



St. Aidan's Catholic Primary School

Rackhouse Road, Northern Moor, Manchester M23 0BW

Telephone: 0161 998 4126 • Facsimile: 0161 945 5677

Headteacher: Mrs S A Yates MA IN EDUCATION, NPQH.

Behaviour for Learning Policy Saint Aidan's Catholic Primary School

MISSION STATEMENT

RATIONALE

At Saint Aidan's Catholic Primary School we believe that every child is valued and created in the image and likeness of God. It is a primary aim of our school that every member of our 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.

Our Behaviour for Learning Policy is designed to ensure that all pupils at Saint Aidan's have the opportunity to **learn, achieve and be successful.**

We accept the principle that good behaviour is a necessary condition for effective teaching and learning to take place and therefore seek to create an environment which encourages and reinforces good behaviour. The school promotes good relationships at all levels and expects children to show respect towards and care for each other, our school and our environment.

As a school community we want everyone to:
Be actively involved in learning
Aim for achievement at their highest possible level
Experience and celebrate success

We want this to happen within an inclusive community where relationships are based on mutual respect.

This means that everyone has a responsibility to ensure that:

Learning is a priority

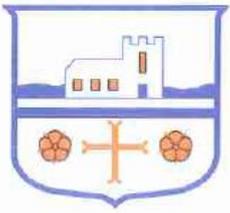
They show respect, courtesy and consideration towards all members of the school community including the use of appropriate language

They are honest and co-operative with others

They follow the school rules

All members of the school community are expected to contribute positively to the wider community by:

Promoting a positive image of the school and respecting members of the wider school community.



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School Rules

We follow the Golden Rules

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property.

We all have a right to be treated with respect, be safe and be able to learn.
We all have a responsibility to treat others with respect, help to keep ourselves and others safe, to learn and allow others to learn.

REWARDS

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common form of reward is praise to individuals and groups. It is earned by maintaining good standards as well as by noteworthy achievements. Each class uses the following rewards:

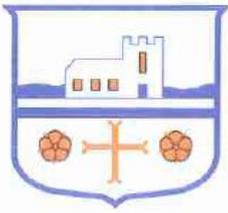
Praise for good behaviour
Good behaviour stickers or stars
DOJO points
Star Awards

Classroom Behaviour and Expectations

We believe that EVERYONE in the classroom has the right to learn and achieve.

At the start of each school year the children, in consultation with their class teacher will design the class rules and their charter will be displayed upon the wall. We operate a positive approach to behaviour with a traffic light system. Every child's name will start in the green section of the traffic lights. It is expected that the majority of children will keep their name in the green traffic light area.

If a child misbehaves they will receive a verbal warning and move to the amber traffic light. If the behaviour persists then the child will move to the red traffic light



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Traffic Light System

Red/Amber/Green in class

All children's names start every day on **green**

Disruption to learning of self or others move to **amber** (warning)

Move to **red** if disruptive behaviour has not stopped

RED – LEARNING BEHAVIOUR

1. Move to the time-out table in class for the rest of the session then back to green if behaviour for learning has improved
2. If behaviour is still disruptive then move to time out table in linked class for the session/sessions (SLT informed) Parent informed by class teacher by phone/text if unable to speak to the parent that day.
3. If 2nd red day in a week or consecutive school days Friday /Monday and removed to linked class again then Deputy Head to speak to the child and discuss behaviour. Parent informed by Deputy Head Teacher.
4. If on red again after speaking to the Deputy Head then Head Teacher to be informed and a report book to be started and Head Teacher to speak to parents/carers.

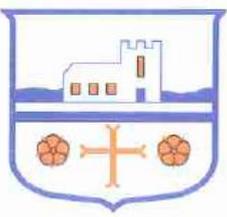
Work that is not completed (regardless of where the child is on the traffic light system) will be followed up at morning break.

PLAYTIME BEHAVIOUR

Poor behaviour on the yard will result in sanctions at playtime that could include missed parts of playtime up to removal from the yard for a period of time. Parent to be informed by class teacher if poor behaviour is evident on the yard and the sanctions that will be in place as a result. Report chart for playtimes will be introduced and monitored. SLT to be informed.

Consistent poor behaviour on the yard – SLT to speak to parents and sanctions and plan for reintroduction on the yard to be in place.

Lunch-time organisers will give verbal feedback to the Class Teacher at the end of each lunchtime period.



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ROLE OF THE HEADTEACHER

It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school and to report to the 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 keeps records of all serious incidents of misbehaviour on the CPOMS System. The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting the staff in the implementation of the policy.

ROLE OF THE GOVERNING BODY

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 policy. The Governors will request information regarding behaviour and the implementation of the policy.

ROLE OF THE PARENTS/CARERS

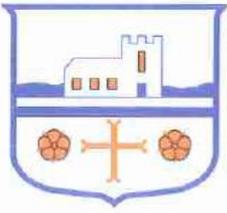
The school aims to work collaboratively with parents/carers so children receive consistent messages about how to behave at home and at school. We explain the school rules in our home/school agreement and we expect parents to read this and support our rules. We expect parents/carers to support their child's 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/carers if we have concerns about their child's welfare or behaviour.

If the school has to use sanctions to improve a child's behaviour and attitude to learning then parents/carers are expected to support the actions of the school. If parents/carers have any concern regarding their child they should initially contact the class teacher. If the concern remains then they should contact the Head Teacher. Parents/Carers have the right to contact the Chair of Governors. If earlier meetings with the Head Teacher cannot resolve the problem, a formal grievance or appeal process can be implemented.

Fixed term and Permanent Exclusions

Only the Head Teacher (or the Acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude a pupil for up to 45 days in any one school year. The Head Teacher may also exclude a pupil permanently.

If the Head Teacher excludes a pupil, they must inform the parents/carers immediately giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the



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parent/carers that they can appeal against the decision to the Governing Body. The school informs the parent/carers how to make any such appeal.

The Head Teacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed term exclusion that is over five days. The school follows the DFE Exclusions Guidance.

The Governing Body has a committee that considers exclusions and 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 representations from the parents and the Local Authority and consider whether the pupil should be reinstated. If the Governors' Appeals panel decide that a pupil should be reinstated then the Head Teacher must comply with this ruling.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body where necessary recommendations for further improvements are to be made. All serious incidents will be recorded on CPOMS – this is the school's internal monitoring log.

The Head Teacher keeps a record of any pupil who is excluded for either a fixed term exclusion or permanently excluded.

Review

The Governing Body reviews this policy every two years. The 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.

September 2020