



St Brendan's RC Primary School

Behaviour for Learning Policy

Love life,
Love learning,
Achieve together in God's love.

Aims

At St Brendan's School we aim to create a positive, caring and encouraging atmosphere, in line with the Mission Statement. We are all unique and beautiful and the ethos of the school is determined by the relationships within our school. God is present in all of us regardless of religion, culture, nationality, orientation or economic standing. We will ensure our children are safe, happy and understand their rights under the United Nations Convention on the Rights of the Child (CRC) and respect the rights of others.

Our faith calls us to love God and to love our neighbours in every situation. Following in the footsteps of Jesus, we hope to make present in our unjust and broken world, the justice, love and peace of God. Ensuring we use our moral compass to guide us on how to live out our faith in the world through the principles of Catholic Social Teaching (CST).

Our policy for behaviour for learning contributes to the atmosphere and ethos in which we wish to work. It contributes to making our school a happy, safe, secure and welcoming environment where the children are loved. Creating the right conditions will help us to meet our school mission.

Consistency is key and all staff need to be faithful to strategies embodied within this policy. The implementation of this policy is a process not a single event.

Our school will:

- Grow closer to Jesus by loving, valuing and respecting each other.
- Celebrate and develop our God given talents.
- Welcome support from friends in our wider community and reach out to those we can help, contributing to becoming responsible citizens.
- Be a happy school, creating friendships and wonderful memories.
- Ensure our children understand their rights under the United Nations Convention on the Rights of the Child (CRC) and respect the rights of others.
- Develop confident individuals.
- Ensure Catholic Social Teaching (CST) is a thread throughout our curriculum.

Outstanding behaviour is paramount at all times. This is achieved primarily through example, teacher expectations and full co-operation of parents. We think about how Christ wanted us to live and treat others. High standards of behaviour are expected and promoted throughout every aspect of life at St Brendan's RC Primary School. Our whole school approach at St Brendan's is based on our Christian beliefs and ideals, whereby both children and adults care for and respect each other. Compassion, understanding and forgiveness are at the heart of everything we do.

School Rules and Rights

Our Golden Values, based on mutual respect, are the key to an effective policy for behaviour for learning and are at the centre of promoting positive behaviour and attitudes to learning at all times. Our Golden Values are discussed with each class and in addition, we have our Class Charters, which are 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.

**Be honest and kind
Be fair and compassionate
Be polite and respectful to everyone
Try your best in everything you do
Always walk in the footsteps of Jesus**

In addition, we believe that everyone in our school has rights in line with our RRSA (Rights respecting school award). Here are just a few:

**To be respected
To learn
To be safe
To be loved
To be happy**

Relentless Routines

Relentless Routines are followed consistently in school to promote outstanding behaviour and to ensure children are ready to learn at all times.

Relentless Routines
Wonderful Walking Children walk around school with a sense of pride. They are walking silently with their hands by their side.
Legendary Lines Children are lined up silently, in register order, in a straight line, one behind the other. Children may be chosen to be the Line Leader for the day as a reward. Reverse legendary lines may be used too so that the same children are not always at the end of the line.
Eyes On Me Children are sat ready to learn and attentive. They are ready to listen and follow instructions.
Hand Signal The teacher/staff member will use the silent hand signal to gain attention if necessary. Children will respond with the silent hand. Children should track the speaker.

Whole School Expectations

All staff will:

- Maintain consistency in our agreed strategies
- Meet and greet children at the classroom door
- Refer to and promote our Golden Values
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Consistently use recognition of behaviour through rewards and the use of the Behaviour Book
- Be calm and allow the children time to demonstrate the requested change in behaviour
- Prevent before sanctions; use specific complements, approval statements and positive comments or non-verbal gestures to increase the ratio of positive to negative interactions
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are displaying challenging behaviour
- Follow relentless routines

All Pupils will:

- Be honest and kind
- Be fair and compassionate
- Be polite and respectful
- Try their best in everything
- Walk in the footsteps of Jesus

All Parents/Carers will:

- Encourage independence and self-discipline, to show an interest in all that their child does in school
- Foster good relationships with the school and support the school in the implementation of this policy
- Make children aware of appropriate behaviour in all situations and be aware of the school values and expectations

Rewards

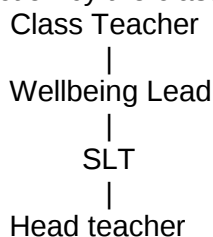
We praise and reward children for good behaviour in a variety of ways:

