



# **STALHAM ACADEMY BEHAVIOUR FOR LEARNING POLICY**

## Behaviour for Learning

### **The Principles of Behaviour for Learning**

- No child's behaviour must be allowed to persistently damage other children's opportunities for learning
- Good order has to be worked for; it does not simply happen
- Standards of behaviour, work and respect depend on the example set by ALL staff
- Rules must be clear, fair, known by every child/member of staff and be consistently applied

Garner (2001) conceptual framework identifies the behaviour for learning model in which different factors can affect learning behaviour. It can best be conceptualized as a set of three relationships experienced by pupils. These relate to their relationships:

- With themselves (how they feel about themselves, their self-confidence as a learner and their self-esteem);
- With others (how they interact socially and academically with others in their class and school);
- With the curriculum (how accessible they feel a lesson is, how best they think they learn).

These three underpinning principles are embedded in more specific teacher actions, which allow us to demonstrate our role as the 'class room leader' to the children. These include:

- Good communication between adults and young people;
- Secure subject knowledge;
- Providing lively, well-paced lessons;
- Understanding and meeting the learning needs of all children;
- Acting on our reflections and evaluations of previous lessons;
- Demonstrating confidence and direction in managing pupils
- Modelling appropriate behaviour;
- Positive reinforcement and the use of praise;
- Positive correction;
- Consistent and firm application of rules;
- Use of verbal and non-verbal communication;
- Listening to pupils and respecting their opinions;
- Remaining vigilant (pre-empting unacceptable behaviour);
- Dealing positively with punctuality and non-attendance.

**\*NB** Conditioning is a form of learning from one's environment. If a children's home environment is dysfunctional with emotional abuse, frequent yelling, put-downs, harsh nagging and frequent physical discipline, it will have an effect on behaviour. At

school, staff pick up the residue of that conditioning. The home environment is outside our significant control but this should not deter us from realising the powerful effect school can have on children

- We structure lessons for positive behaviour and attendance through:

- Focus and structure so that children are clear about what is to be learned and how it fits with what they know already;
- Actively engaging children in their learning so that they make their own meaning from it;
- Developing children's' learning skills systematically so that their learning becomes increasingly independent;
- Using assessment for learning to help children reflect on what they already know, reinforce the learning being developed and set targets for the future
- Having high expectations of the effort that children should make and what they can achieve
- Motivating children by well-paced lessons, using stimulating activities matched a range of learning styles which encourage attendance;
- Creating an environment that promotes learning in a settled and purposeful atmosphere;
- Striving to make all learning irresistible.

What does outstanding Behaviour for Learning look like in children?

- Children take every opportunity to learn
- They are confident to talk about their learning
- They have the vocabulary to express what they have learnt
- As well as knowing what they have learnt, they can say why it is important, how they can apply it and what their next steps are
- Children are ready to learn and waste no time in lessons
- Children show good behaviour for learning throughout the day – cross curricular / outdoor learning / trips & visits
- Children take responsibility for their own learning. They feel “done with” not just “done to”
- Children actively use resources for their learning and have involvement in developing these resources
- Children work cooperatively and are willing to share their learning with others i.e. peer learning, talking partners



## Stalham Academy Behaviour for Learning Agreement

 **Rightforsuccess**  
Academy Sponsorship Trust

**1**

**We look at the person who is talking  
and listen**

**2**

**We value ourself and our work**

**3**

**We all take every opportunity to learn**

**4**

**We ask relevant questions**