to take place, expectations for behaviour for learning should be made clear by:

- Displaying, explaining and enforcing the School Rules: Ready, Respectful, Safe
- Promoting desired behaviour and discipline
- Nurturing self esteem, self regulation, positive relationships and respect for adults and each other
- Ensuring equal opportunity for all and fairness and consistent treatment for all
- Promoting a culture of encouraging pupils to talk about their behaviour and feelings using zones of Regulation and recognise when they may feel upset and reactive
- Accepting responsibility for their behaviour
- Developing a consistency of response to both positive and negative behaviour
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Working with parents and carers to develop a shared approach in which they are involved in the implementation of the school's policy and procedures
- Establishing a culture of praise and encouragement in which all children can achieve and not have a fear of failure

All children have the right to:

- feel safe and be protected in a peaceful learning environment
- expect that their parents/carers and staff work together to support them
- be free from inappropriate or threatening behaviour, abuse and intimidation

All staff have the right to:

- teach and support children in a calm and positive environment
- receive parents/carers help and support to aid children's learning
- be treated in a professional and respectful manner by all stakeholders
- be free from inappropriate or threatening behaviour, abuse and intimidation

All parents/carers have the right to:

- expect their child to be kept safe

- expect staff to listen to them and take appropriate action to aid children's learning
- be free from inappropriate or threatening behaviour, abuse and intimidation

We welcome visitors and volunteers to our school and expect that they too will observe this policy and act as positive role-models to all stakeholders.

Failure to comply with this Code of Conduct will lead to a ban on entering the school and its grounds for a fixed period. A record of all incidents is kept and Governors informed of the circumstances.

Roles and Responsibilities:

The Governing Body will establish, in consultation with the Head Teacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to children and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of children and staff.

The Head Teacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Head Teacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Head Teacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

The Governing Body, Head Teacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership with the school to assist it in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the operation of the policy.

Children are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations. Children will also be encouraged to take responsibility for their social and learning environment making it both safe and enjoyable by reporting all undesirable behaviour.

If a parent makes a complaint about the behaviour of another child, the school will take this seriously and find out what has taken place. Under no circumstances will any member of staff discuss the behaviour of another child with the concerned parent.

Key influences on behaviour:

- Children need to know and understand the boundaries of acceptable behaviour.

- Staff should be consistent in their use of and application of ‘Reminder’, ‘Warning’ and ‘Sanction’.
- Children, staff and parents are aware of the school rules: Ready, Respectful, Safe.
- All staff should have high expectations of the children and make clear what is expected of them
- Rules and responsibilities should be discussed within each class so that children have involvement in the process
- Assemblies remind and reinforce the expectations of the School Rules
- Developing and increasing children’s self-esteem and confidence so that they have the skills to manage their behaviour and take responsibility for the choices they make
- Using the Zones of Regulation to identify any children who are at risk of not keeping the rules
- The Headteacher has an important role in promoting high standards of children’s behaviour and in encouraging positive relationships within the school community
- All staff should be proactive in setting strategies to promote positive behaviour and be consistent in their approach
- Staff need to assess frankly and objectively reasons for poor behaviour and address these needs accordingly.
- Interventions need to be carefully judged by staff, using their knowledge of individuals to secure the desired change of behaviour.
- It is recognised that the role of all staff, teaching, non- teaching and lunchtime supervisors is vital in achieving a whole school approach.

Rewards:

We believe in the value of rewards in promoting positive behaviour.
These include:

- Praise from staff
- Praise from the Headteacher
- Recognition of good behaviour (recognition boards)
- Special certificates, stickers, house points, star points and praise notes
- Other reward activities or a special responsibility
- Positive phone calls home

These rewards have a motivational role in helping children to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Alongside this is informing parents regularly on their child’s desired behaviour.

No school, however positive or imaginative, can eliminate behaviour difficulties entirely but we as a school will have a range of strategies in place to support and encourage positive behaviour. These strategies will be reviewed on a regular basis.

Actions to discourage unacceptable behaviour:

- Reinforcement of school rules
- Clear and consistent expectations
- Loss of part or all of playtime
- Withdrawal of responsibilities

- Time out
- Restorative conversations
- Support from TAs to agree strategies with child
- Enlisting the support of senior staff
- Contact parents
- Invite parents into school
- Work with parents to encourage positive behaviour and consistently follow strategies put in place
- Withdrawal from clubs / after school activities or school trips with due regard to pupil and staff safety
- Internal exclusion, (lessons out of class for a fixed period of time)
- Exclusion from school, (as a final resort)

Unacceptable behaviour:

The following are some of the actions we would define as being unacceptable;

- Physical, verbal, sexual, cyber or emotional bullying, (either direct or indirect; see anti-bullying policy)
- Physically hurting others
- Verbal abuse including swearing
- Racist or sexist behaviour / harassment
- Insolence or rudeness
- Refusing to listen or refusal to follow instructions
- Stealing
- Lying
- Lack of respect for people and property
- Prejudice towards disability and / or difference
- Disrupting other pupil's learning.

The types of behaviour described above are extremely rare but completely unacceptable. If happening regularly, they are likely to incur the ultimate consequence at our disposal, which is exclusion. Parents will be informed in writing of the length of the exclusion and the reasons for it as outlined in local authority procedures. A meeting will be arranged with the HT for readmission of the pupil and agreed conditions for the return to school will be discussed. In certain cases, an outside agency support service may be involved in meetings and discussions about a child's behaviour. Parents will always be kept informed of such developments.

Educating and encouraging children to behave in a responsible and respectful manner is a core value at our school, enabling children to become caring and responsible citizens. We recognise that some children will require support and understanding to follow the rules and that their previous life experiences may play a part in the presentation of their behaviour and time is offered to these pupils to enable them to express their emotions.

Inter-Relationship with Other School Policies:

In order for the behaviour policy to be effective, a clear relationship with other school policies, particularly equal opportunities, teaching and learning, special educational needs and anti-bullying, will be established.

Involvement of Outside Agencies:

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all children are met by utilising the range of external support available and accessing suitable training and advice for staff.

Children needing support from external agencies are identified through the class teacher and SENDCo and will be at School Support. However, if necessary, a child may move immediately to that stage to access support.

Review:

- The Head Teacher will include staff, children and parents in monitoring and reviewing the Behaviour Policy. They will report to the Governing Body on the policies, effectiveness, fairness and consistency.
- The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Head Teacher, staff and parents.
- The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

Allendale Primary School
Behaviour Policy
September 2026

Review Date
September 2027