



BEHAVIOUR FOR LEARNING POLICY (BfL)

Date of Approval:	September 2022
Next Review Date:	September 2023
Approved by:	Maria Elliott (Headteacher)
Changes made:	
Date approved by LGC (Local Governing Committee):	September 2022



English Martyrs' Catholic Primary School

Ethos Statement

Within the Mission Statement of the school, it makes it absolutely clear that the whole ethos of the school and all aspects of the school will reflect the practice and traditions of our Catholic faith. Such teachings direct us to believe that we are all "Children of God" and that we live by following the example of Jesus giving to us in the Gospels. We aspire to live out these Gospel Values but putting the Beatitudes into practice in all that we do.

Our school motto – '*Loving Jesus, loving learning, loving life*'; along with the Beatitudes underpin all that we do here at English Martyrs'.

The principles of striving for excellence in all that we attempt to do and taking the opportunities offered for reconciliation should be uppermost in our minds when dealing with issues particularly when this involves conflict or misunderstandings between members of the school family.

Be-attitudes

At English Martyrs' Catholic School we follow what Jesus taught us in the Gospels., where the Be-attitudes underpin every element of our school.

As a Catholic School we have the Catholic mission at our very core.

Everyone in school is expected to actively follow and live out our mission statement:

"Loving Jesus, Loving Learning, Loving Life."

We achieve our Mission Statement by following the Beatitudes as the foundation blocks of all we do. The Beatitudes give us the ATTITUDES that we want to BE.

We have Be-attitudes for Behaviour and Conduct (Our Core Values), Beatitudes for Learning and Beatitudes for Teaching.





Rationale

BfL is a rigorous and transparent whole-school approach to discipline. It aims to create an ethos of pupils taking responsibility for their own actions.

Purpose

- To underpin and support teaching and learning
- To deal appropriately and effectively with inappropriate behaviour
- To involve all staff in the BfL process
- To involve parents/carers in the BfL process

Guidelines

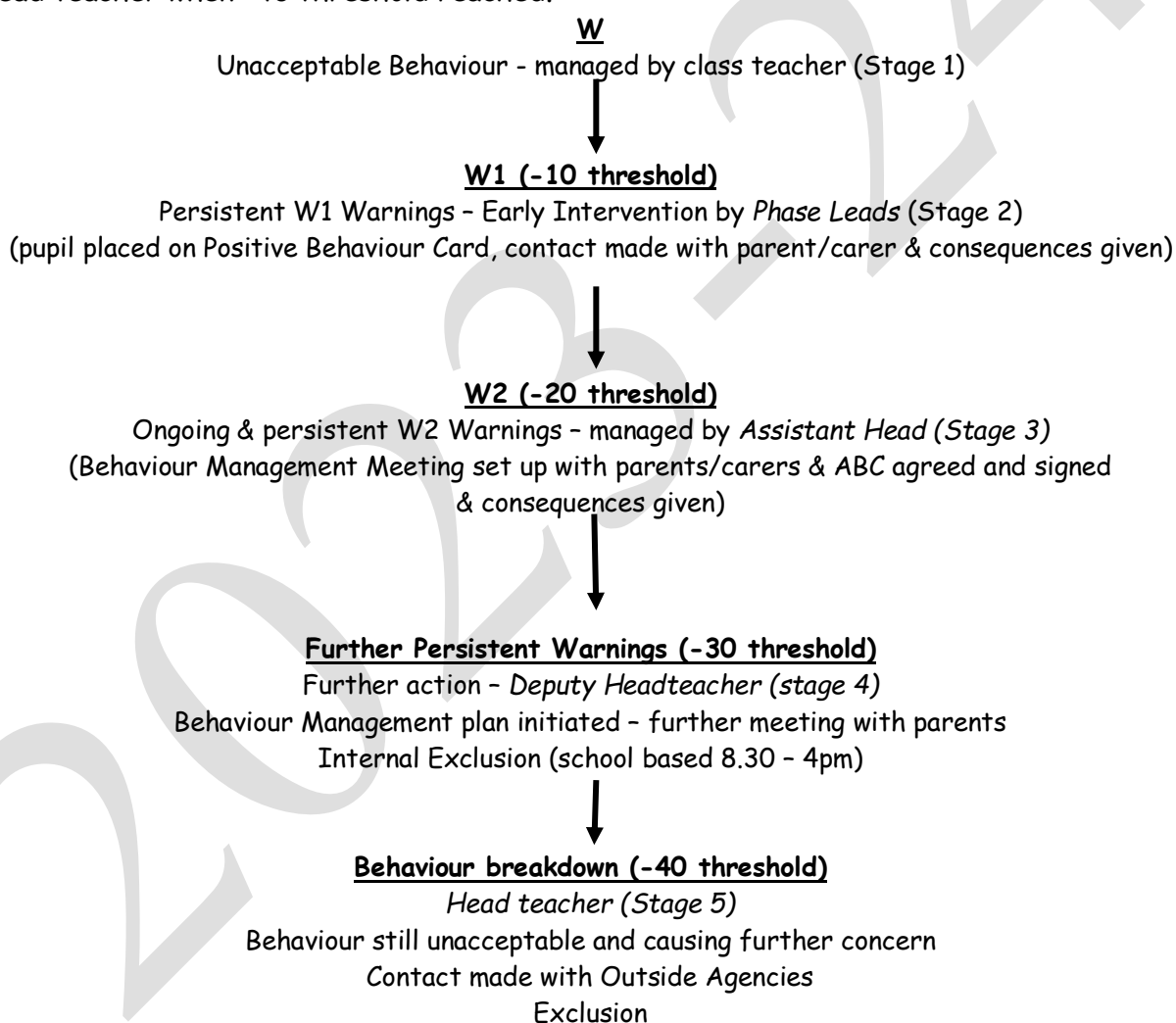
- Consequences
- At BfL's heart is consequences
- The word is carefully chosen - if you break a rule there will be a **consequence**
- The emphasis is on cause and effect
- Certain actions/decisions/failures will lead to certain consequences
- The responsibility for avoiding the consequence lies with the (potential) rule-breaker
- Classcharts will record all behaviour and access to individual records can be gained by pupils and parents/carers.
- *No member of staff can take action against a pupil outside the BfL framework*

