

Our Lady of the Rosary Behaviour Policy

Our Journey
Love God
Others First
Respect All
Persevere to Succeed

Updated October 2022

Purpose

At Our Lady of the Rosary, it is paramount to promote high standards and manage behaviour well, in order to provide a calm, safe and supportive environment, which our pupils are proud of and where all individuals can learn and thrive. Being taught how to behave well and appropriately within OLOR is vital for all OLOR pupils to succeed personally and 'be the best they can be'. We strive to create a culture where pupils and staff flourish in safety and all behaviour is dealt with consistently and fairly, recognising the dignity of each individual made in the image and likeness of God. High expectations of behaviour permeate through every aspect of school life at OLOR. All staff are collectively trained to embody this school culture.

Leadership and Management

OLOR's Headteacher, Miss Molloy, takes overall responsibility for implementing measures to secure acceptable standards of behaviour across the school. She is supported by Miss Cook (Deputy Headteacher) and Mrs Groves (Assistant Headteacher). Senior leaders visibly and consistently support all staff in managing pupil behaviour through OLOR's Behaviour Policy. The school leadership team are highly visible, with Miss Molloy/SLT at the front of school welcoming pupils and families every morning and seeing pupils off the school site each afternoon. All daily engage with pupils and families maintaining the behaviour culture and ensuring within OLOR's environment everyone feels safe and supported.

Safeguarding and Behaviour/Staff Induction, Development and Support

Our Behaviour Policy is aligned with our school's legal duties and standards relating to the welfare of children. As part of OLOR's induction process, all staff are made aware of the measures outlined in our Behaviour Policy, linked to staffs' safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping Children Safe in Education (KCSIE) 2022. OLOR organise annual safeguarding training for all staff in the first week of each academic year. Regular staff meetings reinforce understanding and consistent and fair application of OLOR's Behaviour Policy. Staff also have training on special educational needs, disabilities, and how mental health may at times affect a pupil's behaviour. Ongoing engagement with experts, including Educational Psychologists, Trafford Special Needs Advisory Service (SENAS), Trafford Teams Together and Aaron Kent from Elevate Youth support effective implementation of OLOR's Behaviour Policy.

Parent/Carer Support

Parents/carers have an important role in supporting OLOR's Behaviour Policy and are encouraged to reinforce the policy at home. Parents/Carers, pupils and Miss Molloy are invited to sign a Home/School Agreement which clearly highlights behaviour expectations. OLOR reinforces the whole-school approach by building and maintaining positive relationships with parents, keeping parents updated about their children's behaviour and encouraging parents to celebrate pupils' successes. Parents are always included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place. Trafford Teams Together and Aaron Kent are accessed to support individual behaviour plans.

Banned Items

Banned items within OLOR include mobile phones, watches, hoop earrings, rings, necklaces.

In this policy we endeavour to:

- Make clear to parents/carers and pupils how we expect pupils to behave during the school day and what constitutes unacceptable behaviour.

- Inform parents and pupils of sanctions which will be imposed upon those who break the behaviour code.
- Inform parents and pupils of the rewards given to pupils who comply with school's behavioural guidelines.
- Comply with Section 89 of the Education and Inspections Act 2006 and section 85 of KCSIE 2022.
- Comply with The Special Educational Needs and Disability Code of Practice 2015.
- Promote self-discipline and regard for authority among pupils.
- Encourage good behaviour and respect for others and prevent all forms of bullying among pupils, and child on child abuse, clearly evident in OLOR's Mission Statement – Respect All.
- Ensure the standard of behaviour of pupils is acceptable.
- Ensure all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully. Any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively.
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).

Our Ethos

Our Mission Statement states that we Respect All. We wish to encourage self-respect and to nurture self-esteem. We endeavour to reflect this in all our policies.

"The most effective schools seem to be those that have created a positive atmosphere based on a sense of community and shared values" -Elton Report Summary Point 10.

