



# St. Ambrose Barlow Catholic Primary School

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St. Ambrose Barlow Catholic Primary School, 841 Shirley Road, Hall Green, Birmingham, B28 9JJ

## BEHAVIOUR POLICY

This policy is to provide a framework for the creation of a happy, secure and orderly environment in which our children can learn and develop as caring and responsible members of a Christ-centred community, based around Catholic Social Teaching and underpinned by the Gospels Values and Virtues.

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

At St Ambrose Barlow Catholic Primary School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through successful implementation of this policy, both children and adults will be able to both manage their behaviour and to create an environment that is conducive to learning, building positive relationships between children, staff and children with their peers. We understand that part of the role of this school, in partnership with home, is to help pupils to understand what is right and wrong, to know and make the right choice and to act accordingly.

Underpinning this behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. The school encourages reflective thinking and does not accept prejudice in **any** form, including **prejudice-based bullying, cyber bullying and discriminatory bullying**.

Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, in order to make the right decisions and be Catholic leaders of tomorrow.

Our school treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

We feel that our aims will best be achieved in a calm atmosphere in which our children are able to give of their best, both in the classroom and in other activities they may be involved in. In this way our children are encouraged to fulfil their potential. We have a positive policy of encouraging good attitudes, praising and rewarding where possible. We feel that our children are more likely to accept our school's code of behaviour if it is clearly understood, consistently and justly applied, and shown to be reasonable, sensitive and effective.

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## **Rationale**

Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable. Being a 'Rights Respecting' school underpins this whole school policy and we believe that this will promote positive behaviour and develop successful, responsible citizens for the future.

## **Aims**

- To create an environment which encourages and reinforces good behaviour; in accordance with Catholic Social Teaching.
- Ensure that every child is aware of their rights and responsibilities and will have helped to produce their class charter.
- Being a Rights Respecting school will have a positive impact on relationships and behaviour
- To define acceptable standards of behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- Take pride and responsibility in caring for their school environment.
- To ensure that the schools' expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.
- For every child to have the right to a childhood – every child has the right to a safe childhood, protected from violence, abuse and exploitation. (Article 19 RRSA)
- For every child to have the right to be treated fairly – all children have the same rights whatever their ethnicity, gender, religion, abilities, whatever they think or say and whatever their family background. (Article 2 RRSA)
- We will ensure we embed a clear understanding of 'Rights Holders' as well as 'Duty Bearers'.

Our aims for behaviour are that all of our children will:

- be tolerant and understanding towards all members of the school community,
- show mutual respect for all members of the school community,
- In learning that the United Nations Convention on the Rights of the Child are universal, children understand that their rights are bound up in respecting the rights of others.
- develop a responsible and cooperative attitude towards their work,
- develop a sense of self-discipline and an acceptance of responsibility for their own actions.

We feel that our children are more likely to accept our school's code of behaviour if it is clearly understood, consistently and justly applied, and shown to be reasonable, sensitive and effective.

## **Golden Rules for everyone at St Ambrose Barlow**

These rules are simple and are designed to create a calm, happy and safe atmosphere.

1. Everyone has the right to learn (Article 28 RRSA)
2. Everyone has the right to be respected
3. Everyone has the right to feel safe (Article 2 RRSA)

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## **Code of Behaviour**

At St. Ambrose Barlow Catholic Primary School we recognise that inappropriate behaviour will arise. We accept that this is normal when children are learning and testing the boundaries of acceptable behaviour. However, we assert that children have a right to learn and that teachers have a right to teach. No-one should be prevented from learning by the poor behaviour of others. (Article 15 RRSA)

## **Approach**

Our School takes a non-judgemental, curious and holistic stance when trying to make sense of behaviour, ensuring opportunities for reparation. We will not use practices that can be emotionally harmful (e.g., public shaming – for instance, the use of sad faces against names on classroom boards).

## **Key premises of our approach**

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help pupils, feel safe, their educational environment needs to be high in both nurture and structure.
- Pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise pupil from their peers, school community and family, leading to potentially more negative behaviour.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupil's social and emotional needs.

