



Our Lady of the Visitation Catholic Primary School

SAFE to LEARN and PLAY

**BEHAVIOUR for LEARNING AND POSITIVE
RELATIONSHIPS POLICY**

This policy is carried out in the light of our Mission Statement

'We Learn, Love and Grow Through Christ'

Core Purpose – School Mission Statement

BEHAVIOUR for LEARNING AND POSITIVE RELATIONSHIPS POLICY

Ratification Date:	July 2014	Signed:  Miss K. Coll (HEAD TEACHER) Mrs H.McKenzie (CHAIR OF GOVERNORS)
Reviewed date:	Sept 2016	Signed:  Miss K. Coll (HEAD TEACHER) Mrs H.McKenzie (CHAIR OF GOVERNORS)
Review date:	Sept 2018	Signed: Miss K. Coll (HEAD TEACHER) Mrs H.McKenzie (CHAIR OF GOVERNORS)
Review date:		Signed: Miss K. Coll (HEAD TEACHER) Mrs H.McKenzie (CHAIR OF GOVERNORS)

Safeguarding Statement

At Our Lady of the Visitation Catholic Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Our Lady of the Visitation Catholic Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

1. PURPOSE

The prime purpose of our Behaviour for Learning and Positive Relationships Policy is for all to develop a sense of self control, tolerance and personal responsibility. In this way we aim to maintain an environment in which all pupils feel safe and secure and can flourish as individuals.

'.....the school's work to keep pupils safe and secure is good. The school takes all aspects of safety seriously'.

last Ofsted Inspection Report - 2014

In the Visitation School we believe that everyone can learn to behave in socially acceptable ways to have their needs met. This policy is dependent on absolute consistency of approach; everyone in the school's community knows and follows the same rules and strives for the same goals. In that ordered and purposeful environment all students will feel safe and valued and able to invest themselves in learning.

The policy is premised on the school's commitment to the well being and social emotional learning of everyone in the school, because it is through the explicit teaching and discussion of spiritual, moral, social and cultural concepts and realities that students grow and manage themselves. The policy has been developed from the ideas and contributions of our community. It is reviewed annually and we always welcome constructive criticism to ensure a policy that remains robust to support the thriving community it guides.

*'Behaviour in classes and around the school is **consistently outstanding** and pupils are very **engaged and enthusiastic** during lessons.*

last Diocese of Westminster Inspection Report – 2016

2. SCHOOL AIMS AND ETHOS

- 2.1** As a Catholic School we support the Gospel Values of forgiveness and reconciliation. We encourage children to learn to negotiate, to show sorrow for wrong doing and forgive those who may have hurt them in word or actions.
- 2.2** To create an environment which encourages and reinforces good behaviour.
- 2.3** To promote self-esteem, self-discipline and positive relationships.
- 2.4** To encourage the involvement of both home and school in the implementation of this policy.
- 2.5** To sustain an environment in which children and adults are encouraged to share their concerns and where all children and adults are listened to and taken seriously.
- 2.6** To recognise that within a climate of inclusion there will be children who need a personalised approach to their specific behavioural needs. In some cases this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies.
- 2.7** At all times, staff are expected to consistently model positive behaviour in their interactions with each other, with parents and with pupils.

3. THE ATTITUDES AND BEHAVIOURS WE ARE SEEKING TO DEVELOP

3.1 To value each child not only for what they achieve, but for who they are:

- to value and acknowledge the efforts and achievements of others
- to respect and value each other as individuals.

3.2 To develop mutual respect and support each other:

- to show sensitivity to the feelings of others
- to be courteous and polite
- to be tolerant and forgiving
- to share with, and include each other
- to resolve problems non-aggressively

3.3 To help each child learn how to learn:

- to show patience and perseverance
- to develop independence
- to be active listeners
- to show initiative

3.4 To help each child enjoy their school work and find in it, both satisfaction and a sense of achievement.

3.5 To develop an attitude of care and concern for the environment, both locally and globally:

- to take responsibility for one's belongings and property
- to respect others' property
- to respect the school environment and to keep it tidy.