Our Behaviour Policy seeks to encourage our children to act in a positive manner. We want to encourage our children to have respect for adults and children and for their property. Our uniform means that our children are ambassadors of our school and their behaviour is identified with our school. Good manners are to be encouraged at all times, in and out of school.

We realise that the first teacher of a child are his/her parents/guardians and we welcome all opportunities we have for discussion with them before their child enters our school. This early partnership enables us to work together for the benefit of all pupils.

We highlight the crucial role parents play in shaping the attitudes which produce good behaviour in school. Parents need to provide their children with firm guidance and positive models through their own behaviour.

All staff, along with our Governors, recognise that we have a part to play in providing role models for our children. Good behaviour comes from high expectation of achievements; acceptance of only the best from our pupils; a belief that all pupils can learn; a belief in a warm supportive climate; the positive attitudes exhibited to our pupils and the provision of an orderly and structured atmosphere help promote high standards of behaviour. We encourage all pupils to 'be the best they can be' made

in the image and likeness of God. Our climate is one of forgiveness and reconciliation. Children of all ages are encouraged to take responsibility for their own actions and behaviour. Individuals should learn from any mistakes made.

Our Lady of the Rosary's behaviour expectations will be through an ethos and environment that supports Social Emotional and Mental Health (SEMH) It will promote student voice and develop staff understanding of SEMH. Teaching staff will work with parents, carers and guardians in supporting SEMH and help in targeting support for students with SEMH need so that all individuals can 'be the best they can be'.

Punctuality and Attendance

We want to encourage all children to be good punctual attenders at school, because society expects its citizens to be on time for work.

The school day begins at 8.40 for Reception to Year 6 and 9.00am for Nursery. Pupils proceed directly to their classrooms through their external doors. After lunch all responsible teaching staff will meet their classes on the playgrounds and escort the children into their classrooms. Midday Assistants will report any unacceptable behaviour that may have occurred during lunchtime. The class teacher will take responsibility for any actions or sanctions that may need to follow.

Registration takes place at 8.40am and 1.00pm (Nursery 9.00am and 1.00pm). Children should inform the School Business Manager of their late arrival.

Parents are expected to inform the school as soon as possible of a child's illness by email or telephone. Unexplained absences are to be regarded as unauthorised absences. Unauthorised absences would be birthdays, haircuts, shopping, holidays etc.

Rewards and Sanctions

At Our Lady of the Rosary we recognise that we are all individuals in God's eyes and that children should be respected and rewarded for their efforts to behave and work well, both inside and outside the classroom and in our Before and After School Clubs.

Good discipline is based on mutual respect and the understanding by the children of standards of behaviour expected of them. The pupils may be asked for their views on matters of rewards and sanctions.

Rewards

We reward in several ways:

- Teacher Awards are given to pupils who produce a good piece of work or who have made a consistently good effort with several pieces of work. These awards are also allocated to pupils for good behavior, an act of kindness to others or for showing perseverance or resilience. When a child has achieved ten stickers on their certificate, they are awarded a special prize at the Good Work weekly assembly.
- Midday Assistants can award stickers to classes for good behaviour, polite manners and teamwork.
- A 'Good Work Prize' is awarded on the basis of one per class each week at assembly. The prize is awarded as recognition of good work achieved, effort made and overall attitude.
- Golden Minutes are awarded to the class as a whole for good behaviour, good work, etc. When they have achieved 60 Golden Minutes, they have their "Golden Hour of Fun".

- A range of bespoke badges are awarded to pupils who are great ambassadors for Our Lady of the Rosary and role models to their peers.
- Out-of-school achievements are also given special praise at assemblies. Any certificates, medals and trophies received out of school are awarded in the Good Work Assembly. Parents are encouraged to email photographs and film clips that are then shared on the large screen during the assembly.
- We endeavour to display pupils' work as much as possible.
- Any outstanding achievements are referred to the Headteacher who will give an extra OLOR Ambassador Award.
- Positions of responsibility, such as Prefect, Buddy, Mentor and Ambassador Status are awarded for outstanding behaviour and being an OLOR role model.
- On special occasions, whole class or larger group rewards are allocated, including taking part in special projects or challenges, such as Big Plastic Count, Lent Challenge Mass, Longford Park Cross Country and CARITAS Sleep Out Ambassadors.
- Above all, we believe that praise and encouragement in lessons should be for effort and perseverance, striving to 'be the best they can be' and building up resilience.

