



# **St Winefride's Catholic Primary School**

## **Behaviour for Learning Policy**

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## **1. AIMS AND EXPECTATIONS**

- We expect the school community to reflect the Gospel message. Reflect the principles and aims as laid down in our Mission Statement. Be respectful and understanding with considerations for the rights, views and property of others. Be able to take responsibility for their behaviour and know the consequences of both positive and negative actions.
- It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- The school expects every member of the school community to behave in a considerate way towards others.
- We treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2. REWARDS AND CONSEQUENCES**

- We praise and reward children for good behaviour in a variety of ways:
  - teachers congratulate children;
  - all staff give children house points
  - each week teachers nominate two pupils from their class to receive a certificate at a weekly achievement assembly
  - midday supervisors choose one child each to receive a certificate for good behaviour at lunchtime
- The school acknowledges all the efforts and achievements of children, both in and out of school. Our Golden Book records the names of the children who are awarded certificates at our Friday assembly in St Stephen's Church.
- We also use a daily graded colour code system to reward good behaviour in class.
- The bronze rewards with two house points
- The silver rewards with a silver star or sticker, can be worn by the pupil as a visual representation for others to see.

- The gold rewards with a golden letter to take home from the head teacher, to inform parents.
- The top gold award recipients in each class receive a special award at the end of the year.
- The school employs appropriate sanctions to enforce the school rules, and to ensure a safe and positive learning environment
- We expect children to listen carefully to instructions in lessons. If they do not do so, we offer two reminders or verbal warnings. If the behaviour continues to deteriorate the coded system will begin.
- Yellow allows for up to three further warnings.
- Orange a supervised 'time out' of five minutes for reflection; less for Early Years foundation Stage.
- Red, A 'Red Letter' will be sent home on the day, to inform parents. This is to be brought back to school the following day and it is the responsibility of the class teacher to ensure it returns to school to be kept in the behaviour for learning folder. After 2 red letters, the class teacher will be available to discuss behaviour with the parent/carer. If three red letters are issued then a meeting may be arranged with the class teacher, a member of the SLT and the parent/carer.
- All incidents are recorded in a class Incident Book and raised at staff meetings.
- If a child threatens, hurts or bullies another pupil, the class teacher **records the incident** and the child is issued with a red letter. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The midday supervisors provide any relevant information about behaviour at lunchtime to the class teacher.
- The class teacher will discuss the school rules with each class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to our anti bullying policy for more information.
- All members of staff are aware of the regulations regarding the use of reasonable force by teachers, as set out in DfE document – Use of reasonable force – Advice for head teachers, staff and governing bodies (July 2013). Teachers in our school do not hit, push or slap children. Staff only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The school acknowledges the legal duty to make reasonable adjustments for disabled children and children with special educational needs.

### 3. THE ROLE OF THE CLASS TEACHER

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- If a child continues to behave in an inappropriate manner the class teacher will seek advice from designated members of staff.
- The needs of the child will be discussed with parents and external agencies as necessary.
- The class teacher will issue gold/red behaviour letters as necessary to inform parents of behaviour during the school day.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy.

### 4. THE ROLE OF THE HEAD TEACHER

- It is the responsibility of the head teacher, under the School Standards and **Framework Act 1998**, 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 head teacher to ensure the health, safety and welfare of all children in the school.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious or repeated acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. This action is only taken after the school governors have been notified.

### 5. THE ROLE OF PARENTS

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the **school prospectus**, and we expect parents to read these and support them.
- 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 reasonable sanctions, parents should support the actions of the school. If parents have any concerns about this they should initially contact the class teacher.
- The behaviour for learning policy is available to view on the school website

## 6. THE ROLE OF GOVERNORS

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.
- The head teacher has the day-to-day authority to implement the school behaviour for learning policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

## 7. FIXED-TERM AND PERMANENT EXCLUSIONS

- Only the head teacher or deputy head teacher has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher 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, s/he 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 exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.
- **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.**
- 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 head teacher must comply with this ruling.

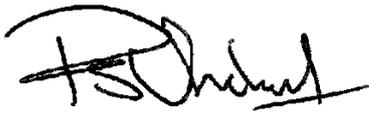
## 8. MONITORING

- The head teacher monitors the effectiveness of this policy on a regular basis. He also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps records of good behaviour.
- The school keeps records of incidents inappropriate behaviour. We also keep a record of any incidents that occur at break or lunchtimes
- The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.
- Each year an analysis of the behaviour system will be undertaken and the results reported to the Governors.

## 9. REVIEW

- The governing body reviews this policy every two years. They 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.

**Signed:**



**Paul Underwood**  
Head teacher



**Tony Fernandes**  
Chair of Governors

**Reviewed by:** Nicola Brosnan

**Date:** October 2017

**Review date:** September 2018