The four levels of consequences

- **W - verbal warning** A W is given when a pupil does not adhere to 'Guidelines for W & W1'. The pupil is told why they are given a W and given the opportunity to change unacceptable behaviour. Pupil's name written on the laminated sheet. Nothing is logged on Classcharts at this stage. If the pupil addresses behaviour and is deemed acceptable no further action is taken. The only consequence for W is moving to W1.
- **W1 - Second verbal warning** A W1 is given if the pupil does not address unacceptable behaviour following a W being issued. (see 'Guidelines for W & W1.') Again, the pupil is told why they are given a W and given the opportunity to change unacceptable behaviour. Pupil's name written on the laminated sheet. W1 is logged on Classcharts and a class consequence is given. If the pupil addresses behaviour and is deemed acceptable no further action is taken. W1 is the same as a 1 negative House Point.
- Classcharts will keep a record of W1's issued in their class. **10** W1's (-10) will be communicated to the Phase leads through Classcharts Intelligence events alert.
- **W2 - Class teacher sanction** Pupil's name written on the laminated sheet. **Following the issuing of a W2 the classroom teacher will issue the pupil with a whole school sanction.** The W2 is logged on Classcharts detailing the pupil's behaviour, and the relevant Senior leader will be alerted. As W2 behaviour is logged and used as an evidence base for tracking behaviours, it is very important that staff pay particular attention to accuracy of the events.



- **LT** - Classcharts keeps a record of all behaviour. This will be monitored by Leadership Team. If pupils reach -10 threshold an alert will be sent to the Phase Lead via Intelligence events. This threshold will be communicated to parents and the pupil is placed on a Positive Behaviour report card. If unacceptable behaviour continues and a threshold of -20 has been reached an alert will be sent to the Assistant Head via Intelligence events and a letter will be sent home to parents/carers who asking them to attend a meeting with the Assistant Head to discuss their child's behaviour. At the Behaviour Management Meeting parents/carers will be asked to agree upon and sign an Acceptable Behaviour Contract (ABC). (Copy of these will be placed in the pupil's file.) Sanctions will be discussed at the meeting and strategies to be used, in school and at home, to remedy the inappropriate behaviour. If unacceptable behaviour continues and no improvement is evident and a threshold of -30 has been reached an alert will be sent to the Deputy Head and an internal exclusion will be given. Fixed term Inclusion will be issued by the Head teacher when -40 threshold reached.



In order for our BfL Pathway to enable our pupils to reflect and improve on their unacceptable behaviour, house points will return to zero (0) each new term.

In extreme circumstance pupil's movement through this pathway may be fast tracked through the pathway. SEND pupils may have adapted pathways. (*See below)



When consequences are given professional judgment and the individual child **MUST** be led the decision. Where appropriate, children may be asked to consider what they think is a suitable consequence.