All visitors, staff and pupils are encouraged to praise individuals for exceptional work within the school. They are asked to notify the Headteacher of outstanding behaviour.

Some pupils will need additional support to reach the expected standard of behaviour. Where possible, this support will be identified and put in place as soon as possible to avoid misbehaviour occurring in the first place. When pupils do misbehave, staff will respond promptly, consistently and with confidence to maintain a calm, safe learning environment, and then consider how such behaviour can be prevented from recurring. In some cases, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. Measures are in place and both general and targeted interventions are used to improve pupil behaviour. Support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required;

Sanctions

When a child has behaved in a way that is not acceptable, he/she is dealt with in a variety of ways depending on the behaviour and the circumstances. The Behaviour Policy is implemented whilst all pupils are on the school site or representing OLOR outside of the school premises. The Behaviour Policy is also applied within the Our Lady of the Rosary Before and After School Clubs. The Manager will be responsible for overseeing behaviour and ensuring red and yellow cards are allocated by pupils if necessary. Sanctions will be decided by the Manager who will inform the parents.

We have adopted the "Good to be Green" strategy throughout the school. This works on a daily basis. All children start the day with a green card. If a child behaves inappropriately a yellow warning card is given. Any further unacceptable behaviour during the same day will earn the child a red card.

All Red Cards are allocated by the pupils themselves, as they review their actions and recognise if their behaviour was inappropriate or unacceptable. Parents are always directly informed by the class teacher if their child has given themselves a red card.

EYFS Peg System

Each day the children all start on a green peg. This can move up to silver or gold depending on their behaviour and actions in the classroom. A child awarded with a gold peg can choose a prize from their special treasure box. The peg can however move down to yellow for low level repetitive behaviour and these can be moved up or down throughout the day. For more serious behaviour children will move their peg to red. This will result in an immediate sanction such as time out. If a child moves their peg to red, parents will be informed. The children are always made aware of behaviours that will result in a red peg. These include, spitting, swearing or deliberately hurting another child.

Unacceptable actions include:

Deliberately hurting/hitting another child
Spitting
Swearing
Damaging Equipment
Pressing a Green Security Access Button
Not Following an Adults Directions/Instructions
Disrupting a Class/Group from Learning

The Headteacher in the Weekly Good Work Assembly regularly reinforces with the children how important it is for all pupils to feel happy, safe and secure at Our Lady of the Rosary. She praises and rewards positive actions from the previous week and reinforces what is unacceptable. Any children allocating themselves a red card will have their name put in the Behaviour Record Book.

When a younger child gets a red card, the consequence is immediate-e.g. they may miss their next playtime (Key Stage 1).

Older children who have their names entered into the 'Behaviour Record' will be dealt with as appropriate. They may miss part of the next class 'Golden Hour' or a Fundraising Event and will be given work to do instead (Key Stage 2).

Inappropriate or dangerous behaviour during games lessons will result in the child being removed from the activity.

If unacceptable behaviour is occurring repeatedly or seriously bad behaviour has taken place, the teacher will inform the parents to ask for their support and the Headteacher will be informed.

Support from parents can take a number of forms. Very often a child's behaviour will improve if he/she knows the parents are in regular contact with the school.

Parents may decide to withdraw privileges in the form of deducting pocket money, reducing access to the television or computing equipment or sending the child to bed early.

