



Alston Lane Catholic Primary School and Nursery

Behaviour for Learning Policy 'developing the skills and attitudes to become better learners'

General Aims

- To praise good behaviour and manage inappropriate behaviour consistently
- To adapt strategies for pupils with special educational needs and disabilities, differentiating between behaviours driven by unmet needs and other inappropriate behaviours
- To promote an environment where everyone feels happy, safe and secure
- To learn and develop in a caring Catholic environment, celebrating uniqueness and developing respect for each other
- To understand individuals human rights, treat others fairly and develop social responsibility becoming active, responsible citizens
- To help pupils have high aspirations for the future
- To enable each pupil to develop skills for life so they become increasingly independent – personally, socially and in their learning

Promoting Positive Behaviour:

The school's Green Behaviours underpin our behavioural expectations. There are 6 non-negotiables for pupils to follow: **Be Honest, Be Kind, Show Respect, Try Your Best, Be Forgiving, Be Safe**

Lessons are structured to be interesting and appropriately challenging. Pupils are made active partners in their learning. Pupils learn in different ways and teachers' planning addresses pupils' different learning styles. All pupils are made aware of what is expected of them (success criteria) at the beginning of each lesson. This includes five specific learning behaviours:

Ears for listening, Eyes for looking, Mouth is Quiet, Ready to Share Ideas, Hands and Feet to Self.

Expected behaviour is quickly noticed and celebrated - although rewards are not given for expected Green behaviours or expected learning behaviours, as these are a basic expectation.

We highly value and promote inclusive classrooms, ensuring pupils are regulated and ready to learn. We provide soft starts, sensory circuits and other interventions that enable pupils to enter the classroom ready to learn. Strategies to maintain regulation, are a common feature of each classroom and support all pupils to remain in the best state of mind and well-being for learning.

Responding to Inappropriate Behaviour:

All instances of inappropriate language, violence or lack of respect to adults are immediately referred to the Headteacher or Assistant Headteacher.

A clear system for responding to inappropriate behaviour is in operation. A highly visual, coloured target is displayed in the classroom and is used as an aid for pupils to maintain expected behaviours in school. Members of staff, using the 6 Green Behaviours, point out inappropriate behaviour and prompt a return to what is expected. Logical consequences are used, when relevant, to deter future occurrences.



Green behaviours are those that we expect pupils to demonstrate throughout the school day and in every environment.

Amber behaviours are those that do not follow the school's Green behaviours, including low level disruption.

Red behaviours are more serious breaches of behaviour including inappropriate language, violence toward others (pupil on pupil abuse) or repetitive amber behaviours.

All pupils are reminded to remain 'in the green', through the intervention of adults.

Using the target system:

1. In the classroom –
e.g. a pupil shouts out an answer instead of raising their hand. The adult would respond, 'Please remember to put up your hand to answer a question. Shouting out is not showing respect and is an amber behaviour. Putting up your hand is green behaviour.'
e.g. a pupil is not engaging with the lesson or adult support. The adult would tell them that by not engaging and trying their best, they are not showing green behaviour. A natural consequence of this may be that the pupil completes their work at break time.
2. On the play ground –
e.g. two pupils have fallen out over a piece of play equipment and have called each other names. The adult would explain that green behaviour is to be kind rather than say unkind things. Calling names is amber behaviour. The pupils would be asked to apologise, show forgiveness and to return to green behaviours. A logical consequence may be for neither of them to play with that piece of equipment for the rest of break time.

Consequences:

When inappropriate behaviour takes place, a logical consequence will occur. Logical consequences are a direct response to the specific behaviour seen.

- e.g. If a pupil misuses a piece of play equipment, they will not be allowed to use it.
If a pupil does not complete work during class time, they will complete it during their break time.
If a pupil distracts others during class time, they will be moved to sit on their own.

Regulation

In specific circumstances, some pupils may need a break from learning to 'regulate'. This means they need time away from their desk or the classroom, due to becoming 'dysregulated' – a term used to describe a feeling of being unable to learn due to difficulty controlling an emotion or behaviour. At these times, pupils are provided with strategies to help them, before returning to their learning.

Involvement of Senior Staff

If a pupil severely disrupts the learning of the class or repeatedly refuses to comply with adult instructions, a trusted pupil will be sent to request a senior member of staff, who will come promptly.

Senior staff will always seek to investigate the issue and ensure the pupil feels 'heard'. Should the circumstances warrant it, the pupil may be isolated from the classroom, so that further disruption to learning is prevented.

A Pupil Report Card may also be used as a form of communication between school and parents, to monitor a pupil's behaviour over the course of a week. If this is used, parents will be told the reason for the report card and asked to support school in its aim of improving behaviour.

