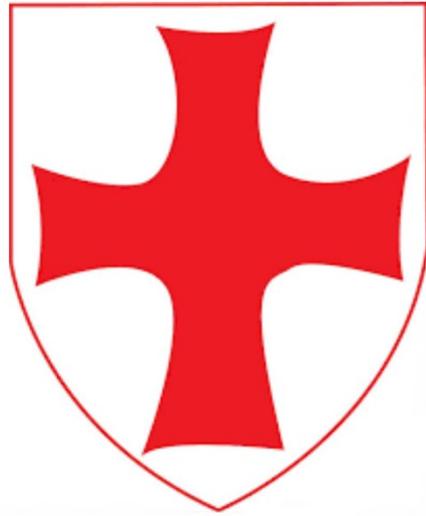




St Robert Southwell Catholic Primary School

Aiming for Excellence - Being the Best We Can Be



**Parent
Behaviour Policy & Procedures
Summary**

*Following Jesus' footsteps and inspired by St. Robert Southwell we work hard,
aim high and treat everyone with honesty and gentleness.*



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Contents

Mission statement

4Rs

School Health & Safety Rules – Children's Responsibilities

Rewards

Sanctions

Zones of Regulations

Contact

E-Safety

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MISSION STATEMENT

Our mission is to create an educating Christian community which reflects the values of the Gospel within the traditions of the Roman Catholic Church:

- a community which will develop the whole person
- a community which works closely with parents and parish
- a community which values each child as a unique individual with particular gifts and needs
- a forward-looking community which serves its members and the wider society
- a community in which we will lead those in our care to grow in their faith whilst benefiting from an enriching education.

Summary:

Following Jesus' footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness

VISION STATEMENT

Aiming for Excellence – Being The Best We Can Be

- At School, At Home and in the Community
- Developing children who achieve well, are confident and are happy
- Young people who live their faith positively and contribute to the common good

WELLBEING & MENTAL HEALTH VISION

To support everyone's wellbeing and mental health, so that they can be the best they can be, are happy together, resilient, ready to learn and succeed.

- Empowering everyone in the community to be emotionally literate
- Enabling stakeholders to develop strategies to manage their emotional wellbeing and mental health.

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The 4Rs

RESPECT yourself



Take pride in your appearance



Keep Safe



Listen & Learn

RESPECT others



Keep your hands, feet and hurtful comments to yourself



Use your manners



Be a friend

RESPECT all Property



Take care of school equipment, your own and others' belongings

RESPONSIBILITY for all your actions



Follow signs and instructions



Make good choices



Think before you act



School Health & Safety Rules Children's Responsibilities



Remember to wash your hands regularly & "catch it, bin it, kill it"



Walk around the school at all times



Keep to the left when using the stairs and do not jump on the steps or slide down the bannisters



Pick up coats, bags, lunch boxes and all belongings off the floor



Tell an adult about water or liquid which has been spilt



During playtime and lunchtime, children must not be in the school building without permission



Use all equipment safely



Do not leave the school without an adult



If the fire bell rings, follow instructions to leave the building



Think before you act



Follow the 4Rs at all times

**Remember you have a responsibility to keep
yourself and others safe**

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Behaviour for conduct

- Appropriate uniform and looking presentable (haircuts, earrings, shoes, etc.)
- Being on time
- We use good manners – please, thank you and excuse me
- Walking around the school quietly and queueing/turn-taking for doors, stairs, etc.
- Follow the 4Rs on the playground and in other extra-curricular activities and events
- Remember that you are representing the school when on school trips and outside of school
- Setting good examples for your peers, especially those younger than yourself
- Personal grooming – looking appropriate for school
- Walking on the left hand side in single file in corridors and stairs
- To walk silently, in the silent corridors
- To step aside for adults/children when passing through the doors
- To hold the door open for someone
- We use kind words when speaking to others
- We keep our hands and our feet to ourselves
- We follow the school rules with specific focus on the 4Rs
- We are respectful of others' personal space – be aware and considerate of the personal space of ourselves and others when moving around school
- We take responsibility for our actions
- We use words to express our feelings
- We speak with an appropriate voice – both indoors and outdoors
- We listen to the instructions of adults the first time they are given
- We take care of our uniform and our own belongings

Observe the 4Rs which are on display in each classroom and communal areas.

