

Our Lady's Catholic Primary School Behaviour Blueprint for KS2



The Our Lady's Way... This is how we do it here...

At Our Lady's Catholic Primary School, high expectations of learning, behaviour and respect for each other underpins everything we do. God makes each member of our community in His image and likeness, and in our interactions with each other, we encounter God each day. At KS2, we use the 4Rs (**ROUTINES, ROLES, RIGHTS & RESPONSIBILITIES**) to help us to strive to create independent, articulate thinkers and learners who have the skills to become active and responsible global citizens who are confident to make the right choice.

Relentless Routines

Wonderful Walking Legendary Lining up Protective Playtimes Terrific Transitions Talented Talkers
Active Listening Clean Cloakrooms Learning Champions Perfect Presentation Mission Makers

Expectations of Relentless Routines

- **Wonderful Walking** – We will remember to walk sensibly around the school as we know that if we run, we could get hurt. We will walk in a straight line when going to and from assembly, and after break and lunchtimes. We will walk up and down the stairs using the one way system. We will remind others to do the same.
- **Legendary Lining Up** – We should line up sensibly, quietly and quickly making sure that we do not disturb others. If there is no space in the line, we will go to the back of the line. Safety first!!
- **Protective/Perfect Playtimes** – We will always make sure we are looking after the play equipment by playing with it nicely and putting it away neatly and carefully. Also, we will make sure we do not leave anyone out, and if we see someone on their own, we will invite them to play with us if they want to. If we are playing a game and others want to join, we will ask them to wait until the game is over and then they can join the game.
- **Terrific Transitions** – When we move from one subject to another we will make sure that we listen carefully to any instructions and clear out desks of any unnecessary items so that we can get on with our work quickly. When moving from the classroom to other areas in the school, we will make sure that we are wonderful walkers and we can make legendary lines.
- **Clean Cloakrooms** – We will always make sure that we keep the cloakrooms and the toilets clean. We will always put our coats and bags on our pegs. If something is on the floor, we will pick it up and see if it has a name on it, and return it to its rightful owner. If there is no name, we will tell an adult. When changing for PE, we will make sure all of our belongings are hung up neatly. If there is a mess on the floor in the toilets, we will do our best to clean it up or ask an adult for help.
- **Active Listening** – We will always make sure we are listening to all the instructions the adults and peers are giving us. We will show them that we are listening by giving them eye contact and appropriate facial expressions.
- **Talented Talking** – We will make sure we think about what it is we want to say before saying it. We will make sure that we are being respectful and are using our physical oracy skills of talking clearly using an appropriate tone and pitch. When asking questions, we take the time to think if it is the right time to ask it, and we will be clear on what it is we are asking and we will be respectful towards others when they ask questions.
- **Perfect Presentation** – To ensure we have perfect presentation, we will make sure that our shirts are tucked in and we are sitting up properly in class, ready to learn. In our books, our written presentation should be neat, with handwriting joined. We will make sure that we write on the lines in our books and glue in our sheets so that they do not stick out of the page. We will also make sure that our tables are clear of unnecessary items so we are able to concentrate when listening and learning.

Roles

We have many roles that we need to fulfil whilst at Our Lady's. The roles are: Yourself (the most important one), Valued Community Member, Reader, Writer, Mistake Maker, and Reflector. Below is an explanation of each role.

Yourself: This is our most important role. We need to be who we are and celebrate our uniqueness. We need to ensure that we are doing our best to follow our 4Rs of Routines, Roles, Rights and Responsibilities. We should always try to be reflective on how we conduct ourselves, and try to do our best in school. We should have a positive attitude towards ourselves and others by being a good role model and respecting everyone.

Valued Community Member: This is our second most important role. We will try to create a class, school, parish and global community that will work together to help everyone. We will understand how we can use our Catholic Social Teaching to make a difference and complete our action plans. We will also try to follow Laudato Si and care for our environment like Pope Francis has asked us to do. We will try to be good role models by using our school values and become mission makers.