Achieving Reconciliation

Saying sorry and forgiveness is at the core of this behaviour policy.

Following an incident, time must be spent on repairing and rebuilding relationships with all those involved. The focus must be restoring any harm done and using the incident primarily as a "teachable moment." Use should be made of the key restorative questions:

- What happened?
- What were you thinking at the time?
- What have you thought about it since?
- How have you and others been affected?
- What do you think needs to be done to make things better and move forwards?
- This was amber/red behaviour. What would green behaviour look like in this situation?
- What would you do differently next time?

The pupil should be reminded of the Green Behaviour they have broken. We need to make it clear that it is the behaviour and not the pupil that is disapproved of. Consequences must be followed through or we risk teaching pupils that what we say can be safely ignored.

Missed Playtime

Teachers have a legal power to keep pupils inside at playtimes. Parental consent is not required. Staff should allow reasonable time for the pupil to eat, drink and use the toilet. A more formal period of isolation may be used at lunchtime break.

Child on Child Abuse

The school's Safeguarding Policy defines this type of abuse and recognises that it occurs between pupils. All staff at Alston Lane Catholic Primary School maintain a zero tolerance approach to child on child abuse of any kind. All allegations of violence or bullying, as well as other forms of this abuse, are referred to the Headteacher or Assistant Headteacher. Parents are informed when violence has taken place, including other serious incidents such as discriminatory behaviour. Serious instances of behaviour are reported to the Governing Body on a termly basis.

We recognise that child on child abuse can also take place online. The school's approach to online safety seeks to educate pupils about appropriate behaviour whilst using technology.

Bullying

The school does not tolerate bullying of any kind. This is a form of child on child abuse and is a red behaviour. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all pupils attend school free from fear. Please see the school's Anti-Bullying Policy.

Use of Reasonable Force

All members of staff are aware of the regulations regarding the power to use reasonable force. Staff in our school do not hit, push or slap pupils. Staff only use reasonable force to stop an offence being committed, to prevent injury to the pupil or others, to stop damage to property or to maintain good order and discipline in the classroom. The actions that we take are in line with government guidelines on using reasonable force. Parents will always be informed if reasonable force has been used, or if a positive handling plan is required.

The role of paid staff – teachers & support staff

It is the responsibility of all paid staff and especially the class teachers to ensure that Green Behaviours are enforced in class and around school, and that all pupils behave in a responsible manner. Staff will use the green, amber and red target in all conversations about behaviour in school.

All paid staff in our school have high expectations of the pupils with regard to behaviour, and they strive to ensure that all pupils work and play to the best of their ability.

All paid staff treat pupils fairly and enforce the school's rules consistently. Staff treat all pupils with respect and understanding. They do not shout at pupils and listen attentively when pupils report poor behaviour to them. Both sides of a story are explored and reconciliation is managed carefully so pupils know an incident has been dealt with rather than dismissed.

If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. This should use the ABC (Antecedents, Behaviour, Consequences) format. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SENCO and senior leaders.

The class teacher and SENCO liaise with external agencies, as necessary, to support and guide the progress of each pupil. The school may, for example, discuss the needs of a pupil with an Educational Psychologist or behaviour support service. The SENCO may consider whether challenging behaviour is the result of unmet educational needs.

The class teacher reports to parents about the progress of each pupil in their class, in line with statutory requirements. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

The role of the Headteacher

It is the responsibility of the Headteacher, under the Education and Inspections Act 2006 and the School Standards and Framework Act 1998, to implement the school behaviour policy consistently, and to report to

governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour. These are shared with governors in their monitoring role. When serious incidents occur, the Headteacher will decide what forum to use to inform other pupils and parents of the consequences to resolve the behaviour. Close partnership with parents is paramount in resolving behavioural issues.

The Headteacher has the responsibility for giving suspensions to individual pupils for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that pupils receive consistent messages about how to behave at home and at school.

We share Green behavioural expectations. We expect parents to understand them and support them. We also expect parents to read and understand the school's Home School Agreement that clearly sets out our expectations for behaviour for learning.

We expect parents to support their pupil's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their pupil's welfare, behaviour or attainment.

If the school has to use reasonable sanctions to punish a pupil, we expect parents to support the actions of the school. If parents have any concerns about the way that their pupil has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If the issue remains unresolved, they should contact the Chair of Governors. If these discussions cannot resolve the problem, a formal complaint or appeal process can be implemented.

The role of Governors

The governing body has the responsibility of setting out these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The role of pupils

Pupils will be empowered to look after themselves and others. This will be achieved through the Green Behaviours, the school's curriculum, the Catholic ethos of the school and Personal, Social, Health and Cultural Education. They will be taught their responsibilities, how to stay safe and be made aware of their rights in school. Positive attitudes towards learning and being prepared to learn is of high importance. Pupils will be taught that, "you don't have to be friends with everyone, but you do have to be 'friendly'". They will be reminded of Jesus' new Commandment, "Love one another." Pupils will have secure knowledge of Green behavioural expectations in school and how to return to these, if behavioural issues occur.

