

# Our Lady of Lourdes Catholic Primary School

## Behaviour for Learning Policy

*'A happy, learning community, where Christ is our guide and the children are nurtured to achieve their full potential.'*

At Our Lady of Lourdes, we are committed to providing a safe, inspiring and positive learning environment where children can develop their social, emotional and behavioural skills. These skills underlie almost every aspect of school, home and community life, including effective learning and getting on with other people.

### **Aim**

Our overall aim is for children to take ownership of their behaviour and learning. Through providing an environment which is supportive to the emotional health and well-being of each individual, we aim to motivate and equip children to:

- Be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- solve problems with others or by themselves;
- manage strong feelings such as frustration, anger and anxiety;
- recover from setbacks and persist in the face of difficulties;
- work and play cooperatively;
- compete fairly and win and lose with dignity and respect for competitors;
- recognise and stand up for their rights and the rights of others;
- understand and value the differences and commonalities between people, respecting the right of others to have beliefs and values different from their own.

As a staff, we continually aim to create a consistently calm and positive environment within the school. This is achieved through:

- Consistent praise of positive behaviour,
- speaking in a calm voice in all situations and to refrain from shouting,
- whole school sharing assemblies,
- celebrating individuals successes in class and as a whole school,
- modelling behaviours which support the schools values and ethos,
- providing a stimulating, well-ordered and tidy learning environment.

### **Rights and Responsibilities**

Good behaviour is essential for effective learning and teaching to take place. At Our Lady of Lourdes Catholic Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed. Pupils, parents, teachers and support staff all take collective responsibility for the promotion of positive behaviour. To nurture positive behaviour, the rights and responsibilities of all reflect the majority views of the whole school community.

	<b>Rights</b>	<b>Responsibilities</b>
<b>Pupils</b>	To learn	To follow the class charter. To listen. To follow instructions
	To be respected	To respect others. To treat others as you wish to be treated. To be polite. To be honest.
	To be safe	To look after school property. To behave in a responsible manner.

	<b>Rights</b>	<b>Responsibilities</b>
<b>Staff</b>	To be respected.	To show respect to all adults and children within the school community. To be polite.
	To be supported.	To support others when our help is needed.
	To be listened to.	To listen to all adults and children within the school community.

<b>Pa</b>	<b>Rights</b>	<b>Responsibilities</b>
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	To be kept informed.	To read all correspondence and respond when necessary. To attend all meetings, where possible.
	To have children who feel happy and safe in school.	To inform the school of any changes concerning the child's welfare. To uphold the school and parent contract.
	For their children to get the best out of school.	To ensure children attend during term time and arrive on time with the appropriate equipment/uniform. To support and help the class teacher and child.

### **Responsibilities**

In order to create a happy and safe learning environment at Our Lady of Lourdes School, the Whole School Rules are derived from the responsibilities of the pupils. They are:

- To keep your hands and feet to yourself.
- To follow instructions the first time.
- To walk at all times within school.
- To be kind to one another.

At the beginning of each school year, the teacher and their class create their own class charter to follow. The charter is permanently displayed in the classroom so it can be referred to regularly. This provides clear and fair expectations to which the pupils have agreed to work towards.

### **Routines**

To ensure that all children feel safe and secure in school, there are routines which are regularly followed to provide consistency within the school day.

These are:

Before School	When the bell is rung, children line up on the playground and are led in by their class teacher for registration.
Start of Day	Children may take part in an early activity in class during registration.
Break Times	A bell is rung to begin and end break. Children line up on the playground to be led back into class by their teacher.
Lunch Times	A bell is rung to begin and end lunch. Children say a lunchtime prayer before eating, led by the lunchtime supervisor.

Start of Afternoon	During registration, children spend 5 minutes in 'Reflection', which is led by the class teacher.
End of Day	The children say an end of day prayer with their class before the bell goes to signal end of day.
Gaining attention: KS1	The teacher or adult claps until the children join in and then wiggles fingers for them to copy.
KS2	To clap 5 times and expect children to be ready by the fifth clap.

### **Positive Consequences (Rewards)**

We firmly believe that pupils respond best to praise and positive incentives, and the basis of our behaviour management is to always look for the best in individuals.

