



September 2024

## Listen, Love, Learn

### At Our Lady's –

We are inspired, strengthened and encouraged by our Catholic faith. We place Jesus at the centre of everything we do and say, **listening** to Him with our hearts.

We spread **love** everywhere we go, valuing and caring for each other.

We strive to be the best **learners** we can, using and celebrating our God given gifts.

*"For he who is mighty has done great things for me, and Holy is his name" Luke 1: 49*



"It is not enough to love the young; they must know that they are loved."  
Don Bosco

- *To create an environment ethos which encourages and reinforces good relationships and communication, in accordance with our Gospel values.*
- *To enable each pupil to reach their full potential by enabling them to work in a positive and caring environment.*
- *To promote self-esteem, self-discipline and positive relationships.*
- *To make our school a safe, caring and inclusive environment for all pupils.*
- *To ensure that the school's expectations and strategies are widely known and understood.*
- *To develop pupils who can regulate their emotions and interact positively with others at school and in their wider communities.*

These aims are reinforced by our values of:

Love- everyone understands that they are known and loved and will be treated with kindness and respect and will treat others accordingly.

Listen- Responsibility/ honesty and trust

Learn- enjoyment and love of learning -'Better Never Stops'

These standards of behaviour are shared with the children during SMSC lessons, assemblies and Circle Time.

### Purpose:

We recognise that behaviour is a function of being able to manage emotions, and we therefore, aim to actively teach 'self-regulation' in the school environment. We recognise that behaviour is part of the mental health and well-being of an individual. We recognise that supporting the development of positive behaviour means supporting the mental health

of children in our school.

We recognise that positive behaviour and the well-being of children is a whole school responsibility and endeavour; this policy describes our collective approach and states what is expected of all stakeholders when promoting positive behaviour and well-being.

We aim to promote positive social behaviour, and support pupils to manage their emotional regulation, and provide appropriate and timely support to children experiencing difficulties.

### **Strategies for Implementation:**

These strategies are the fabric of our daily practice and work together to form the safe, secure environment needed for children to reach their potential.

- We set high expectations of behaviour for learning and interaction and adults model this consistently.
- We invest in the quality of our relationships, between adults and children; all staff understand the need to establish and maintain good relationships with all children.
- We invest in the quality of our relationships between children with each other and ensure this is model by positive relationships between adults with each other.
- We recognise, celebrate and reward positive behaviour and interaction, through our use of merit awards, the school house point system and a range of individual and whole class reward systems. Every child in the school will receive a positive merit award at some point throughout the academic year to ensure that each child's own individual successes are measured.
- We implement a consistent approach to promoting positive behaviour across the school. Our consistency lies in our shared understanding of what influences behaviour, our best endeavours to meet the needs of the children in our care and the systems implemented across the school promote positive behaviours, including the use of shared scripts to respond to anti-social behaviours. Our daily routines are consistent and supported by clear visuals, promoting a sense of safety and security. We prepare children for transitions and changes using social stories and visual timetables.
- We teach a broad and balanced curriculum to develop the learning skills and knowledge of all children. Teaching is engaging, adapted and differentiated to ensure that all children can access learning opportunities and that children have appropriate access points to learning that will lead to the experience of success.
- We ensure that teaching and learning are well paced and that review and practice opportunities are woven in at every stage, as we understand the importance of managing the cognitive load in the process of learning. We understand learning differences, and ensure that a range of strategies are used to remove any barriers to learning, such as visual prompts, separate, low distraction workspaces, sensory breaks, brain breaks or coloured paper and exercise books. We use teacher modelling and clear feedback to ensure that children know how to complete learning tasks and what they need to do next.
- We promote individual and collective resilience in children through the teaching of a Well Being Curriculum based on the four main areas of Relationships and Sex Education, Digital and media literacy (e-safety), Physical health and wellbeing, Emotional health and wellbeing.

- We teach children about feelings, emotions and self-regulation from the Early Years/Foundation Stage and through to Year 6, using the Zones of Regulation programme as the foundation and developing the language of emotional literacy. The Zones of Regulation programme teaches children that all feelings and emotions are valid, how to recognise and name a range of emotions, what may trigger individual emotional responses and strategies to self-regulate our emotions.



We recognise that achievement in this area will look different for each individual child, and we aim to recognise and reward progress. In doing so, all staff take neurodiversity into account. Notes home to recognise and celebrate positive contributions and behaviours. Teachers use WOW cards to share recognition of positive behaviour. These are sent home in response to specific or continuous positive behaviour. We celebrate positive 'Behaviour for Learning' through assemblies for example Head teacher's Merit assembly Certificates are awarded to celebrate good or improved work/ excellent attitudes and Behaviour for Learning. These pupils are celebrated as role models for the rest of the school community. This incorporates our Golden Rules and Good Citizenship.