Reader: This is one of our learning roles. Everyone has the right to read and understand what they have read. We will learn from books and develop a love for reading so that we can broaden our minds and imaginations. We want to discover the power of words and share this with everyone.

Writer: This is also a learning role. This is an important skill to develop, as it will help us share our ideas and passions. We need to have good handwriting (or typing skills), a desire to learn and use new words as well as using the correct vocabulary and grammar to help us create pieces of work that inspire others. Through self and peer assessment, we will improve our skills and help others to do the same.

Mistake Maker: This is the next of our learning roles. It is fine to make a mistake, in fact, to learn we need to make many mistakes as they will help us overcome our problems. Mistakes teach us that we should never give up and we need to share our mistakes with others as they can help us solve them. We should not be afraid to make a mistake, it is all part of our learning journey.

Reflector: This is our final learning role. Reflecting will help us grow as learners and role models. Every day we can share time together reflecting on how successfully we have used our learning behaviours to grow as independent and active learners, the behaviour steps to remind us of the good choices we can make, and how we have used our school values to help ourselves and others grow and be more like Jesus. If we reflect regularly, it will help us make better decisions in the future in all that we do and say.

Rights

All members of Our Lady's have rights. Here are the following rights for pupils and staff.

Pupil Rights

- I have the right to be myself.
- I have the right to be respected by all.
- I have the right to feel safe.
- I have the right to learn.
- I have the right to be heard and speak up for my beliefs.
- I have the right to ask as many thoughtful questions as I would like.
- I have the right to make mistakes and learn from them.
- I have the right to feedforward advice as an essential part of my learning.
- I have the right to be a Mission Maker and Learning Champion.
- I have a right to express my concerns and worries.
- I have a right to be listened to when appropriate.
- I have the right to ask for help when needed.
- I have the right to make the right behaviour choices, but understand when my behaviour is not appropriate.
- I have the right to work independently as well as working with a learning partner.
- I have the right to be welcomed into other year groups.

Adult Rights

- We have the right to be ourselves.
- We have a right to feel safe.
- We have a right to be listened to.
- We have a right to be respected and treated as equals.
- We have a right to be able to teach so that all can learn.
- We have a right to make a decision and that it is acted upon. All adult guidance is to be respected.
- We have a right to say 'No' when it is necessary.
- We have a right to expect that all the 4Rs (Routines, Roles, Rights and Responsibilities) as well as learning expectations about assessment for learning, curriculum tasks and presentation of work will be met.
- We have a right to explain learning clearly and when it does not happen, we will be supported.
- We have a right to make mistakes and learn from them.
- We have the right to ask for help when needed.

Responsibilities

Beyond your routines, roles and rights, we all have responsibilities as a member of our community.

Pupil Responsibilities

- **I have a responsibility to meet and greet everyone I come into contact with.** (I will say good morning/afternoon, try to use Makaton, ask how they are and use my manners at all times.)
- **I have a responsibility to get to class on time.** (I will not spend all my time talking in the toilets. If I am late, I will not disrupt the class; I will quickly and quietly sit down.)
- **I have a responsibility to know and follow the routines of the year group I am in.** (I know that if I make a mistake, I will need to reflect upon my choices.)
- **I have a responsibility to monitor my behaviour choices.** (I will ensure that I do not disrupt the learning of my class. I will try to use the behaviour steps, school values, mission statements to help me.)
- **I have a responsibility to be a talented talker and active communicator.** (I will not talk when others are talking, I will visually focus on the speaker and respect their point of view even if I do not agree with it.)
- **I have a responsibility to self-regulate when leaving the classroom.** (I may go to the toilet when I need to, but I need to work at keeping my leaving to a minimum. I will walk out of the classroom and around the school sensibly and respectfully.)
- **I have a responsibility to take ownership for my learning.** (I must understand that I need to work to the best of my abilities, ensure my presentation meets expectations, use my multiple intelligences, use my 5Bs and learning behaviours and be accountable for the work I produce and the feedforward advice given to improve it when necessary.)
- **I have a responsibility to be sensitive and respectful of others' viewpoints.** (I need to listen to and respect the adults of the school. I need to listen even if I do not always agree as I can learn from others and I will listen to the adults of the school. I am able to understand how I can help and understand other pupils and not purposefully exclude them. I will try to use my words wisely so that I do not upset those around me)
- **I have a responsibility to clean my desk space before I leave for the day.**
- **I have a responsibility to care for my property and the property of the school.** (I will try not to lose my possessions and if I do, I will try to find them. I will hang up my coat and bag on my peg. I will take my wellington boots off at the back door. I will make sure the dinner hall is left clean and tidy, I will put resources back from where I took them. If I break equipment, I will let an adult know. I will tidy up my mess. I will not purposefully damage property e.g. writing on rubbers, scribbling on books, lack of care of books)
- **I have a responsibility to help others.** (I will try to help those in need by offering a helping hand.)

