



BEHAVIOUR FOR LEARNING POLICY

**September 2018
(Review July 2019)**

The purpose of Our Lady and St Philip Neri School is to educate children in an atmosphere of Christian love, within the Catholic tradition.

Introduction

At the heart of everything we do at Our Lady and St. Philip Neri School is the belief that all children are created and loved by God. It is because of this that they deserve the highest possible standards of teaching and learning. Our school strives to be a Catholic community in which Christian principles of care and respect are valued, with emphasis on the development of the individual through academic achievement and personal development. The spiritual, moral, emotional and social well-being of our children is our priority as we seek to support and encourage them on their journey of faith. We encourage and value close links between school, home and parish recognising the shared responsibility we have to nurture our children.

Our Lady and St Philip Neri School is a happy and caring school dedicated to equality of opportunity. All children and adults are respected, regardless of race, ethnicity, class or ability. Children will be offered a wide range of experiences to extend their knowledge and understanding of themselves and the world they live in. We work towards developing knowledge, skills, attitudes and values to prepare the children for the next stage of learning and enable them to be successful in their own lives and our community. All staff will have the highest expectations of behaviour and success. All children will be set challenging tasks and supported to achieve their personal best. We acknowledge that some children experience difficulties coping with school. They will need patience, support and above all consistent and fair treatment from all adults they meet in school.

We aim:

- To ensure that the behaviour of the children makes a positive contribution to their education, both academically and morally
- To prevent the misbehaviour of some children adversely affecting the happiness or education of others
- To create a welcoming, secure and caring environment in which all can happily work
- To offer each child a broad, balanced and relevant curriculum of the highest standard to meet their spiritual, emotional, moral, intellectual and physical needs and to prepare them for the responsibilities of adult life
- To develop a spirit of care, generosity, forgiveness and equal opportunity within our multicultural community through prayer and living our faith
- To be a worshipping community by celebrating meaningful and appropriate liturgy and ensuring that prayer life is nourished, guided and developed

The Behaviour Policy, based on Catholic values, should enable and encourage children to develop self-awareness, to feel safe, to have respect for themselves and others and to look after their school and its surroundings, thus allowing our learning community to flourish.

We will:

- have a **consistent** approach to behaviour throughout the school with parental partnership and involvement
- make **boundaries** of acceptable behaviour clear to ensure safety
- give pupils, staff and parents a shared sense of purpose

The School Rules

We are gentle	<i>We don't hurt others</i>
We are kind and helpful	<i>We don't hurt anybody's feelings</i>
We listen	<i>We don't interrupt</i>
We are honest	<i>We don't cover up the truth</i>
We work hard	<i>We don't waste our own time or others' time</i>
We look after property	<i>We don't waste or damage things</i>
We follow instructions	<i>We don't decide to do our own thing when asked to do something by an adult</i>

These rules are fundamental to the way we expect each other to behave in school. They apply to everyone, adults and children.

Our written statement of behaviour principals can be found in Appendix 1.

Staff Responsibilities are:

- to treat all children fairly and with respect and dignity, acknowledging individual needs
- to model positive professional relationships throughout the school community
- to maximise the opportunities for children to learn and help develop their self-esteem and self-image
- to create a safe and pleasant environment, physically and emotionally
- to communicate with parents when needed
- to use rules and sanctions clearly and consistently throughout the school
- to adopt the 'No Shouting Policy' we have within the school – staff have received CPD

At Our Lady and St Philip Neri, we work in partnership with parents with the common aim of developing the moral character of each of our children. Parents are made aware of the expectations of school with regard to behaviour and attitudes of all children and staff in the school. Parents should hear from staff when their child has been good, as well as be informed of developing or serious concerns that staff have.

Parents and Carers Responsibilities are:

- to provide positive support for the school behaviour policy
- to support their children's learning, offering encouragement and praise
- to make every effort to attend meetings and to communicate promptly, important information which may affect their children's learning
- to ensure good attendance and punctuality

Children's Responsibilities are:

- to adhere to the school rules

Children are encouraged to tell a teacher if they have a problem with another child which they are unable to deal with.