If a child is endeavouring to modify behaviour over some time, the pupil may be asked to enter into a contract with the class teacher/other staff/Headteacher/parents. Depending on the age of the individual, a statement of expectation, which the child agrees to, may be written. This gives them something specific to strive for. A reward system involving verbal praise, a 'star chart', 'pom pom jar' or possibly additional responsibilities/privileges would run alongside. At the same time there may be a daily written comment from relevant staff, which is taken home each evening in an ongoing book. The parent would then sign to acknowledge receipt and return it to school the following day, adding his or her own comment if desired.

Following a Sanction

Following a sanction, strategies are used to help all pupils to understand how to improve their

behaviour and meet OLOR's behaviour expectations. A targeted discussion takes with the pupil, including talking through what they did wrong, the impact of their actions, how they can improve in the future, making better choices, and not making the same wrong decision repeatedly. They are always advised to apologise to the relevant person. Parents/carers are always contacted by the class teacher after a pupil awards themselves a red card and is allocated a sanction. Members of the SLT and Safeguarding Team may also make inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil during the school day as well as inquiries into circumstances outside of school, including what may be happening at home. Consideration will also be given as to whether the support for behaviour management being provided remains appropriate.

If a child's behaviour has been causing concern for some time, it may be thought necessary to create a Behaviour Support Plan. This will be agreed with staff and parents and will identify any triggers/preventative actions that can be put in place to further support the child. If further support is required from outside agencies, the child may enter the school's Special Needs Register. Parents would be informed and consulted about such a decision.

Pupils with Special Education Needs and/or Disabilities (SEND)

At OLOR staff are fully aware that there may be a link between a pupil's SEND and their behaviour. When dealing with behaviour incidents involving SEND pupils, we have a duty to follow the Equality Act 2010, The Families Act 2014 and The Special Educational Needs and Disability Code of Practice 2015.

Senior Leaders carefully consider the support that has been provided to the pupil (at the time of the incident and beforehand) and whether this was adequate. A graduated approach will be undertaken, planning, delivering and reviewing the impact of the support is adopted, as well as adjusting Behaviour Policies and other school policies to avoid any disadvantage in our application to these pupils. We always anticipate likely triggers for misbehaviour and put in a Behaviour Support plan place support which will include interventions to prevent these, as well as using de-escalation techniques, and pre-agreed scripts and phrases, often giving a pupil 2 choices.

Some behaviours are more likely to be associated with particular types of SEND. Pupils with speech, language and communication needs, who cannot understand a verbal instruction may be shown 'Now and Next' cards and other visual cards including 'Stop'. Behaviour is always considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Adjustments will be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments at OLOR are bespoke for each child and their circumstances. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers (Therapeutic Zones can be accessed in the main circulatory area).

Where a pupil has an Education, Health and Care plan OLOR always works closely with Trafford and other professionals to work towards meeting their outcomes.

All staff are well trained to anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include:

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;

- planned sensory breaks in the Forest Areas, Therapeutic Zones and undertaking Yoga or jumping on the trampoline;
- use of a wobble cushion or fidget toys;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measures always take into account the specific circumstances and requirements of each individual pupil.

Pastoral Support Plan

If a child is at serious risk of exclusion then a Pastoral Support Plan will be established (PSP). A PSP is a school based and co-ordinated intervention to help individual pupils to improve their social, emotional and behavioural skills. As a result of a PSP pupils/families should be able to manage the behaviour more appropriately and /or improve attendance.

A PSP will be needed in particular for those children and young people whose behaviour is deteriorating rapidly. The PSP should identify precise and realistic outcomes for the child or young person to work towards. The PSP will act as a preventative measure for those children and young people at risk of exclusion.

A PSP will be set up for a child:

- who has several fixed period exclusions that may be leading to a permanent exclusion
- who is identified as being at risk of failure at school through disaffection
- where the situation is complex and a range of agencies are required to support children and young people.

The Senior Management Team/SENCO meet on a termly basis to discuss the most vulnerable pupils in school and consider ways to ensure targeted support (including Pastoral Support Plans).