3.6 Each class, through Religious Education, discussion and 'circle work' will work through the kinds of positive behaviours we are seeking to develop. We will always remember:

- to provide a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- to set high standards of speech, manner and dress
- to encourage pride in the school
- that we are all different and that there is no 'best fit' model for a human being.

REWARDS

4.1 There are a wide number of means within the school of rewarding and celebrating achievement and good behaviour. Rewards for academic and social achievement are given equal status through:

- Positive written comments, smiley faces, stickers and 'stamps' are awarded in children achievements.
- All children have their learning achievements displayed within their classrooms and in public areas across the school.
- Public praise and encouragement is given to children in front of their peers e.g. in their own class, going to other adults including the Deputy Headteacher and the Headteacher to talk about and show their achievements.
- Achievements are shared with parents e.g. pre printed achievement acknowledgement notes are sent home to share and celebrate achievements.
- Opportunities are provided for greater responsibility in school e.g. helping other children, being given a special job to do, being a member of the School Council where children become familiar

with the responsibilities of citizenship.

- Children have an entitlement to attend a wide range of extra-curricular activities / clubs that are organised by school staff.
- Children have an entitlement to a weekly 40 minute Golden Time that takes place at the same time across the school every Friday afternoon. Children choose from a range of activities e.g. art, computer, construction kits, model making, outdoor sport.

4.2 Weekly Departmental 'Special Contribution' Assemblies, where public mention and note is made of good examples of learning, behaviour, effort and attitudes:

- each week at Departmental Assemblies, each class teacher chooses two children who are awarded a special certificate (a new certificate is designed each term). The children are given the opportunity to select a small 'prize' in recognition of their achievements. It will be explained to the children that we hope each of them will be chosen, but we will make sure that something positive is noted about each child and rewarded this way each year;
- fortnightly Departmental Class Attendance Award, where public mention and note is made of the class in the Infants, the class in Years 3 and 4 and the class in Years 5 and 6 who have achieved the highest attendance in the preceding 2 weeks. At weekly Departmental Assemblies, the three classes are awarded a class certificate to be retained and displayed in their classroom.

4.3 Each term, children are awarded special certificates for their attendance with a new certificate designed each term. Certificates are awarded to children who: a. achieve full attendance each term; b. whose attendance is 97% or better per term; c. whose attendance has shown a marked improvement from one term to the next.

4.4 The Annual Donnel Thomas Infant Department Award and Annual Martin Sinyangwe Junior Department Award are special awards to mark the memory of two pupils, Donnel and Martin who died whilst attending our school. At the end of each academic year, class teachers identify a pupil from their class to be the recipients of individual awards in recognition of their outstanding achievements over the academic year - associate staff members pass on their nominations to class teachers for consideration. These awards are presented at the Whole School End of Year Achievement Assembly.

4.5 The Sandra Sheba School Sports Personality of the Year is a special award to mark the memory of Sandra Sheba who died whilst attending our school. At the end of the academic year, class teachers identify a pupil from their class to be the recipient of this award in recognition of always doing their best and their ability to play sport with fairness and with respect.

4.6 The school uses a house points system for rewarding all children from reception to Year 6 for their ongoing good behaviour. Every child will be allocated to a 'House Team' and each house will have a colour. Positive behaviour is rewarded with a colour token towards house points. The tokens will be collected in class jars and added to the 'House' containers every week before the weekly assembly. Points will be awarded every two weeks for the house with the most counters and that house will get an extra 15 minute afternoon play every fortnight. At the end of term the house with the most points will be rewarded with a suitable DVD in the school hall.

SANCTIONS

5.1 All sanctions / penalties must be applied consistently by all members of staff. When dealing with any problems, school staff will always ensure that it is the behaviour that is labelled and not the child - we will never humiliate nor embarrass children in front of their peers. We will always ask the child to analyse his/her behaviour to enable him/her to take responsibility for it. Whole groups of children will not be punished so as to avoid the resentment of the innocent.