### **Responding to anti-social behaviour - reactive approaches and strategies**

The school-wide proactive strategies outlined above promote pro-social behaviour throughout the school for the majority of pupils for the majority of the time they are in school. However, we recognise that at times, and despite our best endeavours, the behaviour of some pupils will not exemplify these standards, and will need a consistent response. The first responsibility for managing behaviour is in the classroom, and is shared between all the adults in the classroom, as directed by the class teacher. All staff follow these steps:

1. A general reminder of the expectations delivered to the whole class, with reference to our school's Golden Rules / Class rules.
2. Low-level disruption: Acknowledge and refocus - A clear verbal script is delivered privately to the child. Reminder of the rule; The rule is we don't shout out in class I know

you can do this, you did it yesterday/this morning/last week If the rule is broken again, I will have to speak to you about it at play time/take you to/take you to do your work in ...

3. Repeated low-level disruption: teacher tells the child privately that they will discuss the behaviour at break time.
4. Escalating/persistent/difficult or dangerous behaviour: De-escalation and reflection out of class. For more serious or persistent behaviour, a child may need to be out of class for the rest of the lesson, in order to protect the learning and well-being of others and allow the child to take a break and 'reset'. SLT can support this process if needed. Consequences, such as a supported playtime, a shorter playtime, working outside the classroom, will be applied as appropriate. Children who need this level of behaviour support consistently will have an individual behaviour plan and/or risk assessment in place.
5. Where appropriate, following incidents in the classroom or on the playground where there has been conflict, staff support children to reflect on what has happened. Children are encouraged to consider their thoughts or feelings at the time and think about who and in what way others may have been affected. Children are then supported to think about what they might do to make it right. A range of strategies may be used to guide children through this process including social stories. Zones of Regulation is used to help children understand links between emotions and actions and consider an alternative response.

### **Break and Lunch times**

The pupils are expected to follow the school's behaviour expectations at break time and lunchtime. Staff on the playground are in attendance to proactively support children with their behaviour and self-regulation. Staff who are supporting positive behaviour at playtime at times need to step in to remind children of behaviour expectations or observe that their behaviour indicates that they need some help.

Play leaders from Year 6 are appointed and trained to promote and model positive play.

The Zones of Regulation language is useful for enabling a conversation about emotion/behaviour and supporting children to take time out to calm or reset. For example:

Step 1: Reminder of rules/expectations.

Step 2: Acknowledge and refocus: Acknowledge the feeling: I can see you might be feeling...

Reminder of the expectation; we are kind/respectful I know you can do this, you did it yesterday/this morning/last week

Step 3: You need to take some time to calm and keep yourself and others safe (direct to one of the benches).

Step 4: It is never OK to use that voice/push/hit etc. If support is needed to remove a child from the playground, a member of SLT should be called.

### **Supporting the behaviour and self-regulation of children with additional needs**

This policy is written to support the needs of all children in our community. However, there are times when the whole school and class systems are not enough to support and manage the needs of an individual child. When a child's behaviour indicates the need for additional support, the following graduated response will be followed:

Meeting between Inclusion Team and class staff to discuss how the behaviours are presenting and identify additional personalised supportive strategies.

Meeting between parents/child/Inclusion/class teacher to discuss behaviour needs and strategies, and establish SMART targets. Further meetings should take place regularly to monitor progress towards the targets and set new targets. The voice of the child and working closely with parents are key to the success of this process.

External agency support is sought by the Inclusion Team after discussion with our school Educational Psychologist. The Learning Behaviour Advisory Team (LBAT) and/or Educational Psychology Service (EPS) should be contacted in the first instance.

If a child is at risk of exclusion (AROE), the Fair Access team is informed. A small amount of additional funding can be requested from the Fair Access Team to support a child in school in these circumstances.

If evidence emerges that the wider family would benefit from further support, the Learning Mentor will support with an Early Help referral.

### **Severe behaviour and hate incidents**

The following is a list of severe, unacceptable behaviours. All severe behaviours are referred straight to the Headteacher or a member of SLT. The response to and consequence for these incidents are at the discretion of the Headteacher and will be based on factors such as the age and level of understanding of the child and whether the behaviour has occurred before. All severe behaviours will be recorded on CURA and the Headteacher or a member of SLT will contact parents.

- Racist or homophobic language
- Physical violence towards others
- Verbal abuse/swearing towards others
- Threatening behaviour towards others
- Sexual harassment or abuse
- Stealing
- Willful damage to property
- Persistent disruption or disturbance in the classroom or other areas of the school
- Refusal to carry out appropriate learning tasks
- Leaving class or school without permission
- Confirmed cases of bullying

(The Bocso Trust Anti-Bullying Policy outlines practice and procedures in relation to incidents of bullying).

### **Exclusion**

An **internal exclusion** will be applied at the discretion of SLT. In this situation, the child is taken out of their classroom for a specified period of the day (morning or afternoon), in order to preserve the safety and well-being of all concerned. The child will remain with a member of SLT or in another class to complete their learning. Where possible, they will then complete the work they would have been doing in class. In the event of a child needing to be removed from the class, parents/carers will be contacted.

