



Behaviour for Learning Policy

Saint Aidan's Catholic Primary School

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MISSION STATEMENT

Christ is at the centre of all we do.

Here we value each other as a unique child of God and a citizen of the future.

Respect for everyone and the world in which we live in is at the heart of our Catholic teaching and learning.

In our Catholic Primary School we nurture, educate and inspire the whole child to develop independence and confidence so as to reach their full potential.

Spiritual, social, moral, and cultural growth is actively encouraged through prayer, study, worship, and creative liturgy, also the wider life of the school is nurtured and developed.

Together we create a safe, happy, healthy and welcoming environment for all who enter our school community.

Aims of the Behaviour for Learning Policy

- To support a whole school approach to behaviour and discipline which fulfils legal requirements and which has a clear framework of rights and responsibilities with regard to desired pupil behavior
- To encourage self-discipline in all pupils, helping them to make positive choices and to recognise the consequences of their actions
- To promote an orderly, fair and safe environment for all through a consistent and positive framework for managing pupil behaviour

Rationale

At St Aidan's Catholic Primary School, we believe that every child should be valued and seen to be created in the image and likeness of God. It is a primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and well. This policy sets out the expectations of behaviour for children and adults working together at St Aidan's. We are a caring community, whose values are built on mutual trust and respect for all. Our Behaviour for Learning Policy is designed to ensure that everyone in our school community has the opportunity to learn, achieve and be successful and should reflect the School Mission Statement and uphold the law.

We accept the principle that good behaviour is a necessary condition for effective teaching and learning to take place and therefore seek to create an environment which encourages and reinforces good behaviour. We are proud of the way in which the vast majority of our children conduct themselves at school. Discipline is good and instances of very poor or aggressive behaviour are rare. The school promotes good relationships at all levels and expects children to show respect towards and care for each other.

The Single Equality Act 2010 covers the 9 equality strands defined as protected characteristics: age; disability; gender assignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex or sexual orientation. In our school we will ensure that at every level, in all of our work and throughout all aspects of school life, everyone will be treated equally and we will promote and strive for inclusive education.

Aims

As a school community we want everyone to:

- Be actively involved in learning
- Aim for achievement at their highest possible level
- Experience and celebrate success

We want this to happen within an inclusive community where relationships are based on mutual respect.

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This means that everyone has a responsibility to ensure that:

- Learning is a priority
- They show respect, courtesy and consideration towards all members of the school community including the use of appropriate language
- They are honest and co-operative with others
- They follow the school rules

All members of the school community are expected to contribute positively to the wider community by:

- Promoting a positive image of the school
- Respecting members of the wider school community

School Rules

To help protect and encourage our pupils we have basic rules for our classrooms and outside areas. These are called the Golden Rules and they are:

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property.

We all have a right to be treated with respect, be safe and be able to learn.

We all have a responsibility to treat others with respect, help to keep ourselves and others safe, to learn and allow others to learn.

We believe that we all have a right to:

- Be treated with respect
- Be safe
- Be able to learn

We must all respect the rights of others by:

- Treating others with respect
- Helping to keep ourselves and others safe
- Learning and allowing others to learn

Respect

We believe that our vision relies on the school being able to establish whole school cultures that promotes mutual respect amongst us all, makes us feel safe in all situations and induces a lifelong love of learning.

We believe that our Behaviour for Learning Policy is an integral and crucial policy that enables the school to fulfil its vision and to ensure the wellbeing of us all.

Respect is a non-negotiable as a school aiming to become a Rights Respecting School, we believe that, these six values underpin all we do and how we are.

- Resilience

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- Responsibility
- Respect
- Risk-taking
- Curiosity
- Charitable

We believe that through these values, we are able to ensure our commitment as a Rights Respecting School, which forms the basis of whole school policy and practice.

This will ensure that, all the children's rights, within the convention form part of everyday life for all our children.

These are:

1. We have the right to have an opinion. (Article 1 & 2 UNCRC)

To ensure others enjoy this right, we aim to:

- To express our opinion in a respectful way.
- Listen to others and respect their views.

2. We have the right to a good education. (Article 29 & 13 UNCRC)

To ensure others enjoy this right, we aim to:

- Make sure we do not prevent others from learning.
- To work hard to gain a good education.
- To follow the school rules.

3. We have the right to an organised, clean & safe environment. (Article 24 UNCRC)

To ensure others enjoy this right, we aim to:

- Put equipment away.
- Look after our own and others people's property.
- Respect our surrounding.
- Put our litter in the bin.

4. We have the right to be safe & look after. (Article 36 UNCRC)

To ensure others enjoy this right, we aim to:

- Look out for others and help them if needed.
- Respect other people and treat people how you would like to be treated yourself.
- Behave and act sensibly in school.

5. We all have the right to be treated fairly and appropriately. (Article 3, 23 & 14 UNCRC)

To ensure others enjoy this right, we aim to:

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- Be kind and fair to others.
- Treat people equally.