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Behaviour for Learning

- Being the best we can be
- Always trying our best.
- Being prepared and organised for school and lessons
- Listening to others when they are speaking and taking turns
- Following instructions
- Coming into lessons with a positive and can-do attitude for learning
- Remembering you are part of a class and respecting everybody's right to learn
- Active engagement in your learning
- Setting a good example for your peers
- Following the 4Rs in the classroom
- Sitting appropriately and safely on a chair with all four legs of the chair
- We raise our hands to answer and ask questions in the classroom.
- We begin our work promptly, with a focused and positive attitude
- We show good listening during our lessons by facing the front and actively participating in class discussions
- Being punctual to lessons and on time for school
- Take pride in presentation of work
- Join in class and group discussions
- Be prepared for lessons, with the correct equipment and tools for learning
- To look after learning tools given
- To ensure desks are tidy, making it easy to find resources
- We put things away and hand things in on time
- We come to school every day

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Rewards

Rewards/Promoting Positive Behaviour

Behaviour which shows care and consideration for others, which tries to understand each other's point of view and which is truthful, should be encouraged and reinforced.

Expectations are made clear by praising and reinforcing positive behaviour.

All staff praise and reward good behaviour in a number of ways including:

- Smiling at children
- Congratulating children
- Thanking children
- Providing children with enjoyable and responsible jobs
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker
- Writing positive and encouraging comments at the bottom of their recorded work
- Displaying children's work
- Sending children to a member of the senior staff to share their work and receive special feedback
- Awarding House Points
- Nominating children to be "Star of the Week"
- Adding their names to the class "Roll of Honour"
- Celebrating their success in the weekly "Celebration Assembly"
- Postcards are sent home to parents/carers to celebrate positive behaviour and achievements

The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.

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Sanctions

- Remove excuses for wandering – pens, equipment etc.
- A verbal reprimand.
- Warn they will hurt themselves if they wriggle; reward; carpet square to sit on; breaks and exercise
- During assembly move child and see them at the following break
- Move child to a different space within the classroom
- Take object as you continue lesson – do not let it stop the flow
- Repeated incidents – loss of break
- Loss of Golden time
- Time out in class
- Withdrawal of break or lunchtime play, perhaps for a longer period
- Apologies may be appropriate, but these should be meaningful and sincere
- Warning about representational activity e.g. school council, school teams
- Warning about the loss of forthcoming events – *NB. some events are more appropriate than others e.g. the difference between missing a non-uniform day or an educational visit*
- (Further) loss of privileges
- Loss of representational activity
- Loss of forthcoming events



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“We” Script

When working with challenging behaviour, staff use the agreed ‘we’ script reminding of expected behaviours and verbalising when such behaviours are noticed so as to positively recognise and enforce.

i.e., we expect..... thank you

Peter, we expect everyone to speak politely to one another, thank you.

Jane, we expect everybody to line up quietly, thank you’

Staff do not shout and avoid phrases such as ‘why are you?’, ‘don’t’, ‘you are...’

Stepped Approach

- Tactically ignore poor behaviour (private signals perhaps, catch children being good)
- ‘We’ statement as above.
- Clear choice: that can either go into your pocket or onto my table... then walk away
- Follow up consequence

Reflection Time

KS1 – 12.45 daily (15 minutes)

KS2 – 12.30 daily (15 minutes)

Reflection sheets stored and monitored.

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Zones of Regulation

The Four Zones: our feelings and states determine our zone.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions. However, one has more control when they are in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. This is the zone where optimal learning occurs. (All children can achieve high standards)

The **Blue Zone** is used to describe low states of alertness and down feelings.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help



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If you have any concerns, please contact the school:

Email: admin@robsouth.org

Tel: 020 8204 6148

Alternatively, please see your child's teacher at the end of the school day.

More detailed information is available in the Behaviour Policy on the school website.

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E-Safety

S

Stay Safe

Don't give out your personal information to people / places you don't know.



M

Don't Meet Up

Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.



A

Accepting Files

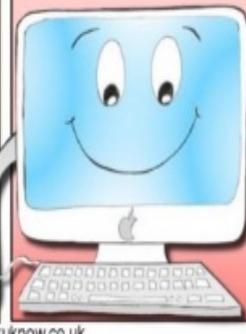
Accepting emails, files, pictures or texts from people you don't know can cause problems.



R

Reliable?

Check information before you believe it. Is the person or website telling the truth?



T

Tell Someone

Tell an adult if someone or something makes you feel worried or uncomfortable.

Follow these SMART tips to keep yourself safe online!