**The Rosary Catholic Primary School**
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# Behaviour for Learning Policy

**Based on the values and principles of the UN Convention on the Rights of the Child.**

**2026 - 2027**

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**"Jesus Christ, son of Mary, Son of God, is the centre of the Rosary community where we live, love and learn together"**

**"What can we say the kingdom of God is like? It is like a mustard seed which, at the time of its sowing in the soil, is the smallest of all the seeds on earth; yet once it is sown, it grows into the biggest shrub of them all and puts out big branches so that the birds of the air can shelter in its shade."**

***Gospel of Mark 4:30-32***

As members of the Rosary Catholic School we live out the Gospel values each day and nurture the children who attend our school to understand and live out their own vocation. We encourage them every day to know and be grateful for their gifts, developing them so that they can be generous in the service of others. We promote attentive reflection and discerning decision making: in teaching, in prayer and most importantly through the practice and example of each and every one of us. We teach the children to be compassionate and loving in the way they treat each other so that they will follow the example of Jesus. We teach the children to take time to solve problems and follow Jesus' example of forgiveness.

By passing on the living and faith-filled tradition of Jesus Christ; by having persevering faith in the pupils, and by encouraging them, in turn, to have faith and hope in others we prepare the pupils to become the contributing citizens of the future. Our mission is to develop an eloquent language in every child to allow them to understand and articulate their emotions and to be truthful in the way they represent themselves. We provide the opportunities for them to be learned and wise, to be curious and to be active in the Catholic Life of the school.

*Our school is committed to the UN convention on the rights of the child. This policy reflects the following articles;*

*Article 3 – Best interests of the child*

*Article 14 – Freedom of thought, belief and religion*

*Article 37 – Inhumane treatment and punishment*

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## 1. Rationale

*A school's approach to Mental Health and behaviour should be part of a consistent whole school approach to mental health and well-being. This should include providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems.' (DfE, 2018: 4-5)*

This policy has been formulated to support pupils growing up in the 21st century with the changing backgrounds of pupils, family stability, parental difficulties in raising children, to maximise learning and to ensure a safe secure area for all pupils.

*This policy has been written with the active contribution of the School Council which is representative of the voice of the pupils.*

We are proud to be a Trauma Informed School (TiS). For us this means that we aim to have TiS approaches at the core of our whole school ethos and across our whole setting.

## 2. Trauma Informed Schools (TiS):

TiS is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities and reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable pupils to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and this approach supports staff with how to differentiate their relationship with children in order to support their development. It also gives basic guidance so that some change can be made through understanding where the child is functioning from and practical activities, which facilitate the development of this relationship. As part of this, the school also has access to a comprehensive and flexible reporting tool for tracking change over time, for both individuals and groups of pupils.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

Life events can introduce episodes, which become interruptions to some children's development. The TiS programme supports adults in creating a differentiated provision in response to need with reparative strategies as part of systematic actions.

With a programme of continuous development, our vision is for all of our staff to receive regular training and to use this insight to build healthy development, encourage pupils to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices, therefore underpinning academic progress.

## 3. School ethos

We strive to be an emotionally literate school with our everyday practice informed by an applied knowledge of the neuroscience of emotional and social development and attachment research. Through this we aim to ensure resilience, good mental health and a readiness to learn.

We value learning and everyone within our community. The uniqueness and diversity within our staff, student and parent body is valued and celebrated. We make provision for developing the emotional learning of all of our pupils, particularly for the most vulnerable and challenging students. Our learning culture emphasises learning as a process, learning from mistakes, the importance of feelings in learning and learning how to communicate responsibility for one's own feelings. The school climate aims to create a shame – free learning zone.

Responsibility for one's own learning is encouraged and celebrated. It is understood and accepted that all learners have their own emotional needs sometimes - and these can be addressed as a part of promoting learning.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:
o create a positive climate with realistic expectations
o emphasise the importance of being valued as an individual
o promote, through example, the Gospel virtues and values that underpin our ethos
o provide a caring and effective learning environment
o encourage relationships based on kindness, respect and understanding of the needs of others
o ensure fair treatment for all regardless of age, gender, race, ability and disability
o show appreciation of the efforts and contribution of all
o create an environment which recognises and celebrates difference

## 4. Aims

We aim to enable pupils to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives. For individuals to become independent and enthusiastic learners with a willingness to take risks. From the earliest opportunity, pupils will be encouraged to build tolerance, make good choices and take responsibility in readiness for them taking their place in society.

Children will gain a sense of pride through social learning and positive experiences as part of the ethos of our school and become individuals who are able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others is core to our work. This is also the backdrop to our positive behaviour policy.

## 5. Approaches to developing positive behaviours

- A responsive education which involves pupils, builds on success, ensures progression, involves and informs parents;
- Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times;
- Use of TiS snapshots (at regular intervals) and online tools to enable a strategic response to individual, group and cohort development, and therefore plan next steps.
- Programmes of RHE, (Relationship Health Education) PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning;

- Encourage children to manage their feelings and separate feelings and actions to enable thinking to take place between the two;
- Enable children to take responsibility for themselves and their actions in age appropriate ways;
- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning, both for pupils involved and for adults planning next steps;
- Where need is identified, for structured, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;
- Any plan of action is agreed and shared in a working partnership with parents and carers;
- Individuals with Special Educational Needs & Disabilities to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.
- Varying groups and working with different members of our school community to build tolerance and inclusion.
- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment;
- Supporting pupils appropriately may require adults to develop and employ new skills and/or strategies;
- Pupils need to know explicitly what behaviour is expected in different circumstances;
- The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved;
- Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed;
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all.

Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

## 6. Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in cooperation with others. Praise should be used sincerely to encourage good behaviour as well as good work. Criticism should always be constructive and a private matter between teacher and child.

## 7. Rules & Procedures

At the beginning of each academic year, class teachers (in consultation with the children) will establish the classroom rules and expectations. These will be displayed within the classroom on a signed 'Class charter'.

In our school we use a "Saints Points" system to recognise and reward good behaviour choices or examples of our positive learning behaviours. Pupils are placed in houses across the school and the achievements of the houses are celebrated during whole school assembly on a Monday morning.

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour, they should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced

- promote the idea that every member of the school has responsibilities towards the whole.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant. All adults work in partnership to model, reinforce and support our expectations. TiS snapshots are used to inform our understanding of social and emotional learning in a way that is developmentally and age appropriate.

Adults act as co-regulators, develop pupil insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Social times, such as break times and lunchtimes, are an important part of our school provision with the following aims:

- To develop social skills;
- To have the opportunity to interact, build tolerance and inclusion
- For the enjoyment of positive play
- To be healthy – to have fresh air, exercise and the opportunity to relax
- For the opportunity to explore and play with adults and peers in a less structured, positive environment

Our positive approaches to behaviour involve us 'noticing' good choices, being explicit in descriptive praise and providing reward as reinforcement.

## 8. Rewards

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- Verbal feedback / praise
- Non-verbal feedback e.g. thumbs up gesture, smile, pat on shoulder
- Saint Points
- Phase good work certificate

- Headteacher award
- Stickers
- Recognition in Newsletter
- Website
- Use of social media e.g. Twitter, Instagram
- Additional playtime
- Share good choices with other adults for positive reinforcement

Within our positive approaches we recognise that there may be times when a pupil might make a negative choice and a consequence must follow. This might be a deliberate choice, or an overwhelming impulse which results in an impact on others.

## 9. Negative choices & Consequences

If any child breaks our behaviour agreements, initially they are given reflection time with an adult.

We believe that the importance of 'relationship' within the school community should not be underestimated and therefore we endeavour to develop and maintain an emotionally enriched environment for our pupils. With children spending 50% of their waking hours in school, the teacher/learner relationship is key.

By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can literally engage the child or young person's brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

We use a range of strategies to interrupt poor behaviour choices including;

- Classroom breakout spaces
- Time inside
- Use of Learning Mentor/Pastoral Manager support
- Change of environment with a supportive adult
- 'Time out' card to initiate a change of face or space

Our aim is to give support and opportunities for children to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults holding consistent boundaries ensures our school feels calm and safe.

When a child is displaying inappropriate behaviours, we recognise that each situation will be unique to the child and therefore the response needed will be unique also. The

situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion between some/all of the following people; Headteacher, Deputy Head Teacher/SENCO, Assistant Head, Learning Mentor, Pastoral Manager, Class Teacher, Teaching Assistant. At every stage we will also maintain close communication with parents and carers.

In most cases the course of action will follow:

- Reflection time to consider choices made – possibly in year partners classroom
- If behaviour choices do not improve, then the Phase leader will become involved
- If after this level of intervention, behaviour choices do not improve then Senior Leadership will become involved.

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately through the use of an Individual Behaviour Plan.

However, there are some situations that will provoke a more severe response from school. If a child deliberately commits any of the following, they may be given an immediate Suspension or Permanent Exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse / threatening behaviour against a pupil
- Verbal abuse / threatening behaviour against an adult
- Bullying
- Racist abuse
- Damage to property
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Suspensions may be either internal - where they will attend school but learn away from their class or an external exclusion, which requires the pupil to undertake their learning off site. In the case of an external suspension, this will be registered with the local authority. Following suspension, the pupils and parents will be called to a 'return to school' meeting and a behaviour support plan will be initiated where appropriate. Parents are always informed by standard letter if a suspension has been given. This however is the absolute last response to negative choices made & not an action we take lightly.

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for pupils. We will work, wherever possible, in agreement and consult fully on actions and next steps.

*"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."*

*The Gottman Institute*

## 10. Governors

It is the key role of the Governing body to influence the ethos of the school. The Governing body therefore have the responsibility to:

- Support the Headteacher and staff in maintaining high standards of behaviour
- Ensure that all pupils and their parents are treated fairly
- Ensure LA and Diocesan guidance is adhered to

## 11. Restraint

Governors have granted authority for trained staff to issue restraint as a last resort and with the intention to prevent harm/safeguard.
*Please see: Care and Control and Use of Reasonable Force in School for further details.*

## 12. External Support Agencies

On occasions it may be necessary for the LA to be asked for assistance in dealing with disruptive pupils. Agencies such as the Early Help Team, Educational Psychology Services, Forward Thinking Birmingham, COBs and Fr Hudson's may become involved and will be co-ordinated by the SENCO and Headteacher.

## 13. Monitoring, Evaluation and Review

This policy will be monitored, evaluated and reviewed annually or sooner if deemed necessary by the Governing Body of the school.