6. We all have the right to enjoy school. (Article 31 UNCRC)

To ensure others enjoy this right, we aim to:

- Participate in school activities
- Use our talents in a positive way
- To encourage others to develop and use their talents
- Respect adults that are around to help us

Rewards

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common form of reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by noteworthy achievements. Each class used the following rewards;

- Praise for good behaviour
- Good behaviour stickers or stars
- DOJO points
- Star awards
- Headteacher's rewards in the form of stickers, certificates and prizes

Classroom Expectations

We believe that EVERYONE in the classroom has the right to learn and achieve.

At the start of each school year the children, in consultation with the class teacher, will design their own class charter giving all children ownership of the agreement. We operate a positive approach to behaviour with the traffic light system in Early Years, KS1 and KS2. The traffic lights are displayed in each classroom. Every child's name will start each day in the green section of the traffic lights.

It is expected that the majority of children for the majority of the time will keep their name in the green traffic light.

If a child does not display green learning behaviours they will receive a verbal warning and their name is placed on the thinking cloud. If the behaviour continues this will result in the child's name being moved from the green traffic light to the amber traffic light. This will remain there until the end of the lesson/session with staff encouraging the child to return to green learning behaviours.

On the rare occasion that a child does not respond to an amber warning they will be given one further verbal warning and if the behaviour persists they will be moved to red.

There are some behaviours which we deem more serious than others and a child may not necessarily work through the staged approach and will be placed straight on to red.

Examples of these behaviours are outlined below:

- **Physical or verbal abuse towards child/adult that is directly witnessed or heard by a member of staff and is deemed to be very severe.**
- **Racist comments made to staff or children.**

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- **Leaving the school premises without permission.**
- **Bullying.**
- **Homophobia**

Examples of Behaviour Expectations and Consequences

Expected (Green) behaviour	Consequence
100% effort in your learning. Neat presentation of learning. Being kind to others. Showing respect to others as you would want them to show to you. Listening attentively. Follow instructions at the first time of asking. Looking after all equipment. Keeping the school environment tidy. Opening doors for others. Remembering to use please and thank you.	Verbal Praise Stickers Points on Class DOJO
Low Level (Verbal Reminder/Thinking bubble) behaviour	Consequence
Name calling Not being an active listener Not following instructions Refusing to co-operate Invading the space of others. Not aiming high. Running/being noisy on the corridor Disrespectful attitude Toy/play fighting/wrestling Untidy presentation including book graffiti Winding up others No homework/P.E. kit Littering.	A verbal reminder about making the correct choices.
Medium Level (moved to Amber) behaviour	Consequences
Persistent low level behaviour Throwing objects Scuffling Dishonesty Tampering with other peoples' belongings Unsafe behaviour Swearing Refusing to accept consequences. Bystanding Getting out of my seat in class without permission	Completing and redoing learning Time out of the classroom for a period of reflection (5 minutes)

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High Level (Red) behaviour	Consequences
Persistent medium level behaviour. Intentionally hurting someone (physically or mentally) Threatening/intimidating behaviour Fighting Racism/ discriminating comments Assault and Physical aggression Bullying Vandalism Directed swearing Spitting at others Stealing Using objects and weapons to hurt others Misuse of school IT equipment	'Time-out' of class to be spent with a member of SLT Headteacher informed and recorded on CPOMS Internal exclusion followed by at least a week on report that will be monitored by the Headteacher In order to avoid fixed term exclusions, on occasions it may be necessary to exclude a child to another named school.

Playground

It is expected that the children will continue to keep the school rules in all areas of school which includes in the playground at break times and lunchtime play. Lunchtime staff will adopt the school's positive approach to behaviour and it is expected that children will treat the Lunchtime staff with the same respect as any adult member of our school community.

On occasions it may be necessary for the Lunchtime staff to adopt a range of strategies in order to improve behaviour to make the playground a happy and safe environment for all children. Sanctions will include:

- Verbal warnings
- Time out at the reflection area
- Being sent to the Headteacher for more serious incidents

The lunchtime staff will give verbal feedback to the class teacher at the end of each lunchtime period.

At all times we expect all children in our school to follow the example of Jesus and to be able to forgive and be reconciled with each other.

Role of the Headteacher

It is the responsibility of the Headteacher, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher keeps records of all serious incidents of misbehavior using the CPOMS system. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti- social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the appropriate school governors have been notified and in accordance with LA guidelines.

Role of the Local Governing Body

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and

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behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Role of Parents

The school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in our home/school agreement, and we expect parents to read this and support those rules.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use sanctions to improve a child's behaviour, parents are expected to support the actions of the school. If parents have any concern regarding their child, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. Parents have the right to contact the Chair of Governors. If earlier meetings with the Headteacher cannot resolve the problem, a formal grievance or appeal process can be implemented.

Suspensions and Permanent Exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends or excludes a pupil, they must inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear, to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The Governing Body has a pupil discipline committee which considers any exclusions appeals on behalf of the Governors. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the Governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body, where necessary recommendations for further improvements are made.

All serious incidents will be recorded by the Headteacher on CPOMS.

The Headteacher keeps a record of any pupil who is excluded for either a fixed-term or permanently excluded.

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Review

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

October 2022

To be reviewed: September 2024

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