- House points (and end of term house treats for the winning house)
- Golden Leaves to be placed on our Golden Values Tree in the hall
- Hot chocolate and biscuits with the Head Teacher for those children who receive a Golden leaf
- Green time for children who have not received an amber card
- Achievement assemblies
- Class treats (aim for a class treat every half term with a maximum of twenty tokens)
- Stickers
- St Brendan's Ambassador Weekly Certificates
- Head Teacher's stickers/awards
- Opportunities for greater responsibilities (prefects/monitors/representing school at sporting events outside of the curriculum)
- Attendance awards
- Postcard from the Head Teacher for special recognition
- Announcements & messages sent home to parents
- Respect tokens
- Chosen to be the Line Leader of the Legendary Line

Sanctions**General Misbehaviour**

Minor, general misbehaviour is dealt with by the class teacher, children who have their name places in the behaviour book are expected to communicate this to their parents themselves. However, there may be circumstances where teachers speak to parents about incidents that have resulted in their child's name to be put into the book.

Repeated misbehaviour may need further action by the class teacher. This procedure includes:



At any stage the class teacher may wish to talk informally to the parents, but it may become necessary to involve parents on a more formal basis.

In all situations positive strategies are used to re-establish good behaviour and relationships, for example, house points and class treats.

4 Step Principle Structure

All staff will follow the same **4 Step Principle Structure** when dealing with misbehaviour:

Stepped Boundaries 4 Step Principle Structures	
1. 1st Warning	
	The child is given a first verbal warning.
2. 2nd Warning	
	- Name on the board in KS1 (and added to the Behaviour Book) - Name recorded in Behaviour Book in KS2 - A child may be moved to a different position in the classroom.
3. 3rd Warning	
	- A tick is put next to the child's name on the board/in the Behaviour Book - A child in KS1 will miss 5 minutes of the next playtime increasing to 10 minutes for a child in KS2. - When appropriate a child may also be moved to another classroom. A record may be made on CPOMs.
4. Amber Card	
	- A child is given an Amber Card. A record is made on CPOMs.

Some steps may be missed due to the severity and seriousness of the behaviour. For example, a child may be given an amber card straight away if the incident is serious.

Fresh Start

All children are given a fresh start, where their warnings are removed (and their name is wiped off the board in key stage 1).

For Key Stage 1 children, each session (morning/afternoon) is a fresh start.

For Key Stage 2 children, each day is a fresh start.

Amber Cards

Receiving an amber card will result in a loss of Green Time (extra playtime) on Friday. Amber cards are sent home to be signed by the parent. Children who have received an Amber card and have a loss of Green Time will speak to the Wellbeing Adult (and fill out a reflection card during this time) – see Appendix A.

Amber cards are given out for the following (these are examples):

- If a child gets three 3rd warnings (where their name has been in the behaviour book/board) with a tick three times in one week
- Isolated acts of violence (beyond what might be termed a playground scuffle) – e.g.; kicking, hitting, thumping
- Swearing
- Being disrespectful to adults
- Lying
- Defiance
- Vandalism
- Deliberate destruction of a child's piece of work
- Stealing

Individual prefect duties and withholding participation in a school trip or sports event if not an essential part of the curriculum may be removed until the behaviour of a child improves.

Red Cards

Certain behaviours may result in a child being given a 'Red Card' which will need to be taken home and signed by the parent. Parents will be contacted and invited into school for formal discussions with SLT/Head Teacher. **Consequences and a plan will be put into place to ensure the child's behaviour improves.** Red cards are given out for the following;

- Receiving 3 amber cards in a half term
- Aggressive violent behaviour, causing deliberate injury
- Abuse/threatening behaviour towards staff/parents
- Acts of a sexual nature
- Acts of Racism
- Major disruption of class activity
- Dangerous refusal to follow instruction
- Leaving school premises without consent

In Reception

Due to the age of our EYFS children our behaviour strategies differ slightly at the start of the year and an age appropriate visual, coloured behaviour chart is used. The whole school 4 step principle is followed.

Positive Behaviour Incentives...

All children start the day with their photograph on green on the behaviour chart. Their aim is to stay on green or move up the chart to silver or gold as a reward for positive behaviour. Children are awarded with a sticker to represent the colour they end the day on and a small prize awarded for getting to gold.

