



Adopted: October 2016

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Appendix C

## **Behaviour for Learning**

At Bowmansgreen Primary School we teach the children and promote effective Behaviours for Learning. These behaviours emphasise the crucial link between the way in which children learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum as indicated above. Behaviours for Learning have implications for pupils, teachers, parents and other professionals. Its principles can be applied to all children at any age and not just those perceived as being "*difficult to manage*". It applies as much to teachers and their relationship with children as much as it applies to the children themselves.

In summary, the three sets of relationships which contribute to a culture/ethos of 'learning behaviour' are:

- **Relationship with Self:** a pupil who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a learner will be less likely to engage in the challenge of learning and (in consequence) may be more inclined to present 'unwanted behaviours'
- **Relationship with Others:** all 'behaviour' needs to be understood as 'behaviour in context'. Behaviour by pupils is triggered as much by their interactions with others (pupils, teachers or other adults in schools/settings) as it is by factors internal to the child.
- **Relationship with the Curriculum:** pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.