Suspensions and permanent exclusions

We do not wish to suspend or exclude any pupil from school, but sometimes this may be necessary. Prior to this occurring, the school will use the Lancashire Behaviour Support Tool for support (see Appendix 1), as well as other forms of support, such as the District 6 inclusion hub and REACH.

Only the Headteacher (or the acting Headteacher) has the power to suspend or exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a pupil permanently. It is also possible for the Headteacher to convert a suspension into a permanent exclusion, if the circumstances warrant this.

If the Headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term.

The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

The governing body must convene a discipline committee which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the governors.

When an appeals panel meets to consider a permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Following investigation, pupils who make malicious or unfounded allegations about members of staff will be suspended from school for a period determined appropriate to the offence.

Drug and alcohol-related incidents

It is the policy of this school that no pupil should bring any drug, legal or illegal, to school. If a pupil needs medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. A permission and dosage slip is available from the office. (See the school's medicines policy for further information on what medicines may be brought). All medicines should be taken directly to the school office for safekeeping. Any medication needed by a pupil while in school must be taken under the supervision of the Headteacher, a teacher or other adult worker. Medication doses will be recorded with the date and initials of the adult present.

The school will take very seriously misuse of any substances such as glue, solvents vapes or alcohol. The parents or guardians of any pupil involved will always be notified. Any pupil who deliberately brings these substances into school for the purpose of misuse will be punished by a suspension. If the offence is repeated, the pupil will be permanently excluded, and the police and social services will be informed.

If any pupil is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that pupil to be taken home.

It is forbidden for anyone, adult or pupil, to bring illegal drugs onto the school premises. Any pupil who is found to have brought to school any type of illegal substance will be punished by a suspension. The pupil will not be readmitted to the school until a parent or guardian of the pupil has visited the school and discussed the seriousness of the incident with the Headteacher. If the offence is repeated the pupil will be permanently excluded.

If a pupil is found to have deliberately brought illegal substances into school and is found to be distributing these to other pupils for money, the pupil will be permanently excluded from the school. The police and social services will also be informed.

Staff have the power to search, with consent, a pupil's property and without consent for drugs, illegal substances, dangerous objects and other items including stolen property. Staff also have the power to confiscate pupil's property if necessary.

Monitoring and Review

Methods used to monitor and evaluate the effectiveness of the behaviour policy include the following:

- Discussions with learners
- Referrals to SLT

- Feedback from staff
- Lesson observations by SLT
- Feedback from parents
- School council feedback
- External evaluation
- Governors' meetings

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that no pupil is treated unfairly because of race or ethnic background, or any other protected characteristics.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy was updated in December 2026.

Related Policies:

- Safeguarding
- Online Safety
- Anti-Bullying

Appendix 1

The Lancashire Behaviour Support Tool

The model is based on a staged approach for the following:

A: Pupil causes problems during out of class/ unstructured times of the day

B: Pupil regularly disturbs learning in the classroom

C: Pupil fails to respond to support strategies already implemented in section A or B

D: The pupil is at risk of fixed term or permanent exclusion

Stage 1: Advice and Signposting

- Request for support – completion of the request for advice and support form (available with this letter and within the forms section of the School Portal) or a call to the central number.
- Response within 2 working days to arrange a telephone consultation and advice at time agreed.
- Email confirmation of advice.

Stage 2: Inclusion Support 1

- School Visit: Usually within 2 -3 weeks. Advice, checklist of prior actions, sign posting, identify and agree support required.
- In school support: up to 2 days. May include, observation, assessment, staff training.
- Report to identify needs, strategies, and next steps. Provider to support the school to write an individual education/behaviour plan. This report, and the implementation of the strategies recommended, will be helpful in showing a graduated response to the pupil's needs.

Stage 3: Inclusion Support 2

- Intensive in school support programme: up to 4 days over an agreed time- related to needs of pupil/school.
- May include: Staff training, in class support, direct work with pupil, support with assessment/SEND procedures, family support.
- Inclusion support plan and Review to include outcomes, recommendations and future strategies.

Stage 4: Outreach and in house:

- In school support i.e. funding support to assist provision of Teaching Assistant (time limited), counselling, play therapy.
- In-house Referral support programmes - part and full time.

In house programmes to be time limited programmes with clear processes for reintegration into mainstream school.

Access to Stage 4 programmes would be dependent on involvement with previous stages of support- or at least Stage 1 and 2.