



Federation of Trosnant Schools



Head of School: Infant
Tracey Marsh

Executive Headteacher - Ian Waine

Head of School: Junior
Clive Mulligan

Stockheath Lane, Havant, PO9 3BD Tel: 023 92475606 Fax: 023 92499423
Email: adminoffice@trosnant.hants.sch.uk Website: www.trosnantschools.co.uk

Drafted by	KN, BH	Reviewed by	
Discussed by staff	FLT and Staff Meeting	Agreed by Governors	
Review	Every three years	Implementation	Immediate

Behaviour for Learning Policy

Rationale

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy. The Trosnant Federated Schools are committed to providing for the needs of all our children by creating a positive and caring ethos that will support our children in developing a love of learning.

This is underpinned by the school's key values which have been taken from the UNICEF Rights of the Child and are seen as some of the most valuable objectives for our school community:

LEARNING, BELONGING, PUPIL VOICE, GOOD HEALTH, INCLUSION, TEAM WORK & ENJOYMENT

Aims

We aim to enable pupils to experience challenges, succeed in their learning, have a sense that learning can be fun and relevant to their lives, become independent learners, enthusiastic and with a willingness to take risks. Underpinning these are our school drivers

- From the earliest opportunity pupils will be encouraged to; build tolerance, by making good choices and taking responsibility in readiness for them taking their place in society.

- Gaining a sense of pride through positive experiences in learning and social situations is part of the ethos of our school.
- Being able to manage and understand their emotions, to apply thinking between feeling and action (Stop/Think/Do).

- Being able to increasingly show empathy and understanding to others is core to our ethos

Approaches to developing positive behaviours

- Our whole school community will consistently promote its expectations and values.
- Adults in the school community will model good behaviours and provide children with positive role models.
- Use incidents where behaviour choices are against our agreed expectations as an opportunity for learning both for pupils involved and for adults planning next steps.
- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents.
- For social, emotional and academic learning to be recognised and planned for within the classroom, during transitions and Out’N’About learning times (i.e. playtimes, lunchtimes, outdoor learning, school trips and residential).
- Programmes of PSHE, (Personal, Social and Health Education) are used to provide rich opportunities which are part of all areas of school life and learning.
- For children to take responsibility for themselves and their actions in age appropriate ways.
- When a need is identified, an individual programme of support is planned for in consultation with all staff, the parents and the child.
- For those children with identified SEN, appropriate scaffolded support is in place to ensure that they can manage within boundaries that are recognised as fair and consistent for all.
- Supporting pupils appropriately may require adults to develop and employ new skills;
- Pupils need to know explicitly what behaviour is expected in different circumstances;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved. These should take into account the level of emotional development of the individual child;
- Using Fixed Term Internal or External Exclusions, including detentions, may all be part of a positive behaviour approach;
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- Our class rules and expectations around behaviour are revisited and reviewed at regular intervals and agreed by all. This will identify the skills that need to be taught to that particular cohort of children in order to move their social and emotional development forward.
- We will ensure the safety, well-being and protection of children, adults, property and the environment.

This policy should be read in conjunction with the Step-By-Step Approach to Positive Behaviour Management, Teaching and Learning Policy, Curriculum Policy, Anti-bullying Policy, Restraint Policy and the SEN Policy.