



Vision for life and learning at Oratory Primary

Our aim is to nurture in our children a strong sense of self belief, to be loving and considerate with others, and keen to make the most of the years which stretch before them to do good.

Our motto is not an idle one, it is the essence of our school:

We work together, we play together, we laugh together, we pray together:

In Faith: We provide an environment where children are enabled to build on and deepen their relationship with God. Opportunities for prayer, reflection, and liturgy allow pupils to live and grow together as Catholics.

In Community: We appreciate the expert knowledge that parents have of their children's strengths and needs and invite families to share that knowledge with us. A strong partnership between home and school is vital in ensuring children achieve their personal best.

In Learning: We recognise that all children have particular abilities and aptitudes to be nurtured and celebrated. We encourage our pupils to become independent thinkers, and reflective learners, secure in the knowledge that with focus, endeavour and support, they can achieve their academic and creative potential.

In Life: We give our pupils a safe environment in which to build skills for their futures. We encourage them to adopt healthy lifestyles, respect the environment and be responsible citizens.

In Love: We teach our pupils to show kindness, respect and forgiveness. We celebrate our place in God's family by supporting one another and facing challenges together.

Behaviour policy

Autumn 2023 - Autumn 2024

Behaviour Principles

Our school's Catholic values support our mission to promote self-esteem in children and develop their compassion and kindness. Good behaviour creates a calm and happy environment in which to learn.

- We use positive discipline to promote good behaviour. We give reminders and praise to those who are behaving well in order to encourage others. We believe that negativity has an adverse effect on behaviour management. We will explain expected behaviour, related to our school rules and why poor behaviour is not acceptable.
- We lead by example. We should not raise our voices at children or use our position of responsibility to belittle them. Children should never be asked to stand outside the room as a sanction. If they need to spend time outside of the room in order to calm down, then they should be accompanied by an adult.
- We encourage children to be responsible for their own behaviour. By the time children reach Year 6 they are given prefect positions where they support and set an example for the younger members of the school.

Our School Rules

Our rules are the basis of all expected behaviour and underpin the daily rhythm of our school. The key words and each rule are explored regularly during PSHE and assemblies. We have 5 rules:

Listen: focus and follow instructions.




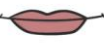

Endeavour: try your best, always.

Appreciate: treat our school with care.


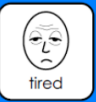


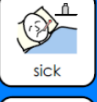
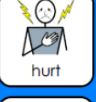

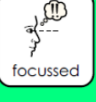






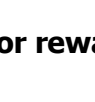


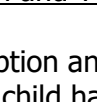
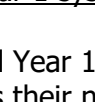
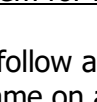
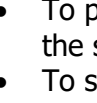
Respect: be kind and polite.

Nurture: look after yourself and others.

Tools for promoting good behaviour

Whole Body Listening	
	Good sitting
	Eyes looking
	Good listening
	Mouth closed
	Brain thinking

Staff use 'Whole Body Listening' reminders to encourage children to make good choices in terms of actively listening, either in class, or around the school.

blue zone		green zone		yellow zone		red zone	
	sad		tired		happy		calm
	worried		annoyed		angry		out of control
	sick		hurt		ready to learn or play		focussed
	excited		confused		mad		over-excited
	bored		lonely		ok		embarrassed
					frustrated		

Staff use 'Zones of Regulation' to help the children recognise their own emotions and the effect they can have on their behaviour.

Class systems for rewards and sanctions

Reception and Year 1 system for rule reminders in the classroom

- Reception and Year 1 follow a weather themed behaviour management system.
- Each child has their name on a peg. At the beginning of the day the pegs are all on the sun chart.
- To praise remarkable learning or good behaviour, the peg can be moved to the star chart. Those on the the star chart at the end of the day can take a superstar card home and receive a 'terrific tick'.
- To sanction poor behaviour, a reminder of the school rule must always be given first. If the reminder is not heeded, then the name peg should be moved to the rainbow warning chart. If the child breaks a rule the second time, the name is moved to the cloud chart.
- Children can redeem themselves and move back up the chart if their behaviour improves.
- If any child is still on the cloud at the end of the day, they will receive a red card to tell their parents about their behaviour.
- When a child is unkind to anyone, they are expected to apologise.