Stepped Boundaries - EYFS 4 Step Principle Structures	
3. 1st Warning	
	• The child is given a first verbal warning.
4. 2nd Warning (amber)	
	• Child's photograph will move from green to amber. • A child may be moved away from their chosen provision activity.
3. 3rd Warning (red)	
	• Child's photograph will move from amber to red. • When appropriate a child may also be moved to another classroom and parents will be informed. • A record may be made on CPOMs.
4. Amber Card	
	• A child is given an Amber Card. • A record is made on CPOMs.

Beyond the Classroom

Discipline around school is the responsibility of the whole staff. Consistency is key. Staff will not ignore poor or challenging behaviour.

All staff will deal with any situation as it arises by following the **4 Step Principle Structure** and using the behaviour book at lunchtimes (see Appendix B for lunchtime routines).

In the case of any serious incident, support staff will refer to the appropriate teacher. This ensures we have a whole school approach to our behaviour for learning policy.

School Trips and Residential Trips

A child's behaviour in the days or weeks leading up to a school visit off site, may cause concern and lead to the parent being spoken to about their child's participation on the trip. At all times the child's health and safety is of high priority and there may be instances when due to inappropriate behaviour, the school is not prepared to take them. In such rare cases the child will remain in school and be given an alternative curriculum. There will be a graduated response and parents will be informed of this prior to the trip. Where poor behaviour occurs this will result in the child being unable to attend the trip/residential. Discussions will take place with parents and outside agencies.

Clubs

If a child misbehaves while attending a club, which may run before/after school or at a lunchtime, the parent will be informed that the child is at a risk of being excluded from the club. The parent will be offered the option to remove their child voluntarily. However, if they continue to attend the club and poor behaviour continues, the school will inform the parent that their child is being removed from the club. In this instance if there is a charge associated with the club the parent will not be reimbursed for outstanding sessions.

The Power to Discipline beyond the School Gate

Teachers have a statutory right to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and is witnessed by a staff member or reported to the school. Such reports should be made to the Head Teacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour for learning policy.

In all of the circumstances, the head teacher will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school should follow the school's safeguarding policy.

The Right to Search Pupils

The school will follow DfE advice on 'Searching, Screening and Confiscation' (January 2018)

- School staff can search a pupil for any item if the pupil agrees
- Head Teacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited Items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence, or

- To cause personal injury to, or damage to the property of, any person (including the pupil).

The Head Teacher and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item that may be searched for.

Suspension and Permanent Exclusions

On the very rare occasions that a child refuses to adhere to the policy, through their continued and repeated inappropriate behaviour, the Head Teacher or SLT has the duty to maintain discipline and good conduct. In furtherance of this, the Head Teacher/SLT has the right to suspend or exclude children from school at her own discretion, either temporarily or permanently.

Suspension

This behaviour for learning policy sets out a range of strategies that are in place to address issues of behaviour management in school. By following this policy, it is expected that the risk of suspension or permanent exclusion will be minimised. If a child seriously breaches school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in school, the decision may be taken to suspend for one or more fixed periods. For continued and serious inappropriate behaviour the school reserves the right to suspend children from school (or educational visits where health and safety may be compromised) for one or more fixed periods, (up to a maximum of 45 school days in a single academic year), or in the most serious cases, permanent exclude. Should any such case arise, the school will follow LA and National guidelines and procedures. Before the decision is made, the Head Teacher will naturally consider relevant facts and firm evidence and allow the accused pupil to give his or her account of the incident.

Suspensions or Exclusions will be considered where:

- There has been a serious breach or persistent breaches of the school's behaviour for learning policy
- A range of strategies have been tried to no avail when persistent disruptive behaviour and lesser sanctions are deemed appropriate
- Allowing a child to remain in school would harm the education or welfare of themselves or other children in the school.

Normally by this stage parents will be aware of their child's behaviour difficulties and will already have been in contact with the school on previous occasions.

Where the decision to suspend a child is made, parents will be contacted by telephone and a letter will be sent home. The LA will also be informed. If a child continues to disrupt, after repeated suspensions, then the school will seek to look at a managed transfer or permanent exclusion.

DfE Guidance for SEN Pupils

If a child is on the SEND register, then the school must consider whether any reasonable adjustments has/can be applied to our behaviour for learning policy when a child is exhibiting behaviour that is related to their disability: for example aggressive behaviour arising from a situation which an autistic child finds intolerable.