Encouraging good behaviour

We actively encourage good behaviour through setting a positive example ourselves as good role models. We use RE lessons to reinforce the promotion of good behaviour and use non-verbal signals, role play and rehearsal of positive behaviours. We have high expectations of the children's behaviour and insist on high standards in relation to uniform, behaviour, attendance and punctuality. Positive feedback lets children know when they are doing the right thing and celebrates achievement. Praise needs to be genuine and specific. Positive feedback contributes to our positive ethos, happy school and enhances self-esteem and motivation.

To develop and promote the best possible standards of behaviour, we will use strategies such as:

- Praise the children whenever possible both privately and publicly
- Use the Traffic Light system, consistently across the school
- Stickers and certificates via our Traffic Light System
- Special Assembly Time
- Use RE, circle time & the PSHE curriculum to develop self-esteem – we encourage children to make the right choices when it comes to their behaviour – it is their responsibility to choose to behave correctly and do the right thing
- Work in close partnership with parents

Traffic Light System

We use a Traffic light system in all classes from Nursery up to Year 6. We believe this consistent approach benefits our children and enables them to understand the clear and consistent expectations we have as a school.

- All children start on BLUE. BLUE represents our expected behaviour. Good behaviour is the expectation within the school and we should not be rewarding the children for what we expect them to be doing
- If a child exceeds the expected behaviour they are placed on GREEN. This could be in any area of school life, in the classroom, the lunch hall, around the school, or in the playground. We will reward the children for moving to green by giving a sticker to children in EYFS, KS1 and LKS2. Once the children have received 5 stickers a certificate will be sent home signed by the Headteacher or Deputy Headteacher. For the children in UKS2 if they are moved to green then a text will be sent home and again after five texts a certificate will be given to the child to take home. At the end of the term the child from each class who has the most certificates will have afternoon tea with the Headteacher/Deputy Headteacher and one Governor. Parents will be informed that this has taken place.
- Where behaviour of the child does not meet the expectations of the school, the child will be moved to ORANGE as a warning. Children who are on ORANGE will have their behaviour dealt with in class by the class teacher/support staff and this will include things such as a child being asked to move to a table on their own to work (please see Appendix 2 for more details)
- After ONE warning, if the behaviour continues then the child will be moved to RED on the behaviour chart. If a child has been moved to RED then further sanctions will be used such as lunchtime detentions (Please see Appendix 2) Parents must be informed if the child has been moved to red. This should be done by the teacher at the end of the day.

To reduce the incidence of challenging behaviour, we will:

- Pre-empt and manage situations before they escalate
- Use R.E., 'Circle Time' & the PSHE curriculum where appropriate, to discuss feelings and to share responsibility for good behaviour
- Speak politely to each other at all times, even when it is necessary to reprimand children.
- Review the organisation of the school day when behaviour problems persist
- Review the organisation of the classroom when behaviour problems persist
- Encourage children to see that we value their work by displaying it whenever possible, particularly when children have made a good effort
- Seek advice from outside agencies for support

The reasons why we impose sanctions for challenging behaviour are as follows:

- To stop the behaviour
- To prevent it happening again
- To remind children why their behaviour is unacceptable
- To make a positive change in the children's behaviour

To make sure that sanctions are effective, they must be seen by the children to be **fair** and **consistent**. Ensure that the level of reprimand suits the level of misdemeanour. Forgiveness and the opportunity to start again with a 'clean slate' must be central to the way we use sanctions.

If a child is sent to the headteacher the following additional sanctions might be used:

- A telephone call home, conversation or writing a letter home to the parents.
- Meeting with parents to discuss the behaviour.
- Setting up a 'report book' between home and school.
- Internal exclusion ie. working in another class for the day, or playing in a different playground away from peers. (The receiving class teacher must not interact with the child sent to them other than to set them up with a space to work.)

- Exclusion from school trips – HT has the final decision on this and will be based on health and safety considerations
- Fixed period exclusion.
- Permanent exclusion.