Year 2 system for rule reminders in the classroom

Year 2 operate a hybrid system as a transition from infants to juniors

- Every child's name begins on the happy face 😊 at the start of each day.
- To praise remarkable learning or good behaviour, the name can be moved to the star chart. Those on the star chart at the end of the day can take a superstar card home and receive a 'terrific tick'.
- To sanction poor behaviour, a reminder of the school rule must always be given first. If the reminder is not heeded, then the child's name placed by the straight face 😐 on the board. If the child breaks a rule the second time, then the name is moved to the sad face ☹️

Red card

If a child's name is on the cloud (Reception & Year 1), or sad face (Years 2-6) at the end of the day, they will receive a red card to take home. The child will be aware of the behaviour that prompted the red card. We ask that parents discuss the child's behaviour at home. Each day is a fresh start.

Where older children go home on their own, we will ask that parents sign the card and return it to school the next day so that we know that they have seen it.

Today my name was on the ☹️ chart at the end of the day. This was because I chose to break a school rule more than once and I did not change my behaviour by the end of the day.

The adults explained the rules I broke as they moved my name down. I need to talk to you at home about my wrong choices and what I should do tomorrow to do my best. There is no need to contact my teacher about this card and tomorrow will be a fresh start.

Apologies

In order that children understand the effect that their behaviour has on others, we use the following apology template which helps children to reflect on their behaviour. Apologies can be verbal for younger children and written for older children.

Dear _____,

I am sorry that I _____
_____.

It was not the right thing to do because _____
_____.

I should have _____
_____.

Next time I will _____
_____.

From _____.

Behaviour around the school

- Children must be sent around the school in pairs for safety reasons (with the exception of infant children going to the infant toilet from their classrooms, and Y6 boys going from the classroom to the upstairs toilet).
- Children should only be permitted to leave the classroom during lessons if absolutely necessary
- When moving around the school, children must walk quietly and keep to the left. All adults are responsible for encouraging good behaviour and challenging misbehaviour around the school as anything ignored is deemed as accepted.
- To encourage good behaviour around the school, and in the hall, the behaviour system should be used by everyone.
- An 'on the move class behaviour chart' is in place for each class to record behaviour at breaktime, assembly and in music etc.


Breaktime


- Children are not asked to miss breaktime as a sanction, but from time to time, may need to complete unfinished classwork or homework during break if they have not completed sufficient work for their own ability in the given time.

Lunchtime behaviour

- A 'lunchtime behaviour chart' is used by each lunchtime supervisor. They are taken to each class after lunch play so that teachers can add rewards and sanctions to the appropriate chart.
- At the end of junior playtime, children line up in their houses and each house can receive a maximum of 5 points for good lining up

Class 'on the move' behaviour chart: Year ____

<ul style="list-style-type: none"> • This chart is to be taken around the school by the 'handy helpers' monitor to music, PE and assembly • Adults note names of children who require rewards/sanctions. • On return to class, the teacher should transfer the reward/sanction to the behaviour system and names crossed off the list below, when done. 	
😊	☹️
Whole class Pom Pom 	✓

<ul style="list-style-type: none"> • Each lunchtime supervisor has a chart like this, which they carry with them at lunchtime. • They note names of children who require rewards/sanctions. • On return to class, prefects take the sheets to each classroom and the teacher should transfer the reward/sanction to the behaviour system and names crossed off the list below, when done. • A fresh sheet is used each day. 			
class	😊	☹️	
R			
1			
2			
3			
4			
5			
6			
Serious incidents for report form & to see Headteacher	Name	Simple detail of incident (hitting, bad language etc)	

Special Awards at certificate assembly

- At certificate assemblies, certificates will be awarded for
 - pupil of the week
 - act of kindness
 - class of the week
 - house of the week
- When pupils achieve excellent progress in their learning, they can visit the headteacher's office to receive a headteacher's award.

Serious incidents

For behaviour of a very serious nature, a report form should be completed. The report form will detail the incident, and include comments from the child and staff member. They will be signed by the headteacher before being sent home. The parent should read and comment before returning the form to school.

Actions which would prompt a report form include, but are not restricted to: verbal or physical aggression, bullying, bad language, theft or vandalism.

These incidents must always be reported to the Headteacher. In very serious circumstances, the headteacher will make the decision for any internal or external exclusion from school, which will be discussed with the parents first.

The ORATORY Catholic Primary School	
Behaviour Report Form	
Child's Name:	Class:
Child's Comment	
Staff Comment	
Parent Comment	
Headteacher:	Date:

An action which would prompt a report form is a serious or repeated breach of one of the school rules. The form should be completed by the child and staff member, signed by the head and then sent home. The parent is requested to make a comment in the box provided and return the form to the school the following day. The Headteacher keeps a record of report forms.