Guidelines for W's	Guidelines for W1/2
Low level disruption	Persistent occurrence of W1 guidelines
Not following instructions	Insolence
Off task	Persistent loudness, disruption in corridor, running in corridor.
Not listening respectfully to others	Persistent name calling
Lack of respect	Contributing to rumours/gossip
Poor work/presentation(deliberate)	If pupil is given a W1 on a regular basis
Ridiculing another person	Behaviour that is deemed inappropriate.
Not keeping hands, feet and objects to self	Continued refusal to follow instructions/co-operate
Infringement of school code of conduct	Persistent lack of homework
Infringement of Home School Agreement	Lying
Infringement of School Uniform Rules*	Answering adult back.
Incorrect Posture for Learning	
Lack of homework*	
*Teacher may communicate with parent initially	
SLT intervention	
Verbal abuse	Fighting
Refusal to follow staff's instructions	Graffiti
If pupil is at W2 on a regular basis.	Persistent Bullying - evidence recorded.
	Theft
Class consequences W1	Whole school consequences - W2
Write out Code of Behaviour	Write out Code of Behaviour
Missed breaks - Time Out Zone (age & stage)	Lunchtime detention (UKS2 only)
Extra work	Miss disco/school treats
Miss Golden Time (age & stage)	Miss extra-curricular activity/visits
Write out pages from Class Novel	Banned from school teams (football etc)
Writing a 'Sorry Card' / letter	Positive Behaviour card
Face to face apologies	Restorative Justice



SMT consequences

Time out (1 lesson or break)

Removal from the yard - intervention (20/20/20 or nurture)

Isolation (full am/pm/on-going break time)

Internal Exclusion Referral to Outside Agencies,

Exclusions

Class Rewards	Whole school Rewards
Stickers/Stamp	House Points = Credits to 'buy' prizes
Note home	Opportunities to go on extra-curricular activities /visits/trips
Postcard home (posted) (teachers only)	Credits - Platinum (300), Gold (250), Silver (175), Bronze (100), Copper (50) *Reception have an adapted system where children earn 5 points on a five frame. Reception Credit boundaries are halved.
Celebration Award (Star/Saint)	Role Model Awards
House Points	

Staff House Group Links

House Group	Staff
St Aidan	Miss Phelan, Mr O'Neill, Mrs Stubbs/Mrs McCaffrey, Mrs Hawkins Mr Young, Miss Moran
St Bede	Mrs S Foster, Mrs Bridgewood, Mrs Dowling, Mrs Jeremiah, Mr Kennedy
St Bega	Mrs Stephenson, Mrs Rees, Mr Henderson, Mrs Brown/Mrs Margo, Mr Elliott
St Benet Biscop	Miss McKeown, Mrs McDermott, Ms Johnson, Mrs Watts (Mrs Clarke), Miss Turner
St Cuthbert	Miss Dennison, Mrs Morrison, Mrs Cook, Mrs Leithart, Miss Barnwell,
St Hilda	Mrs Donnelly/Mrs Fellows, Mrs Murphy, Ms Hutchinson Mr Thew, Mrs Sutcliffe
St Oswald	Miss Wilkinson, Miss Madsen, Mrs Wahie, Miss Downey, (Mrs Allen & Miss Gill)

SEND adaptations

Those children who have SEND or other specific needs will be managed by the SEND Lead (Mr Young) and may be issued with: -

Communication Passports, Individual Behaviour Plan, Calming Therapies, Busy Boxes, Movement Breaks.



BfL Pathway

Step 1

Class teacher

Ultimately the class teacher is responsible for ensuring effective BfL takes place.



Step 2

W1 (-10 threshold)

Persistent W1 Warnings - Early Intervention by *Phase Leads*
(Positive Behaviour Card issued, contact made with parent/carer & consequences given)



Step 3

W2 (-20 threshold)

Ongoing & persistent W2 Warnings - managed by *Assistant Head*
(Behaviour Management Meeting set up with parents/carers & ABC agreed and signed & consequences given)



Step 4

Further Persistent Warnings (-30 threshold)

Further action - *Deputy Headteacher*
Behaviour Management plan initiated - further meeting with parents
Internal Exclusion (school based 8.30 - 4pm)



Step 5

Behaviour breakdown (-40 threshold)

Head teacher

Behaviour still unacceptable and causing further concern
Contact made with Outside Agencies
Exclusion

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