5.2 Class teachers will ensure persistent misdemeanours or any single breach of the school's code of behaviour are recorded using the agreed school forms. Where applicable, the 'victim's' name should also be recorded. Class teachers will ensure parents are kept fully informed.

5.3 As part of the sanctions to be applied, the school reserves the right to withdraw pupil privileges at any time including no attendance at extra-curricular clubs, no taking part in sporting activities where the pupil is representing the school and no helping out in any form of monitor role in and out of the classroom.

5.4 misdemeanours The class teacher is the person responsible for:

- a. ensuring sanctions are applied as per school policy set out below;
- b. ensuring that all details are kept up to date in their class behaviour folder.

Stage 1

A traffic light system is used in all classes to support pupils to manage their behaviour. All pupils start on the green traffic light. A warning is given for any unacceptable behaviour and the pupil's name is moved to the amber traffic light. If the unacceptable behaviour occurs a second time then the pupil's name is moved to the red traffic light and a blue slip is given. Pupils will begin every day on the green traffic light. The blue slip which records a misdemeanour will always result in:

- Loss of privilege of outdoor play that corresponds to age of pupil e.g. 8 year old pupil would lose a block of 8 minutes of outdoor play

and one or more of the following, if deemed appropriate:

- repetition of task at home, if not done satisfactorily / lines / temporary removal from place of problem e.g. sitting on their own for a short period of time / an apology, verbally and / or in writing.

Stage 2

- 3 losses of blocks of minutes of outdoor play for misdemeanours triggers the automatic loss of privilege of taking part in the weekly 40 minute Golden Time.
- class teacher uses template letter M1 to inform parents.

Stage 3

- a further 3 losses of blocks of minutes of outdoor play for misdemeanours triggers the automatic loss of privilege of taking part in the weekly 40 minute Golden Time *and*
- class teacher uses template letter M2 to inform parents / class teacher meets with parents to discuss; parents informed of next sanctions to be applied where applicable.

Stage 4

- a further 3 losses of blocks of minutes of outdoor play for misdemeanours triggers the automatic loss of privilege of taking part in the weekly 40 minute Golden Time *and*
- pupil placed on Daily Report until the end of a specified period (normally 2 weeks) *and*
- class teacher uses template letter M3 to inform parents / class teacher and team leader meet with parents; parents informed of next sanctions to be applied where applicable.

Stage 5

- a further 3 losses of blocks of minutes of outdoor play for misdemeanours (12 in total) triggers a Fixed Term Exclusion.

5.5 serious breaches The school will view the following as serious breaches of its code of behaviour:

- bullying, be it physical or emotional
- violence to others
- comments of a racist or sexist nature
- pupils acting in such a manner as to endanger their own safety or that of others

- stealing
- telling lies
- using bad language
- rudeness to any member of the school community
- refusal to complete a learning task
- disobedience / refusal to carry out a reasonable instruction from an adult
- intentional damage to the school buildings, environment or equipment.
- very serious behaviour issues, such as a violent act resulting in **physical injury or acts of racial abuse**, should be referred directly to a member of the Senior Leadership team. It is essential to gain the support and co-operation of parents when a pupil fails to adhere to the school code of conduct. A meeting may be arranged with parents at any stage to ensure they are kept fully informed and to avoid more serious sanctions being imposed.

5.6 Procedures for dealing with serious breaches (within a school year) - it should be noted that in particular serious circumstances, not all of the steps detailed above would be taken:

1st Serious Breach

The Class Teacher will enter details into the Class Behaviour File. If applicable, the appropriate incident form will be completed by the Class Teacher and a copy forwarded to the Headteacher.

The Class Teacher will use a template letter S1 to inform the parents that a serious breach has taken place / invite parents to meeting. The Class Teacher will chair the meeting with the parents. The Inclusion Manager will be in attendance if deemed appropriate; the pupil will be in attendance if deemed appropriate by the school. If support is required, the age phase team leader will attend the meeting. A copy of the School's Behaviour for Learning Policy will be given to the parents so that they are fully aware of the actions that will be taken should there be any further breaches of the school's code of conduct.