At St Ambrose Barlow we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Both children and adults should be able to both manage their behaviour and to create an environment that is conducive to learning, building positive relationships between children, staff and children with their peers. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

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Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences

### **Emotional Coaching**

All staff use the Emotion Coaching approach to help them deal with behaviour incidents. Emotional coaching enables children to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them. It is a practical three-step approach to dealing with behaviour in the moment:

Using the principles of Emotional Coaching:

Step 1 - Recognising, empathising, soothing to calm, validating the feelings of the child and labelling them. ('I understand how you feel, you're not alone') This allows the child to calm down through co-regulation. It is important that the adult sets the emotional tone so that the child is able to reflect back the calm empathic face of the adult.

Step 2 - Setting limits on behaviour. Co-learning through stating the boundary limits of acceptable behaviour and making it clear that some behaviours cannot be accepted. ('We can't always get what we want')

Step 3 - Problem-solving with the child or young person when the child is calm and in a relaxed and rational state. ('We can sort this out') Explore the feelings that gave rise to the behaviour, problem, or incident. Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes. Empower the child or young person to believe they can overcome difficulties and manage their own feelings and behaviour.

Our aims for behaviour are that all of our children will:

- be tolerant and understanding towards all members of the school community
- learn to self-manage/self-regulate their own emotions and behaviour
- become reflective thinkers and do not accept prejudice in any form
- show mutual respect for all members of the school community
- develop a responsible and co-operative attitude towards their work
- develop their self esteem
- take pride and responsibility in caring for their school environment
- develop a sense of self-discipline and an acceptance of responsibility for their own actions
- understand the procedures for addressing disagreements and conflict, and that these are based on respect for children and young people's dignity and rights
- follow the whole school Behaviour and Class Charter and behave appropriately
- know that consequences will be put in place in these expectations are not met at any time during the school day
- listen to each other and to all the adults in the school and respect each other's feelings

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In our school we employ a positive approach to discipline with the emphasis on encouragement and praise. (*Article 3 (best interests of the child). The best interests of the child must be a top priority in all actions concerning children. RRSA*)

- a quiet word
- an exercise book comment
- a public word of praise in a group, a class or the whole school
- an entry in the Golden Book
- favourable school report comments with regard to behaviour and general attitude
- Presenting pupils with house points, merit stickers for effort, achievement etc.

In all disciplinary actions we ensure that the children understand fully that it is their behaviour which is not acceptable, not them as people. Although rewards are central to the encouragement of good behaviour, realistically, there is a need for sanction to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The procedures for dealing with unacceptable behaviour are as follows:

- Immediate and sensitively checking of misbehaviour.
- Support with emotional development and self-regulation
- Development of trusting relationships with staff
- Staff will always deal with behaviour calmly
- A clear emphasis on building and maintaining positive relationships.
- Make clear why the sanction is being applied.
- Make clear what changes in behaviour are required to avoid future sanctions.
- A clear distinction between minor and major offences.
- Repeated or extra work where work is poorly presented or clearly below the standard acceptable for that particular child.
- Referral to headteacher/deputy headteacher.
- Parental consultation
- Ongoing communication with parents regarding behaviour issues.
- Withdrawal from class for a period of time, involving supervision of the child.
- Exclusion from playtime.
- A piece of written work to help the child recognise unacceptable behaviour
- Fixed term exclusion from school.
- Permanent exclusion

At St Ambrose Barlow Catholic Primary School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour.



## Responsibilities

### Staff

Staff are responsible at all times for the behaviour of all pupils when within sight or sound of them. Our aim is to prevent unacceptable behaviour rather than react to it. The staff support the behaviour policy aims by:

- Being good role models: being courteous, considerate and consistent.
- Having high expectations of good behaviour.
- Providing a caring and effective learning environment.
- Encouraging relationships based on kindness, respect and understanding of the needs of others.
- Providing a challenging and stimulating teaching programme to enable all children to reach the highest standards of personal achievement.
- Ensuring that learning is progressive and continuous.
- Recognising and providing for the needs of individual children according to ability and aptitude.
- Providing opportunities for children to discuss appropriate behaviour.
- Enabling children to take increasing responsibility for their own learning and conduct.
- Enabling children to take responsibility for the care of their environment.
- Enabling children to make a contribution towards the wellbeing of other members of the school community.
- Ensuring fair treatment for all, regardless of age, gender, race, ability and disability.
- Showing appreciation of the efforts and contribution of all.
- Immediate and sensitively checking of misbehaviour.
- Support with emotional development and self-regulation
- Development of trusting relationships with children
- Always deal with behaviour calmly

### Pupils

At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. To develop their sense of responsibility as they mature, we expect our children, with support from their parents to comply with the following rules in order to ensure the welfare and safety of themselves and other members of the school community:

- To arrive at school punctually.
- To be organised, for example: bringing necessary kit, taking letters home promptly etc.
- Listen attentively in class.
- Take increasing responsibility for their reading books, homework and homework diaries.
- Take increasing responsibility for their work in class.
- Show respect for themselves and others.
- Show respect for all school property
- Wear the school uniform.