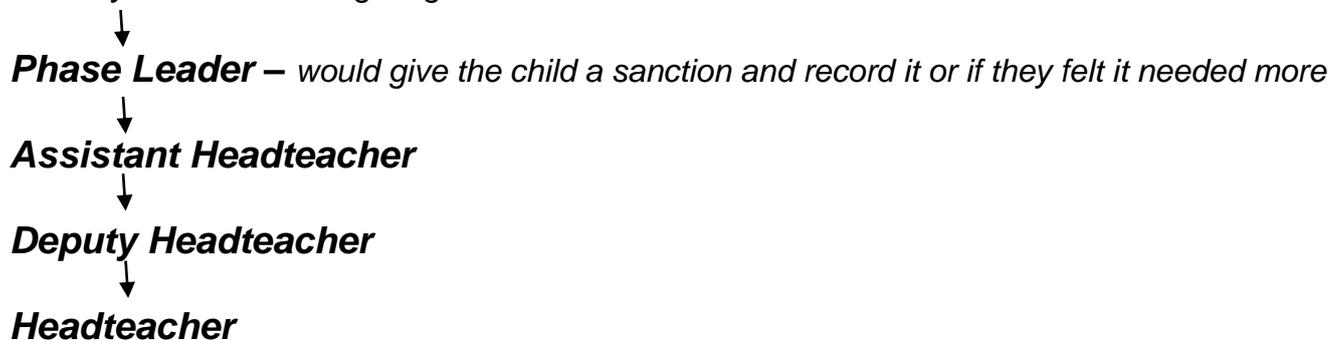
Please see **Appendix 2** for examples of behaviour under each colour category.

The behaviour of the children will be monitored by SLT each half term and if it is felt appropriate after discussions with the class teacher then parents will be called in to discuss their child's behaviour with a member of SLT.

All incidences of movement onto the GREEN or RED must be recorded on scholarpack.

When an incident takes place this is the process for dealing with an incident:

Matter is reported to Class teacher if they have not witnessed the behaviour
– if they feel it needs to go higher and the child has been moved to RED



If a matter is deemed to serious enough then it can be referred straight to a member of the SLT

Signed Headteacher

SignedChair of Governors

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body every year.

Appendix 2

Chart Colour	Blue	Green	Orange	Red
Example of behaviours	<ul style="list-style-type: none"> • Being kind • Being polite • Doing the right thing • Following school rules • Correct uniform 	<ul style="list-style-type: none"> • Modelling good behaviour to others • Alerting problems to adults • Extra effort being put into their work • Offering to help staff/others without being prompted • Random acts of kindness • Taking extra care in looking after the school environment • Engaging in class discussions actively, consistently and considerately 	<ul style="list-style-type: none"> • Disrupting those around you • Talking when you are not supposed to • Walking around the classroom • Answering back to an adult • Teasing • Misuse of playground equipment • Body language i.e. rolling eyes, shrugging shoulders, kissing teeth etc. • Running inside the building • Not lining up at the end of play • Bringing sweets into school • Littering • Not completing homework • Doodling/scribbling on school books 	<ul style="list-style-type: none"> • Verbal abuse i.e. personal, race, gender, family etc. • Swearing • Refusal to do work • Physical violence towards another child • Purposeful damage to school property • Accumulative behaviours since Orange step • Physical violence towards a member of staff – this is something that should be referred straight to SLT
Result of behaviour	<ul style="list-style-type: none"> • Children are to be praised publicly and privately as much as possible 	<ul style="list-style-type: none"> • Green Sticker (Infants & LKS2) • Text Home (UKS2) • 5 texts or 5 stickers will result in a certificate home • Child from each class with most certificates at the end of term will have Afternoon tea with the Head/Deputy and a Governor. 	<ul style="list-style-type: none"> • Warning given • Moved to work on their own in the classroom • Loss of part of break time – to be supervised by staff on duty 	<ul style="list-style-type: none"> • Moved to another class (this should be a phase leader where possible) to work for one session – work to be sent with them. – teacher to be made aware of situation but must not reprimand the child again – parents must be informed

Appendix 2

				<ul style="list-style-type: none">• Lunchtime detention - This will be supervised by a member of SLT and a register will be kept of the children that attend• Contact made with parents• Referral straight to SLT if deemed necessary and appropriate action will be taken <p>PARENTS MUST BE INFORMED IF A CHILD HAS BEEN MOVED TO RED BY THE END OF THE DAY.</p>
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These lists are not exhaustive but give an idea of the behaviour in each category.

These are the only rewards and sanctions that will be used in the school and there should be no other rewards such as class dollars, house points etc.

Teachers need to keep track of the children's green spots and red spots (with reasons) and hand this information into the office each Friday to be put onto scholarpack by a member of the Admin team. Sanctions for the red spot also need to be recorded.