Sanctions that will be applied by the Class Teacher:

- 3 losses of consecutive outdoor play e.g. all morning break followed by 20 minute lunchtime detention followed by all morning break NB it is the Class Teacher who will supervise the child in the classroom.
- the automatic loss of privilege of taking part in the weekly 40 minute Golden Time.

and one or more of the following, if deemed appropriate:

- repetition of task at home / lines / temporary removal from place of problem e.g. sitting on their own for a short period of time / an apology, verbally and / or in writing.

The Class Teacher will record details of dates and times of sanctions in the Class Behaviour File.

2nd Serious Breach

The Class Teacher will enter details into the Class Behaviour File. If applicable, the appropriate incident form will be completed by the Class Teacher and a copy forwarded to the Headteacher.

The age phase team leader will use a template letter S2 to inform the parents that a 2nd serious breach has taken place / invite parents to meeting. The age phase team leader will chair the meeting with the parents. The Inclusion Manager will be in attendance if deemed appropriate. The pupil will be in attendance if deemed appropriate by the school. If support is required, the deputy headteacher will attend the meeting.

Sanctions that will be applied by the Class Teacher:

- 3 losses of consecutive outdoor play e.g. all morning break followed by 20 minute lunchtime detention followed by all morning break NB it is the Class Teacher who will supervise the child in the classroom.
- the automatic loss of privilege of taking part in the next fortnightly 60 minute Golden Time.
- if appropriate, pupil placed on Daily Report until the end of a specified period (normally 2 weeks).

and one or more of the following, if deemed appropriate:

- repetition of task at home / lines / temporary removal from place of problem e.g. sitting on their own for a short period of time / an apology, verbally and / or in writing.

The Class Teacher will record details of dates and times of sanctions in the Class Behaviour File.

3rd Serious Breach: Headteacher determines length of Fixed Term Exclusion.

Sanctions that will also be applied by the Class Teacher:

- the automatic loss of privilege of taking part in the next fortnightly 60 minute Golden Time.
- if appropriate, pupil placed on Daily Report until the end of a specified period (normally 2 weeks).

and one or more of the following, if deemed appropriate:

- repetition of task at home / lines / temporary removal from place of problem e.g. sitting on their own for a short period of time / an apology, verbally and / or in writing.

The Class Teacher will record details of dates and times of sanctions in the Class Behaviour File.

4th Serious Breach: Headteacher determines length of: Fixed Term Exclusion or Permanent Exclusion.

5.7 It is expected that any child on the Special Educational Needs Register who is regularly behaving inappropriately will have an Individual Education Plan that contains one or more specific behavioural targets. Statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural needs, is given in the Special Educational Needs Code of Practice. For any pupil who has had three fixed term exclusions during any one academic year, the Inclusion Manager will be responsible for setting up a Pastoral Support Programme (PSP) which will set precise and realistic behavioural outcomes for the pupil to work towards as well as identifying the rewards for targets being met.

5.8 The School has the power to exercise discipline beyond the school gates. Inappropriate behaviour outside school on school business, for example, on school trips, at school organised functions, on swimming sessions and on away school sports fixtures, is subject to the school's behaviour policy. Bad behaviour in these circumstances will be dealt with as if it had taken place in school. For behaviour outside school, but not on school business, the Headteacher may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. Pupil's behaviour in the immediate vicinity of the school or on a journey to or from school can, for example, be grounds for exclusion.

RECORD KEEPING

6.1 The school keeps a variety of records of behaviour incidents. Details of lunch time incidents are reported by midday supervisors to the class teachers. In the case of serious breaches, the age phase leaders, Deputy Headteacher or Headteacher are informed.

