



BEHAVIOUR FOR LEARNING POLICY

Approved	November 27 th 2024	Review period	One year
Next Review	November 27 th 2025		

SS Mary and John Catholic Primary School



Behaviour for Learning Policy

Our Mission Statement

Working together with God to achieve a better future for everyone.

At SS Mary and John we aim to maintain a secure, caring and stimulating environment in which children are encouraged to work together with God to achieve a better future for everyone.

Our Behaviour Policy assumes that:

- children have the right to learn and teachers must be enabled to teach them.
- no child has the right to affect the learning of others
- success should always bring plentiful praise, recognition and positive reinforcement
- All pupils and staff will behave appropriately.

In developing this policy, the Academy Committee have taken account of the Education and Inspections Act 2006, Chapter 40, Part 7- discipline, Behaviour and Exclusion.

Our behaviour policy is based on the three key points

- Be Ready
- Be respectful
- Be kind

These are the 'rules' at SS Mary and John Catholic Primary School and are displayed in all classrooms and around school. They cover all aspects of school life and all of our children know and understand what these mean, both by definition and in practice.

A) Role of Staff

Behaviour is the responsibility of all staff in school

Teachers must take a clear leadership role in the classroom:

- be assertive
- always give and expect to receive respect
- have high expectations
- have a clear and consistent approach to classroom organisation
- be positive (telling pupils what to do rather than what not to do, pointing out the positive aspects not the negative aspects)

All school staff and adults in school should:

- apply the three school words consistently and fairly
- always praise positive achievements and behaviour
- always impose appropriate consequences automatically
- once earned, never remove rewards and equally a consequence once earned is not removed
- aim to praise a pupil before giving a warning to another child

Teaching staff will endeavour to:

- make sparing and consistent use of reprimands

(This means being firm rather than aggressive, target the right child, criticise the behaviour not the child, use private rather than public reprimand whenever possible, avoid sarcasm and idle threats, always be fair and consistent)

- Make sparing but consistent use of consequences

(This means avoiding whole group punishments that children see as unfair. Avoid punishments that humiliate)

Every day is a fresh start

B) Rewards

It is important that rewards given to children reflect the achievement that they have gained. Whole class effort should be rewarded with whole class rewards, whereas individual effort should be rewarded with individual awards.

Individual Rewards

For effort, good work and good behaviour children receive individual dojo points which should be displayed in the classroom where possible so that all children can see them. A good piece of work, real effort and good behaviour should receive 1 or 2 dojos.

When giving dojos children should be rewarded for their achievements (progress and performance in relation to their ability)

An exceptional or outstanding item should receive 2 dojos.

25 + dojo points means the child can go to the dojo shop to pick a prize.

Spontaneous Rewards

As 25 dojos can take time to accrue it is essential that we recognise that instant praise is important to motivate children. Instant rewards are a good way to achieve this. These can be awarded on the spot for children who show an aspect of behaviour which embellishes the school rules, e.g. a unilateral act of kindness, courtesy, honesty or simply a good day's work. Suggested rewards are:

- well done stickers
- raffle tickets
- star of the day
- Going for gold boards
- visit to another class to share work
- visit to an SLT member to share work
- approaching the parent/carer at 3.30/3.35pm to inform them.
- lots of praise

There are many other individual rewards a class teacher may use. However, sweets are not to be given as rewards.

Celebration assembly nomination

At the end of each week, the adults in each class choose two children to receive celebration certificates in the Friday assembly. These can be awarded for anything that the members of staff feel is worth rewarding in this way, i.e. fantastic work, excellent behaviour, being a role model in school. They always link to our three words.

Reward systems during lunchtime

Of a lunchtime, children are expected to

- Line up quietly
- Be sensible in the queue for dinners
- Sit facing the correct way when eating their dinner and stay seated.
- Use an inside voice when speaking with friends.
- Put their hand up when they wish to leave their seat and wait for a member of staff to dismiss them
- Use good manners

These expectations are displayed on the school lunchtime boards which are located on both sites in the dinner hall.

Lunchtime Supervisors use dinner time stickers to reward children throughout lunchtime for good behaviour linked to our three phrases, Be ready, Be respectful, Be kind. Each week, one class on each site is nominated by the Lunchtime Supervisors to receive the Lunchtime Behaviour Award. This is awarded in the Friday Celebration Assembly. Children receive additional playtime the following week at an appropriate time as decided by the class teacher.

Instances of negative behaviour are to initially be dealt with by the Lunchtime Supervisors. This may include

- Talking to the child using a firm voice
- Sitting children out on the bench
- Informing the class teacher of the behaviour at the end of lunchtime.

If a Lunchtime Supervisor feels that the incident requires a more serious consequence, they will inform the member of SLT who is on duty that day on the relevant site. The member of SLT will then make the decision of what action needs to happen after speaking with all parties involved. Often, at this level of intervention parents will be contacted and informed of their child's behaviour. This may also result in the Head teacher being informed and further, appropriate consequences being put in place.

Class Rewards

When the whole class perform well it is more convenient and appropriate for the whole class to receive a reward. This is encouraged at SS Mary and John and varies from year to year.

We aim to promote positive behaviour at SS Mary and John Catholic School where expected behaviour is modelled and clearly sought.

c) How do we manage inappropriate behaviour?