Positive behaviour, group and individual achievements are consistently rewarded at our school. Children are recognised and rewarded for their achievements for work, behaviour, sport and performing arts both at a class level and on a whole school level. This is done by:

- Teacher Rewards such as stickers, certificates and team points,
- Golden Time,
- Celebration assemblies,
- Smile Awards

### **Golden Time**

On a Friday afternoon, all classes have 30 minutes of Golden Time which allows children to choose from different activities to take part in within the classroom or on the playground.

### **Friday Celebration Assemblies**

Every Friday morning the whole school comes together to celebrate the achievements of individuals who have 'shone' that week. Children from each class are nominated, either by a member of staff or their peers, to appear on the 'Celebration Bench' for a variety of reasons. Other achievements celebrated at this time include:

- Pupil of the Week - *nominated by the Head Teacher.*
- Handwriter of the Week.
- Sporting, Arts or Drama Awards - *achieved either in or outside school.*
- Class Assemblies.

Parents and carers of the children are welcomed to these assemblies to share in the celebration of their child's achievements.

### **Smile Awards**

This is a positive reward system which celebrates the individual's achievements. Children can earn 'Smiles' through aspects of their work such as, handwriting, presentation, achievement and effort or for their behaviour and conduct in and around school.

At the beginning of the school year, the class teacher will discuss and decide with the children how 'Smiles' will be awarded. This ensures all children are aware of how they can be learnt.

For every 10 smiles a child receives, they will get a certificate presented to them in the Whole School Celebration Assembly. For every multiple of 30 Smiles, children will also receive a coloured badge (a different colour for every multiple of 30). The children can wear these badges on their school tops and are able to keep them. If they are lost the parent/carers have the opportunity to buy their child another one.

The class teacher will keep a record of the Smiles awarded for every child to ensure consistency and fairness.

### **Negative Consequences (Sanctions)**

The School has high expectations of all children, but occasionally will need to apply sanctions when children make the wrong choices. All staff actively encourage children to make choices with their behaviour, to develop ownership over it. 'Time for Talk' is always given to ensure the child is fully aware of the effect of their actions and why the sanction has been given.

For low level behaviour (see Appendix 1) children will be given 2 warnings by a member of staff, through intervention strategies, before losing 3 minutes of their Golden Time. (A list of intervention strategies which are used by all staff is listed in Appendix 4). If a child loses all of their Golden Time in one week, their parents/carers will be asked to attend a meeting with the class teacher to discuss the relevant issues. The Key Stage leader will also be informed to monitor. If this continues, the Head Teacher and SENCo will also be notified to discuss next steps (See appendix 3). If a child loses part/all of their Golden Time they will be sent to the 'Reflection Room' for that time period. They will be supervised by an adult at all times.

For persistent low level behaviour in one lesson, children may be issued with 'Time Out', where they will be sent to a partner class for up to 10 minutes to reflect before re-entering the classroom. They may also be asked to work independently in the classroom away from their peers. If this continues, the

Parent/Carers will be notified by class teachers, as will the Key Stage leader to monitor.

If a child displays high level behaviour (see Appendix 2) the class teacher will notify the Parent/Carer immediately and the child will miss a play/lunchtime. If the child repeats this behaviour for a second time, the Head Teacher will be notified who will meet with the child's Parent/Carer to discuss next steps (see Appendix 3). If it happens a third time, the child will be excluded for a day. Exclusions are given inline with OCC county policy and will only occur if a child displays 3 incidents of high level behaviour within a 6 week new term.

Class teachers have high, attainable expectations of level of work for each child and make these very clear at the beginning of each lesson. If a child does not meet these expectations they will complete their work during the nearest playtime in another classroom, where they will be supervised.

### **Records**

In cases of regular low level behaviour, the class teacher will keep a behaviour log/diary which will record the circumstances around the behaviour. This will be discussed with the Key Stage Leader on a regular basis and will also be discussed with the parents/carer of the child where necessary.

In all cases of High Level Behaviour (See Appendix 2) records, such as:

- Behaviour Incident forms by adults,
- Incident Reports, completed with relevant children,
- Parent/teacher meeting records.

are kept by the class teacher, recording the details of the incident or meeting. These are available, and can be completed, by any member of staff. A copy of these reports are given to the SENCo (if the child is on the SEN register), Key Stage Leaders, Head Teacher (when necessary) and Parents/Carers at the time of the event. These records may help inform decisions on specific behavioural targets for the child if needed in the future.

### **What will happen if the procedures don't work?**

If the procedures appear to be failing to help a child control his or her behaviour, a meeting will be arranged. This will initially involve the class teacher, child and parents. It may also involve others such as the Head Teacher, Special Needs Co-ordinator, Educational Psychologist or Behaviour Support Teacher. The aim of such meetings will be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed.