- The racial incident log.
- The bullying log.
- Class incident behaviour file,
- SMSA lunchtime behaviour log.
- Behaviour targets in IEP's and in annual reports.
- Daily Report – individual positive reward system in association with parents.
- The accident book. KS1 and KS2 Medical Room
- The accident book. Nursery and Reception classrooms.

7. COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of the child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Senior Management Team, so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

In following our behaviour for learning and Positive Relationships Policy we remember the teaching of Jesus Christ / the Holy Bible

Matthew 6: 9 – 15

This, then, is how you should pray: "Our Father in heaven, hallowed be your name, your kingdom come, your will be done on earth as it is in heaven. Give us today our daily bread. Forgive us our debts, as we also have forgiven our debtors. And lead us not into temptation, but deliver us from the evil one." For if you forgive men when they sin against you, your heavenly Father will also forgive you. But if you do not forgive men their sins, your Father will not forgive your sins.

Ecclesiastes 4:9 - 10

Two are better off than one, because together they can work more effectively. If one falls down, his friend can help him up. But pity the man who falls and has no one to help him up!

John 15: 12 - 14

My command is this: Love each other as I have loved you. Greater love has no one than this, that he lay down his life for his friends. You are my friends if you do what I command.

Appendix 1 PUPIL GOLDEN RULES:

READY FOR SCHOOL

- We arrive at school no later than 8.50 am
- We come to school wearing the correct school uniform
- We come to school with the correct equipment and books
- We make sure our school uniform is kept neat and tidy

MOVEMENT

- We move around the school quietly so as not to disturb other children who are learning
- We always walk when indoors
- We always walk on the left when walking as a class line through the school
- We walk to our classroom from the playground in a single line

TALKING and LISTENING

- We stop, we look and we listen when an adult talks to us
- We listen to each other without interruption
- We respect other people's points of view
- When we want to speak, we put our hand up and wait our turn politely and patiently
- We tell adults about anything that concerns us

LEARNING

- We try our best at everything
- We concentrate on our learning
- We try our best to finish each task in the time allowed

CARING

- We are polite and well mannered to everyone
- We are kind to each other
- We care for each other as well as ourselves
- We care for our school and its property
- We keep our classroom and cloakroom area tidy and free from clutter

KEEPING SAFE

- We listen to a teacher's instructions
- We use all equipment safely and never play around
- We play safely and with thought and care for others

Each Class will create their own class 'Golden Rules' which all children agree to.

Appendix 2 FIXED TERM AND PERMANENT EXCLUSION

Only the head teacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any school year. The headteacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher 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 head teacher informs the LA and the governing body about any permanent exclusion and about any fixed-term exclusion beyond five days in any one term.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

Appendix 3 PLAYGROUND BEHAVIOUR EXPECTATIONS

Children are reminded of the following rules and parameters:

1. To play safely responsibly.
2. To share the available space and have regard for others' needs.
3. To be kind and considerate.
4. To look after the play environment and equipment.
5. To refrain from activities where physical contact and rough and tumble play might lead to injury, quarrels, loss of temper, etc.
6. To have permission if they need to go inside the building.
7. To respond to the bell/whistle by standing still, listening and walking sensibly to their lines on the second whistle.
8. The children will be expected to line up and walk quietly back to class.
9. No children allowed on large play equipment before and after school.

SUPERVISING ADULTS ARE REMINDED:

1. To encourage appropriate behaviour and extend children's understanding of being kind; playing safely; looking after the playground equipment.
2. To monitor the play of games- be an arbitrator of fairness/justice.
3. To take preventable action to avoid potentially hazardous situations from arising.
4. To ensure that an injured child receives immediate attention and, if required, is accompanied to the medical room.
5. To be familiar with the guidelines on restraining children.

RE: SERIOUS BREACHES OF BEHAVIOUR AT RECREATIONAL TIME

These will be recorded and the class teacher informed.

Head teacher or deputy will be kept informed in cases of persistent misbehavior.

Sanctions that may be applied include

- i) Temporary removal from playground or play activity
- ii) Sustained loss of recreational time over a short period
- iii) Exclusion from school at lunch times