An **external exclusion** (fixed term) will be applied at the discretion of the Headteacher. In the event of an external exclusion, parents/carers should collect the child from the school office and have a meeting with a member of the SLT where the decision to exclude is explained. A reintegration meeting will be held with a member of SLT, the child and parents on the return to school and a plan to prevent recurrence of the difficult or dangerous behaviours is co-produced by parents, staff and the child.

When children are externally excluded for a fixed term, school will provide learning activities to be completed at home.

**Permanent exclusion** will be applied at the discretion of the Headteacher in the most exceptional circumstances.

### **Physical Intervention and Positive Handling**

Staff have a duty to intervene to prevent children hurting themselves or others, or to prevent significant damage to property. A number of staff across the school are trained in Team Teach de-escalation strategies, and will be called upon when physical intervention is needed. The Bosco Trust Positive Handling Policy outlines our policy and approach in this area.

### **Monitoring behaviour and self-regulation**

The impact and implementation of this policy is carefully monitored, as well as behaviour and behaviour incidents across the school. CURA tools are used to monitor recorded incidents of anti-social behaviour. This information will be used to identify emerging patterns of individual pupils' needs. Classroom and wider school provision and practices will be adjusted accordingly. Fortnightly meetings with SLT meetings are also used to monitor standards of behaviour and self-regulation and progress in this area. Additional needs are identified and support planned accordingly.

### Appendices

To promote positive behaviour and reward success in school, these procedures will be followed.

#### *Good work / BfL –*

- The class teacher will share good work / behaviour with the rest of the class; this will celebrate the best work and Behaviour for Learning from pupils.

#### *Higher standard of work / BfL.-*

- Work of a higher attainment / BfL of a pupil can be shared with the neighbouring class to celebrate and receive a sticker/ reward.

#### *Excellent work / Consistently good BfL –*

- Will be sent to a member of the Senior Management Team for recognition and praise.

### **Encouraging high standards through assemblies:**

#### *Gospel Assembly –*

- This assembly reinforces the Gospel messages from the Church's teaching and encourages the pupil to reflect on how they are following Jesus' teachings in their own lives. This incorporates our Golden Rules and Good Citizenship.

#### *Head teacher's Merit assembly –*

- Certificates are awarded to celebrate good or improved work/ excellent attitudes and Behaviour for Learning. These pupils are celebrated as role models for the rest of the school community.

#### *'Class assembly –*

- This assembly is to share and celebrate class work with the whole school and with parents.

### **Managing situations where behaviour/ work does not meet expectations:**

*As a community we expect respect to be shown by all pupils and staff towards one another.*

When pupils fail to meet these expectations, the following procedures will be used to address the situation:

**1. Class Teacher -**

The class teacher will deal with minor incidents that occur both in and out of the classroom e.g. unfinished work, silly behaviour. The class teacher is responsible for the management of the classroom and should employ a range of strategies to deal with unwanted behaviours ; this will include the use of Zones of regulation tool kits, sensory breaks, sensory circuits, comic strip conversations and social stories.

Unacceptable behaviour will be put onto the school behaviour log, which is monitored by the SLT.

**2. Focus group –**

If a pupil persists in unacceptable behaviour, despite the class teacher’s strategies, he / she will be asked to attend Focus Group at Friday break time to reflect on their behaviour. If a serious incident has been brought to the attention of a senior manager, they may choose to send the pupil to the focus group.

**3. Parent involvement –**

The teacher should request to see the pupil’s parents/ carers about the standard of work and/ or behaviour. All teachers will record the discussion on the appropriate form and ask all present to read and sign that it is a true record of the discussion.

Some teachers may feel that they wish to have another member of staff present, especially if behavioural issues are to be discussed.

If a parent wishes to see a teacher, an appointment should be made for the first available time at the office.

**4. Parent meeting with school staff and Senior leaders-**

Persistent behavioural problems / focus group – SMT will invite parents to discuss how we can work together to resolve the issues. This will help develop links between home and school and ensure the pupils are receiving the same message from all parties.

The Learning Mentor may meet with the child to discuss positive ways forward and agree targets and rewards.

An individualised self- regulation (Behaviour Plan) and or risk assessment will be completed through collaboration with home and school. These will be kept in the pupil’s file, once completed, for future reference.

A date will be set to review and monitor.

\*Extreme or dangerous behaviour will be referred immediately to the Head teacher and the parents will be asked to attend a meeting as soon as possible. This would be any purposeful physical or verbal abuse of pupils or staff.

**5. Internal and external exclusions –**

Following a culmination of events or a serious incident the Head may decide to exclude a pupil internally or externally for a set time / number of days.

Internal exclusion - the pupil will be provided with work by their class teacher and will complete this in isolation from their class and under the supervision of a member of staff. Parents will be informed and