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- Avoid inappropriate language, fighting or name calling.
- Listen to messages given and do as requested.
- Participate in school activities.
- Move quietly around the school and avoid causing disturbance.
- Walk in single file on the left hand side of the stairs.
- Always walk when moving about inside the school building.
- Not be present in the school during break times and lunchtimes, unless supervised.
- Adhere to the rota for playground ball games.
- Adhere to the playground rules as displayed.
- Keep the school tidy and litter free.

These expectations have been discussed with pupils during PSHE lessons and circle times. Pupils have been fully involved in drawing up expectations for behaviour within their classrooms. Each class has their own classroom behaviour agreement, which has been devised and discussed at the beginning of September. (Article 12 (respect for the views of the child. Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously)).

### **Playground Rules and Procedures**

The above rules and procedures apply to the playground as well as to the classroom.

Pupils should be made to understand that their expected good behaviour extends to the playground. Pupils should treat all adults with respect. Unacceptable behaviour should be dealt with fairly and consistently. Incidents are reported to the class teacher. Pupils are sent to a bench for a cooling off period if they interfere or disrupt other children's games. Major incidents are reported at the end of playtime to the class teacher. If a pupil persistently shows unacceptable behaviour, the Headteacher is informed, who will then decide any sanctions to be taken.

### **Out of Classroom**

Pupils representing the school at sporting events or on a school visit are expected to display the same standards of behaviour as in school. Pupils are made aware that at all times they are considered an ambassador of our school. Pupils travelling to and from school again, are expected to display appropriate behaviour.

### **Rewards**

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by maintaining good standards as well as by particularly noteworthy achievements. Rates of praise for behaviour should be as high as for work. At St. Ambrose Barlow Catholic Primary School, we work within a House System, whereby pupils earn house points through effort, achievement and behaviour. Recognition of the good behaviour occurs weekly during our Celebration assembly and via the newsletter (where individuals featuring in the Golden Book are celebrated

## **Communication and Parental Partnership**

### **The importance of parents and carers in supporting this policy**

The school recognises parents as the prime educators of their children and so parents have a vital role in promoting good behaviour in school. Effective home/school liaison is very important. We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. St Ambrose Barlow Catholic Primary School expects to be given the full support of parents in dealing with their child's behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warnings of concerns should be communicated to the Leadership Team so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of the school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

*(Article 3 (best interests of the child)*

*The best interests of the child must be a top priority in all decisions and actions that affect children.)*

The school will endeavour to achieve good home/school liaison by:

- promoting a welcoming environment within the school
- giving parents regular constructive and positive comment on their child's work and behaviour
- involving parents at an early stage in any problems regarding learning or behaviour.

We encourage parents to:

- keep us informed of behaviour difficulties they may be experiencing at home
- keep the school informed of issues which may affect their children. (Please refer to the Home-School Agreement)

We expect our parents to support our behaviour policy:

- by ensuring that their children attend school regularly (Article 28 RRSA)
- by ensuring that their children arrive at school punctually
- by ensuring that they send in absence notes promptly
- by taking an active part in their children's learning, giving due importance to homework, hearing reading, assisting in learning of tables and spellings etc.
- by participating in discussions concerning their children's progress
- by ensuring early contact with the school in order to discuss matters which may affect their child's wellbeing, progress and behaviour
- by providing support for the discipline within the school and for the teacher's role
- by accepting responsibility for the conduct of their children.

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**POLICY REVIEWED BY THE GOVERNING BODY AT A MEETING HELD ON 14<sup>th</sup> September 2022**

**Signed ..... (Chair of Governing Body)**

**POLICY REVIEWED ANNUALLY BY THE GOVERNING BODY**



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