

# St Saviour's RC Primary School

*Pray Together, Learn Together, Stronger Together in Jesus*



## Behaviour & Behaviour for Learning Policy

**Date Agreed:** September 2023

**Review Date:** September 2024

# St. Saviour's R.C. Primary School

## Behaviour and Behaviour for Learning Policy

### Mission Statement

*Pray Together, Learn Together, Stronger in Christ*

### Aims

We are all members of God's family and the respect we have for one another should be reflected in our behaviour. Through the Every Child Matters agenda we aim to:

- To develop children's self-esteem and to celebrate their talents.
- To promote respect for themselves, others and the environment.
- To enable children to take responsibility for their own learning and behaviour.
- To strengthen the link between home and school based on common values.

### Introduction

The St Saviour's RC Primary School is a happy and caring school dedicated to equality of opportunity. All children and adults are loved because they are a unique human being made by God. Our mission statement is our main driver within our learning for behaviour policy. Supported by our core principles and learning to learn attributes children will be offered a wide range of experiences to extend their understanding of themselves and the world they live in. We work towards developing skills, attitudes and values to prepare the children for the next stage of learning and enable them to be successful in 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.

### *The core principles of our behaviour for learning policy*

- *Clear - Children need to know what is expected of them, where, when and why.*
- *Calm – to guide effectively we need to understand and consider children's emotions and viewpoint and to achieve this effectively we need to remain calm focussed.*
- *Caring – we care enough to be firm and/ or compassionate as required. We also know that a child who feels loved, appreciated and respected is more likely to behave better than one whose self-esteem is low.*
- *Consistent – we want our children to show good behaviour for learning and experience from all staff the predictability of expectation and response.*
- *Cheerful – all individuals respond more effectively when approached positively, and therefore, when supporting our children, we will endeavour to approach their behaviour in positive way.*

## Learning Attributes

At St Saviour's RC Primary School **learning about learning** is developed by teachers promoting learning attributes in our classrooms.

We learn using five learning attributes as a key for effective learning to place.

- *Readiness*
- *Resourcefulness*
- *Resilience*
- *Responsibility*
- *Reflection*

## Responsibilities of Teachers and Support Staff

- To provide children with a broad, balanced curriculum within a positive and stimulating learning environment.
- To enforce and follow school rules and procedures.
- To monitor children's Behaviour (*Reach for the Stars charts*).
- To treat children with respect.
- To maintain open relationships with parents to ensure a shared understanding about the child and the school.
- To help children feel secure, become independent learners and be able to be responsible for their own behaviour.

## Responsibility of Children

- To follow the school rules and procedures in the classroom, in the playground and whilst on school outings.
- To look after their classroom equipment and their environment.
- To value their work and that of others.
- To accept responsibility for their own actions.
- To be polite and courteous.
- Not to hurt others by the things they say or do.
- To move quietly and sensibly around the school.

## Responsibility of Parents and Carers

- Support the work and ethos of the School.
- Behave in an appropriate manner in and around the School premises in line with the Lewisham statement.
- Be aware of the School's Behaviour Policy.

## St. Saviour's School Rules

- 1) To respect each other.
- 2) To respect the School and School Equipment
- 3) To listen carefully and follow instructions from all adults.
- 4) To take responsibility for your own actions.
- 5) Try to resolve your own problems.

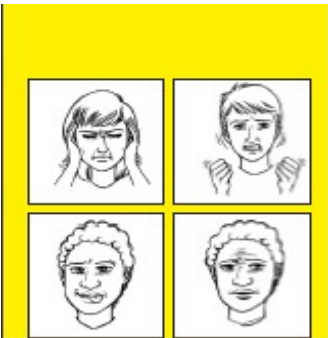
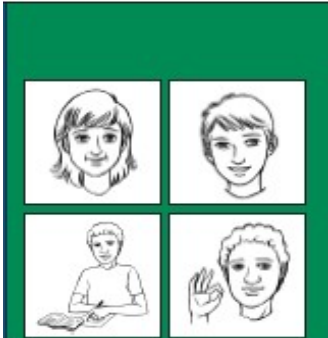
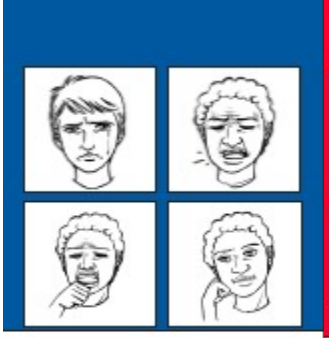
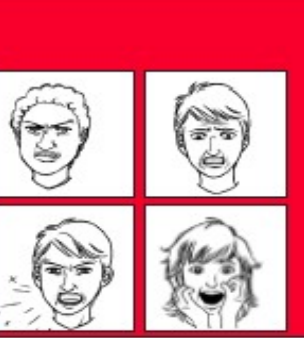
## Positive Recognition

We use the following rewards to praise children who behave well, work hard and to encourage others to follow their example.

- ◆ Verbal Praise
- ◆ Celebration assemblies every Friday
- ◆ Informing parents of good Behaviour personally, celebrated on the school website and fortnightly Headteacher newsletter
- ◆ House Points for good Behaviour and work.
- ◆ Displaying photographs from Celebration Assemblies
- ◆ Stickers in books for good work

## Zones of Regulation

As a school we use the Zones of Regulation system to gauge and monitor the children's mental health / readiness to learn.