Conduct Outside the School Premises

OLOR pupils may on rare occasions be sanctioned for misbehaviour outside the school premises, including:

- online conduct
- taking part in any school-organised or school-related activity
- travelling to or from school, when wearing school uniform, when in some other way identifiable as a pupil at the school,
- instances that could have repercussions for the orderly running of the school, that pose a threat to another pupil or that could adversely affect the reputation of the school.

Suspensions and Exclusions

On extremely rare occasions, particularly when a pupil is persistently disruptive and support or sanctions are not deterring misbehaviour, further action may be needed. In serious instances, a pupil may need to be suspended or excluded. OLOR always refers to the latest DfE specific guidance on suspension and permanent exclusion to ensure that we use these interventions appropriately.

Trafford and the Chair of governors are contacted and the case discussed before any action is taken.

This policy was updated in October 2022.

It will be presented to the Standards/Curriculum Committee on 18th October 2022 and the governing board for approval on 19th October 2022.

Expectations of children in Our Lady of the Rosary Primary School

Early Years Foundation Stage

During a child's early years these are the expectations the class teacher will have of the average child-

- will be able to walk around school sensibly
- will play safely, sometimes with other children
- will use polite language to everyone
- will talk to other children
- will leave parents/guardian at the front of school
- will usually apologise if in the wrong (may require prompting)
- accept teacher's praise
- can show pride in achievements
- can accept sanctions, if necessary
- will use equipment sensibly and respect others' property
- will have a simple understanding of classroom routines

Key Stage 1

These are the additional expectations the class teachers will have of the average child during Key Stage 1-

- will recognise incorrect behaviour in others
- will work on task without support for up to twenty minutes
- will be able to find equipment (e.g.pencils/paper) within the area of the classroom
- will sit alongside other children sharing equipment
- can play with peers in a co-operative and safe manner
- understands the safety of not talking to strangers, but will be co-operative with known staff
- can usually control temper if provoked
- can identify right from wrong in others
- will ask for help if required
- has the appropriate body posture (e.g.will sit on a chair safely and not swing)
- will tell the truth
- will only need reminding occasionally of classroom rules
- will talk without prompting to a known adult
- can engage eye contact when others are speaking and as a cue for others to speak
- will demonstrate an awareness of safety for self and younger children through activities
- will play in both directed and self-organised games co-operatively
- will laugh at the appropriate times

Lower Key Stage 2

These are the additional expectations the class teachers will have of the average child during Lower Key Stage 2 years-

- can settle to work quickly, i.e. 10 – 30 seconds following individual, group or class instruction

- is fully aware of e-safety
- will ask for equipment if it is not easily available
- will sit and work in a variety of group sizes (i.e. 2 – 8) sharing equipment
- co-operatively
- will listen and ask questions at an appropriate level to teachers and peers
- can make allowances for peers
- will show an awareness of younger children in a constructive manner
- can role play with others equally
- will come to school with different adults/older children, confidently leaving them before entering school
- can usually apologise if in the wrong without prompting
- recognises the need for helping others
- can accept constructive teacher criticism
- will help other children appropriately
- can accept peer praise
- will bring own equipment to school and be responsible for it
- will manage own materials without supervision
- can cope with environmental change (staff/classroom)
- will consider the effect of his own behaviour on his peers
- will consider the feelings of peers and teachers
- will adapt language to different contexts
- can express happiness and unease orally

Upper Key Stage Two

These are the additional expectations the class teachers will have of the average child during Upper Key Stage 2-

- will act as a monitor/mentor for younger children, ensuring correct procedures
- is fully aware of e-safety
- can help supervise movement around school
- can supervise younger children's play
- will actively reinforce good behaviour in others
- can accept constructive peer criticism
- will discuss a topic logically with partner/group
- can be both a recorder and an experimenter within an unsupervised group setting
- is able to seek modification of rules/routines in a constructive fashion
- will converse at a meaningful level with peers/adults, valuing others' opinion
- will work on task without support for one hour
- can come to and leave school without supervision on time
- can undertake the role of a Buddy, Prefect or OLOR Ambassador
- can support younger pupils and peers with expected behaviour at OLOR