Step 1	The Look. Very often a stern stare is all that is required to modify inappropriate behaviour.
Step 2	The child is given a verbal warning and the reason why is explained to them.
Step 3	The child is moved to time out within their own class to think about what they have done. This is for 5 minutes for KS1 children and 7 minutes for KS2 children.
Step 4	The child is moved into another classroom in their year group. This is for 7 minutes for KS1 children and 10 minutes for KS2 children. Staff must make sure that it is explained to the child why they are having this time out. This is logged on the behaviour log. Children are encouraged to reflect on their behaviour.
Step 5	The child is moved on to the Deputy Headteacher who will record the behaviour on the behaviour logs. Parents will be informed of their child's behaviour and an appropriate consequence will be put in place by the Deputy Headteacher. At this point, dependant on frequency of behaviours, a behaviour plan may be put into place.
Step 6	The child is moved on to the Headteacher. The Headteacher will contact parents to invite them in for a meeting to discuss their child's behaviour. Again, at this point a behaviour plan may be put into place or school will look to involve an outside agency that can support with the behaviours that the child is displaying.

In the event of a serious behavioural incident, school reserve the right to move straight to step 6.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

In the event of children exhibiting continuous disruptive behaviour, the school reserves the right to discuss the initiation of a multi-agency assessment with parents/ carers and involve other agencies, including Educational Psychology, Behavioural support or School Health

Further sanctions, of which parents would be informed are:

- Internal suspension (Children will work on the opposite site to which they are usually based)
- Lunchtime exclusion
- Fixed term suspension
- Permanent exclusion

Possible reasons for exclusion are:

- Physical assault against another pupil or an adult, which includes fighting, violent behaviour, wounding, obstruction and/or jostling.
- Verbal abuse and/or threatening behaviour against another pupil or an adult, which includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon.

- Bullying, which can be verbal or physical, including homophobic or racist bullying.
- Racist abuse, which includes racist taunting and harassment, derogatory racist statements, racist bullying and racist graffiti.
- Sexual misconduct, which includes sexual abuse, assault and/or harassment, lewd behaviour, sexual bullying, sexually inappropriate language and sexual graffiti.
- Cyber bullying which includes verbal abuse either spoken or written on a social media platform, inappropriate pictures being shared (school reserve the right to contact the police about these incidents if they feel it is necessary)
- Child on child abuse (including online and harmful sexual behaviours)
- Drug and alcohol- related behaviour, which includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol and/or other substance abuse.
- Damage, which includes damage to school or personal property belonging to any member of the school community e.g. vandalism, arson, graffiti
- Theft, which includes stealing school property, stealing personal property belonging to a fellow pupil or adult, stealing from local shops on a school outing.
- Persistent disruptive behaviour, which includes challenging behaviour, disobedience and/or persistent violation of the school rules

D) Screening and searching

At SS Mary and John children are not routinely screened, however if staff believe that a child has about their person an item which could cause harm to either themselves or others, they reserve the right (with the permission of the most senior member of staff on duty) to search that child and/or their coat, bag etc. If a child is to be searched, there must always be two members of staff present.

E) Reasonable force

Schools do not require parental consent to use force on a child, however in exceptional circumstances, reasonable force can be used to prevent pupils from hurting themselves or others or from damaging property. Force should always be proportionate and used for no longer than necessary.

If force has been used, the incident must be reported immediately to the most senior member of staff on duty and an incident log must be completed. Parents must also be informed that this has happened.

When using reasonable force, staff at SS Mary and John are aware of the needs of the children with SEND and will make reasonable adjustments for them as necessary.

F) Power to discipline beyond the school gate

The Headteacher has the right to intervene and discipline pupils for more serious inappropriate behaviour beyond the school gate. The Headteacher also has the right to inform the police if the behaviour is criminal or poses a serious threat to another person. If there were concerns about the mistreatment, neglect or abuse of a child, the school would follow the safeguarding policy.

G) Pastoral care for school staff

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Academy Committee should instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misconduct.

Allegations that are found to be malicious will be removed from personnel records; and any that are unsubstantiated, unfounded or malicious will not be referred to in employer references.

Pupils that are found to have made malicious allegations are likely to have breached school behaviour policies. The school will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as

well as a referral to the police if there are grounds for believing a criminal offence may have been committed)

H) Role of Parents

The role of parents is of utmost importance and they have a vital role in preparing their child to learn and for promoting good behaviour in school. It is important that teachers can depend on the full support of parents in dealing with their child's behaviour. This will enable SS Mary and John Catholic School to provide the right environment for an ordered and structured day's learning.

Parents are asked:

- to keep us informed of behaviour difficulties they may be experiencing at home
- inform us of any trauma which may affect their child's performance or behaviour at school e.g. a death in the family, changes in family circumstances
- attend and contribute to parents' evenings and any reviews arranged for your child
- not to allow their child to have a mobile telephone in school. If a child needs to contact their parent at any point in time, they will be allowed to use the school telephone
- in cases where children walk to and from school without an adult, they must hand in their mobile telephone to the school office where it can be collected from at the end of the day

To support parents the school will:

- promote a welcoming environment within school
- give parents regular constructive and positive comments on their child's work and behaviour
- encourage parents to come into school on occasions other than parents evenings
- keep parents informed of school activities by individual letters and weekly newsletters
- involve parents at an early stage in any behavioural problem.

The success of this policy is based upon the recognition of the dignity and worth of all individuals and is a staff, parent and pupil responsibility.

This policy is reviewed annually by members of the SLT team and shared with governors.