When conducting any suspension or exclusion, St Brendan's will follow the DfE statutory guidance, as per the following link;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

Use of Reasonable Force to Control or Restrain Pupils

All members of staff are aware of the regulations regarding the use of force by teachers, relating to Section 93 of the Education and Inspections Act 2006. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. Staff are also

aware of the non-statutory advice from the Department for Education 'Use Of Reasonable Force' 2013.

Following the Education Act 2006, the Head Teacher authorises teaching staff (excluding supply teachers) to use reasonable force to control or restrain pupils.

- Where a criminal offence is being committed
- Where pupils may injure themselves or others, including adults
- Where there is a risk of significant damage to property
- If a pupil refuses to leave a room when instructed to do so
- When the action occurs on the school premises or during an authorised activity off the premises

The degree of force must be appropriate to the nature of the incident and those involved in it. Physical intervention might involve:

- Physically interposing between pupils
- Standing in the way of a pupil
- Holding, pushing or pulling
- Leading a pupil away from an incident by the hand or by gentle pressure in the centre of the back.

Any incidents should be reported to the Head Teacher immediately.

CPOMs

Following the **4 step principle guidance**, behaviour incidents may be recorded on CPOMs using the steps below:

Incident – Who: List the children/staff who were involved in the incident using full names

Incident – Where: Where it took place

Incident – What: Factual account of what happened. Bullet points can help keep these concise

Incident - Outcome: Immediate consequence/resolution or follow up to the incident.

Action – should be added if required

Bullet points must be used to make the entry succinct and accurate.

An incident should be typed up on the same day as it occurs. If time is short, then details must be added within 2 working days.

SLT to monitor patterns in behaviour incidents each half term, these are tracked and recorded, parents to be contacted if a pattern of poor behaviour choices is taking place.

Outcomes

This policy will promote the excellent ethos of the school, growing into full life with Jesus. It will ensure that children are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and rules of conduct. It will be used to promote a loving school family, rooted in reconciliation and the acceptance of everyone.

Document history

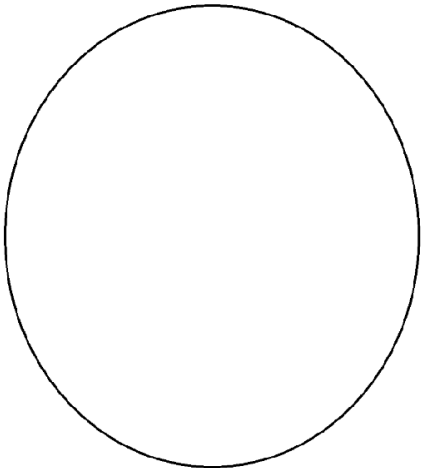
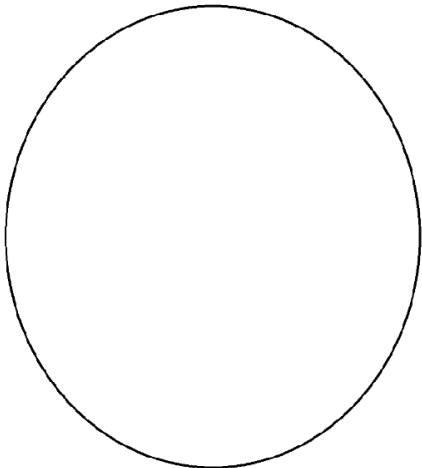
Date	Amendments
Dec 2011	Original document updated to contain more detail.
April 2015	Updated to include more detail about the use of sanctions
October 2018	Updated to include more detail about the use of sanctions and rewards
September 2019	Updated to include more detail about the use of sanctions and rewards
November 2019	Updated to include DfE Guidance
June 2021	Updated to include more detail and changes
April 2023	Updated to include DFE guidance and changes
	To next be reviewed as and when required
October 2025	Updated to include more detail around the representation of clubs and competitions and some minor changes.

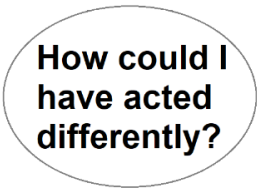
Appendix A – Amber Card Reflections

Children who have received an amber card will complete a reflection task during their loss of green time. It is essential for the child to reflect on their wrong choices and think about how they could change their behaviour and make the right choices in the future. The reflection task will vary depending on the child's key stage and also depending on the reason the amber card was given. Examples of the reflection tasks include:

Key Stage 1

- Write a reflection about what happened and what they wish would have happened (if they cannot write, draw an image instead).
- Thoughts and feelings reflections

What happened	What I wish would have happened
	

How I was feeling	How could I have acted differently?
	

