



Introduction

As a Catholic School, we believe that each person is a Child of God, with unique gifts and talents and unlimited potential. We believe that self-esteem is the key to positive learning behaviour. In addition, the Church emphasizes in its teaching the important role of schools as communities. Developing respect for others is a necessary part of developing community. Discipline is the order required for a community to function and for learning to occur.

This behaviour for learning policy therefore sets out the processes whereby we aim to develop self-esteem within an orderly and supervised environment.

Staff within the school

- Recognise the influence that they have in determining pupils' self-esteem, regard for authority, respect for each other, behaviour, respect for safety and their environment and achievement;
- Emphasize positive aspects of pupils' learning and behaviour and give affirmation and rewards as the opportunities arise;
- Handle misbehaviour calmly, quietly and quickly;
- Plan and prepare lessons which include clear presentations, challenging activities and realistic opportunities for success;
- Use clear conventions and routines that promote good behaviour;
- Adhere to school policies and procedures on behaviour; and
- Consistently promote the links between good behaviour and good learning

Pupils in the school

- Have high expectations of themselves;
- Know that the school has high expectations of them;
- Are familiar with the conventions and routines within which to operate;
- Know that good behaviour leads to good learning; and
- Know that their actions have consequences leading to rewards or sanctions

Parents

- Know that the school has high expectations of their children;
- Share those high expectations;
- Support the school in raising expectations;
- Know that good behaviour leads to good learning; and
- Know that the child's actions have consequences that lead to rewards or sanctions

Classroom Expectations

As a general principle, rules should be kept to a minimum although they should be clearly established with pupils. Expectations include

1. On time, properly prepared
2. Ready to listen and learn
3. Directions to be followed immediately
4. Environment needs care
5. Respect for all

How staff will support the expectations

- All staff will arrive at classes ready to meet pupils;
- Staff will greet pupils at the door to 'meet and greet' pupils at arrival to class;
- Staff will arrange for seating plans, which they will make known to pupils, curriculum/subject leader and related senior staff;
- Staff will have arranged a reciprocal and appropriate "buddy" pairing;
- Staff will ensure that pupils remove outdoor clothing and that they conform to the school's dress code including jewellery;
- Staff will ensure that pupils have equipment ready to participate in lessons;
- Staff will keep a register of attendance and punctuality;



- Staff will establish clear routines for distributing and collecting resources, speaking and listening, use of appropriate “voice”, pupils working individually and in groups, and for moving around the learning and teaching space;
- Staff will establish clear routines for cleaning up at end of lessons and will supervise the exit of pupils at the change of lessons.

While safety rules will always be a consideration, special rules regarding safety will be a feature in certain curriculum areas e.g. Science, Technology and PE.

Sanctions used in classrooms

The school reinforced positive behaviours at all times but has a range of sanctions available to ensure undesirable conduct is challenged appropriately. This will include short detentions and contact with families. There is a staged approach to misbehaviour

Stage 1 - Formal warning issued if a pupil(s) are failing to meet the school expectations;

Stage 2 - Move places within the classroom; and

Stage 3 - Break or lunch detention/”pairing”

Stage 4 – Removal to the Isolation room by the member of staff on learning walk.

As a faith community the school does not operate a set tariff for sanctions. However, it uses professional judgement based on each individual situation to ensure the best outcome is achieved.

Learning Walks

Each lesson a member of the Leadership Team or extended team visits each class and spends time in lessons. This ensures that the learning climate is effective. If a pupil is not meeting the school expectations, then the member of the leadership team on the learning walk can intervene appropriately.

Expectations outside of classrooms

It is important that pupils learn to be part of our school community without fear of

- Risks to safety;
- Physical aggression from others;
- Bullying, including cyberbullying;
- Harassment (verbal, sexual, racial)

As a school we will challenge any form of bullying robustly to ensure that the wellbeing of all pupils is maintained.

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