			
<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>RED ZONE</b> Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The children will gauge their own zone each morning by putting their named lolly stick in the 4 coloured pots. The themes will then be explored further during our class Wednesday assembly times.

Please remember that no zone is "bad". We all move between zones several times during the day, and the intention is for our children to begin to *self-regulate*.

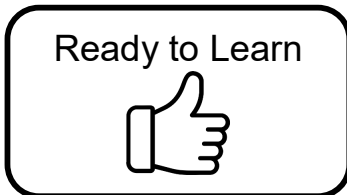
## How we Deal with Conflict

### Reach for the Stars Behaviour system

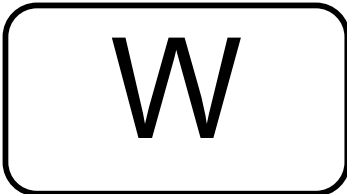
In each classroom in Years 1-6 the Reach for the Stars display and card pockets should be in a prominent position. Each child will have their name below a pouch containing 4 cards.



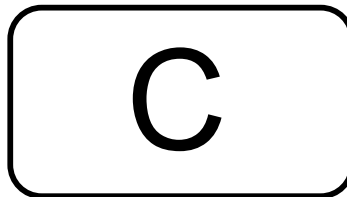
If a child completes work of a higher than usual standard, shows kindness to others or other similar good skills, they can move up to a **Star Card**.



All children start the day on a "**Ready to Learn**" Card.



If a child is displaying minor disruptive Behaviour, they should first be given a **verbal warning**. (Stage 1)  
If the Behaviour is repeated they should turn their card to "W" (warning card).



If the child continues with disruptive behaviour, they should then be sent to a partner class for 10 minutes with work.  
Upon their return, if they continue with the behaviour they then move to Stage 2.

### Serious Breach of Rules, Endangering Others & Acts of Violence

The school will consider -

- Internal Exclusion of One or Two days (*child will be kept apart from the rest of the school and will complete the school day with Headteacher or Inclusion Manager*)
- Temporary External Exclusion (1 day)
- Temporary External Exclusion (2 days)
- Temporary External Exclusion (3 days)
- Permanent External Exclusion

### Behaviour Management in EYFS

In the Early Years at St Saviours, we focus on positive behaviour and reward this frequently throughout the day, mostly using verbal praise. Children may also receive stickers, but we like to encourage them to follow our classroom rules because they want to do the right thing, not only to receive an external reward.

Positive behaviour is reinforced throughout the school day using a visual and interactive symbol accessible to staff and children which shows a rainbow, a sunshine, and a cloud. All children's names are placed on the "sunshine" at the beginning of the school day.

“Sunshine” behaviour is good behaviour that follows our 4 most important EYFS rules:

- Kind hands
- Kind feet
- Kind words
- Good listening

They are encouraged to follow the class rules to remain on the sunshine. If a child doesn't follow a class rule, they will be given a verbal warning. If their behaviour continues, their name will be moved down to the cloud, and consequences appropriate to the situation, often a time out, to calm down and discuss the behaviour with an adult. After this time, children are supported to go back to the situation and find an appropriate way to manage it or make amends for their behaviour if necessary. The child will be encouraged to show a more positive behaviour in order to move back up to the sunshine by the end of the day.

With a strong focus on positive behaviour and achievements, be they big or small, a child's name can be moved up to the rainbow and these children are rewarded with a “WOW card” handed out at the end of the day so that it can be celebrated with the class and parents/carers.

In Nursery & Reception, children are learning how to identify and deal with their own feelings and behaviours, so it is important for staff to help them understand them and identify ways to express them appropriately. A visual “Zones of Regulation” area is also accessible in the classroom. The children are encouraged to think about how they are feeling at certain times throughout the day and place their photo into the appropriate, red, blue, yellow or green bag. Throughout the day, an adult will check the display to see if any children need to be supported with their feelings and deal with these appropriately.

### **Conclusion**

Our policy aims to provide a partnership for creating a safe, happy working environment for everyone. Its success depends on the commitment of pupils, staff and parents.

**Agreed** by Staff and Governors Autumn Term 2023  
**For Review:** October 2024

## APPENDIX

### BEHAVIOUR MANAGEMENT STRATEGIES

#### General Strategies

- Praise desirable behaviour
- Always get down to children's level
- Lower your voice
- Talk slowly
- Use gestures to support what you are saying
- Class rules if necessary

#### Restorative Approach to Resolving Conflict

- 1) **'Tell me what happened'** - Ask both children individually and give both children time to answer. Try to find out what happened to provoke situation. Try to avoid using 'Why' questions as this indicates someone is to blame and young children often can't explain this.
- 2) **'How do you think (name) might feel?'** - Encourage children to look at (name) for visual clues such as body posture and facial expression.
- 3) **'What can you do to make it better?'** - All children need to say 'sorry' while making eye contact with other child. They could also fetch a tissue, shake hands, say 'friends', help fix something that is damaged e.g: rebuilding track OR
- 4) **'Can you think of a fair way?' (sharing issues)** - Encourage children to resolve conflict e.g: sharing strategies might be: giving something back and finding another, using sand timer, writing a list using name cards.