Adult Responsibilities

- **We have a responsibility to meet and greet everyone we come into contact with.** (We will say good morning/afternoon, try to use Makaton, ask how they are and use our manners at all times.)
- **We have a responsibility to take a calm, helpful and caring approach when interacting with everyone.** (We will listen to pupils and try to resolve the situation. We will be patient and understanding of other staff members. We will use our words wisely and know that if a change cannot happen in 30 seconds, we need to rethink our approach.)
- **We have a responsibility to use our school values and be a mission maker.** (We will try to follow the school values and make them part of all that we do whilst in school. E.g. we will forgive and move on and not hold a grudge. We will respect the faith of others.)
- **We have a responsibility to know all the children in our care when we are in the classroom and around the school.** (We will take the time to find out about each pupil. We will know your worries, celebrate your successes and be your guide in life.)
- **We have a responsibility to be a learning champion.** (We will show you how you can become an independent and active learner by using the 5Bs, multiple intelligences and different learning behaviours. We need to explore how we can help you to learn. We need to explain any misconceptions and show learning in all situations. We expect and welcome responses from everyone.)
- **We have a responsibility to clean our space and any resources that we use before we leave for the day.** (We will not leave the school in a mess! We will ensure that resources and equipment are used with respect.)
- **We have a responsibility to monitor behaviour choices of all pupils.** (We will remind you of the school's expectations using the Behaviour Blueprint, Celebrate your successes and ensure that you learn from any mistakes. We will act as role models for you.)
- **We have a responsibility to safeguard all children and their families.** (We know that everyone is responsible for the care of all pupils and this include online safety. We will act when concerned for any pupil and their family. We will help comfort children when they need our help.)

Behaviour Steps

How can we gain a postcard home?

- Always being ready to learn, following instructions.
- Being Talented Talkers and Active Listeners.
- Respecting everyone at all times.
- Always being ready to learn and have a clear learning environment.
- Helping others by using our School Values.
- Showing kindness to all.
- Sharing ideas and developing on those others have given.
- Using our learning behaviours at all times.

Behaviour Steps



The Behaviour Steps are a goal for any child. KS2 children need to ensure they try their best every day.

Discussion Time Key Conversations

- What happened?
- What were you thinking at the time?
- Why did you do this?
- What have you thought since?
- How did this make people feel?
- How are you feeling right now?
- What should we do to put things right?
- How can we do things differently in the future?

Reflection Time

Active 30 Second Interventions

- **I have noticed that** you are... (having trouble getting started, wandering around etc...) right now.
- **At Our Lady's, we ...** (refer to the Behaviour Blueprint, School Values & Class Mission Statement – ready, respectful and safe).
- **Because of that,** you need to... (refer to action support behaviour e.g. moving to another table, complete learning at another time).
- **See me for 2** (or up to 3) minutes after class/break or lunchtimes.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour and behaviour steps)?
- **This is who I need to see today...**
- **Thank you for listening ...** then use behaviour steps to give the child a reward.