## **Exclusion**

In rare cases it may be necessary to exclude a child. This is only ever considered after all other avenues have been explored. At all times, the LA's procedures are followed. Any child returning to school following exclusion is reintegrated using a behaviour modification programme. Paperwork must be in order to enforce this sanction and the agreed procedures followed.

## **Appendix 1 - Examples of Low Level Behaviour**

- Breaking the agreed class charter,
- Calling out,
- Distracting others,
- Being rude to others,
- Not following instructions,
- Disrupting teaching time,
- Telling lies,
- Answering back,
- Unsafe movement around the classroom,
- Pushing, shoving,
- Careless damage,
- Poor effort,
- Borrowing without asking,
- Time wasting,
- Fidgeting/fiddling,
- Behaving irresponsibly and causing injury,

## **Appendix 2 - Examples of High Level Behaviour**

- Persistent low level behaviour.

### Physical:

- Fighting,
- Causing deliberate injury,
- Hitting
- Biting,
- Kicking.

### Verbal:

- Swearing
- Foul or abusive language.

*Any form of physical or verbal behaviour towards and adult in school results in immediate exclusion.*

### Other:

- Deliberately not following instructions from an adult or defiance.
- Damage to school property/toilets, (Parents/Carers will be charged.)
- Extreme Vandalism to property/toilets, (Parents/Carers will be charged.)
- Stealing,
- Leaving School premises without consent,
- Bullying,

- Racism,
- Offensive gestures.

### **Appendix 3 - Next Steps**

These could include:

- Readdress learning environment for the child, for example, moving seats, carpet space, reducing equipment when not required...
- Additional support by teaching assistant for example, group based work or support during whole class teaching time.
- Weekly focused behaviour targets, to be monitored daily by class teacher.
- Change in break or lunchtime arrangements.
- IEP referral (refer to The Moderation of Special Educational Needs Information and Guidelines - Emotional and Behavioural Needs)
- Involve outside agencies.

### **Appendix 4 - Intervention Strategies**

Non-verbal Messages.

The look, moving closer to the child who is not behaving appropriately, visual prompts such as fingers to lips, frowning, hands on hips.

Tactical or Planned Ignoring.

The teacher decides temporarily not to notice specific behaviour from a specific child. The class are aware that this behaviour has not gone unnoticed and will be discussed later.

Proximity Praise.

The teacher will praise a neighbouring child for doing the correct thing. This usually highlights to the child what they are doing is incorrect and they self-correct.

Description of Reality.

A simple statement of fact describing the inappropriate behaviour. "Malcom, you're talking." This is a calm statement of what is happening and will often end the inappropriate behaviour there and then.

Simple Direction.

A clear statement of required behaviour. "Jane, turn around, thank you." The use of *thank you* rather than *please* is a subtle way of showing that the teacher expects children to do as they have asked.

Rule Reminder.

Restate the relevant rule. "Simone, our rule is that we put our hand up to answer."

Question and Feedback.

Asking a prompt question to show that the teacher has noticed inappropriate behaviour. "What's happening here boys?" This can be sufficient to alert the children to the fact that they have noticed and will stop the behaviour.

Expressing Disappointment or Disapproval, or Using Humour.

"Alex, I'm disappointed that you've forgotten our rule about taking care of things." "Sedef, at this rate your clothes will be out of fashion before that work gets finished!"

Blocking or Assertive Statements.

Where the least intrusive interventions do not seem to be effective, it may be necessary to insist firmly on what is required. The teacher can use a 'broken record' technique where you repeat the instruction until the child complies.

"Nisha, put your pencil down...pencil down...put your pencil down, thank you. I understand that you haven't finished but you need to put your pencil down and listen, then you can finish your work."

Choices and Consequences.

Enabling a child to take responsibility for his/her own actions. "Shane, I have asked you to move away from Billy. If you continue to sit there you are choosing to lose some of your Golden Time. It's your choice." The adult then moves away to give the child some 'think time' before using the consequence if they continue to behave inappropriately.

Exit Procedures.

On rare occasions, when none of the strategies the teacher or other adult have used have been effective, it may be necessary for the child to be removed from the classroom. School procedures will then follow to do this.

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Policy adopted by the Board of Governors March 2009

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Headteacher

Review Date \_\_\_\_\_