Behaviour for Learning at Woodstar School
Building positive relationships in the classroom

Note: Woodstar School is the new name for the London Centre for Children with Cerebral Palsy school

The design of effective lessons is fundamental to high-quality teaching and learning. This in turn promotes and supports behaviour for learning in the classroom. Good teaching fosters good learning. It stems from effective lesson design whatever the age of the learner, their level of achievement or the subject or skill being learned.

However, even a perfect lesson structure will not engage pupils who are bored or overwhelmed because the learning they are being asked to do is too easy, too difficult, repetitious, poorly presented or not matched to their preferred learning styles.

The following points are key factors in effective teaching to support behaviour for learning and attendance. It is important to:

- create an environment that promotes learning in a settled and purposeful atmosphere
- support the pupils’ emotional well-being within the learning and teaching environment
- focus and structure teaching so that pupils are clear about what is to be learned and how it fits with what they know already
- modify and adapt the curriculum to meet the diverse individual needs of children in your classroom
- actively engage pupils in their learning so that they make their own meaning from it
- develop pupils’ learning skills systematically so that their learning becomes increasingly independent
- use assessment for learning to help pupils reflect on what they already know, reinforce the learning being developed and set meaningful learning intentions for the future.
Guidelines for all staff to encourage appropriate behaviour for learning

- Be a good role model and set clear guidelines of expected behaviour
- Develop good listening skills and respond appropriately to children
- Give children time to communicate and express themselves
- Allow children to have choices and responsibility
- Establish positive relationships with children
- Keep volume and tone of voice controlled and calm
- Be prepared before children arrive
- Treat children and information about them with confidentiality, respect and sensitivity
- Use clear, positive, respectful language

At Woodstar school we follow an approach to supporting positive behaviour.

Shared focus on inclusion of all children within their educational settings

- Shared values and beliefs across communities
- Shared communication, diversion and de-escalation
- Shared risk management
- Shared reparation, reflection and restoration

All staff at Woodstar School have received positive behaviour management training. This provides the introduction and overview of a holistic approach together with practical interventions that can be adopted within our setting.

At Woodstar School the teacher is responsible for the behaviour management of pupils in the classroom and directs and manages support staff. All staff set high expectations and explain to children, in appropriate ways, what is expected.
The children were involved in writing our very own Golden Rules:

1. Be kind and listen
2. Be friendly and helpful
3. Try my best
4. Look after the world around me
5. Remember to share.

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