Key Stage 2

- Written reflection of what happened and what they wish would have happened (if the incident did not involve another person).
- Thoughts and feelings reflection.
- A letter to the person involved (if appropriate)

What happened	What I wish would have happened

How I was feeling	How could I have dealt with it better?
	

Appendix B – Lunchtimes

Discipline around school is the responsibility of the whole staff. Consistency is key. The 4 Step Principle Structure and Relentless Routines will continue to be followed at lunchtimes.

Relentless Routines
Wonderful Walking

Children walk around school with a sense of pride. They are walking silently with their hands by their side.
Legendary Lines Children are lined up silently, in register order, in a straight line, one behind the other. Reverse legendary lines may be used too so that the same children are not always at the end of the line.
Eyes On Me Children are sat ready to learn and attentive. They are ready to listen and follow instructions.
Hand Signal The teacher/staff member will use the silent hand signal to gain attention if necessary. Children will respond with the silent hand. Children should track the speaker.

Lunchtimes are a time for playing and socialising. They are also opportunities for negative behaviour, falling out and arguments. If we accept that we are responsible for the child's whole day then we have a role in making the lunch break a happy time for the children.

The following are some ways we seek to make lunchtimes a fun and safe part of the day:

- Regular contact with lunchtime supervisors, discussing progress and offering support.
- Involving the supervisors in children's games and activities – encouraging them to play with the children.
- The yard to be divided into zones to enable activities to take place in designated areas, including timetabled use of the MUGA.
- Communication between teachers and lunchtime supervisors using the Behaviour Book. Lunchtime supervisors will write down any incidents of poor behaviour at lunchtime in the Behaviour Book and these are discussed with the class teacher as necessary. Children who have shown outstanding behaviour are also written in the Behaviour Book and rewarded house points.

Lunchtime staff are trained on this policy and will deal calmly, fairly and consistently with inappropriate behaviour in the playground, the dining room or in classrooms.

Guidance for Lunchtime Supervisors

- Follow the Relentless Routines consistently.
- Always look for the positive behaviour to reinforce outstanding behaviour. Reward house points to pupils who are using good manners and doing the right thing and write the child's name on the tick side of the Behaviour Book for the teacher to see. Other pupils will notice this and copy the good behaviour.
- Always give clear instructions and praise the children who follow them.
- Always deal promptly with any situations before they escalate. Always speak calmly to the child/children but remain firm. Raised voices and shouting can escalate a situation.
- If you are concerned about any issue or pupil, speak to their teacher as soon as possible. It is important that we all work together.

Stepped Boundaries 4 Step Principle Structures
1. 1st Warning
• Ask the child if they have already had a warning in class this morning. • If no - Child is given a first verbal warning • If yes – Child's name is written in the Behaviour Book.

- **If name is already in the Behaviour Book from that morning in class – add a tick next to it.**

Remind the child of the expected behaviour and praise the child if you see them making the right choices/changing their behaviour.

2. 2nd Warning

If the child continues to display negative behaviour:

- Name is put in the Behaviour Book
- **If the child's name is already in the Behaviour Book – add a tick next to it.**

Remind the child that this is the second time that they have been spoken to and that they need to think carefully about their behaviour. Praise the child if you see them making the right choices/changing their behaviour.

Depending on the incident, the child may be asked to stand next to the lunchtime supervisor for 5 minutes to calm down before going back to their friends.

3. 3rd Warning

If the child continues to display negative behaviour:

- A tick is put against the child's name in the behaviour book
- The child will then miss their playtime (5 minutes for key stage 1 and 10 minutes for key stage 2).

If the child's name is already in the Behaviour Book with a tick then inform the child's class teacher.

A record is made on CPOMs

4. Class Teacher/SLT (Amber Card)

If the behaviour continues or is serious/harmful to others:

Class Teacher/SLT informed immediately.

Class Teacher to issue an amber card (and discussion with parents if necessary).

Other sanctions may include:

- Loss of playtime
- Loss of privileges
- Removal from class

A record is made on CPOMs

Some steps may be missed due to the severity and seriousness of the behaviour. For example, a child may be given an amber card straight away if the incident is serious.