

# **St Gildas' Catholic Junior School**



*“Through our actions we will try to live as Jesus lived.”*

## **Behaviour Policy**

**December 2018**

At St Gildas', through our teaching the children become aware of the love that Jesus showed for everyone, through His compassion and understanding for those around Him. They learn that they should show the same kindness, understanding and compassion for others.

Our aim is to maintain an orderly, happy atmosphere in school where all children can reach their full potential intellectually and socially and for each child to grow in self-discipline and responsibility.

For this to be achieved, we expect all children to be courteous, to show respect for each other, for adults and their environment, both in school and when representing the school off site. They are required to follow school rules, a code of conduct and the instructions of supervising staff. All children are expected to work together with other pupils and adults to promote a happy, hard working atmosphere where everyone is valued and everyone has an important contribution to make. It is essential that parents share this responsibility and promote values and attitudes, which are consistent with these aims through their own example and in the way they educate their children.

### **St. Gildas' School Code of Conduct**

**At St. Gildas' we show respect for ourselves, others and our environment. Therefore, we do not tolerate name-calling, aggression, bullying or defiance.**

This means we should all be:

<b>Kind and Considerate:</b>	being polite honest and helpful at all times;
<b>A good friend:</b>	Respecting each other's differences, feelings and points of view;
<b>Co-operative:</b>	being willing to work and play together;
<b>Hardworking:</b>	doing our best at all times;
<b>Quiet and Calm:</b>	listening to others, speaking respectfully to everyone and being silent when asked;
<b>Responsible and Sensible:</b>	taking responsibility for our actions;

**Help to make our school a happy place for everybody.**

### **St Gildas' School Rules**

- Do as you are asked by adults the first time
- Do not talk when the teacher/adult is talking to the class
- Keep hands, feet and objects to yourself
- Walk quietly, on the left, without running in and around the building; do not jump on the stairs
- Do not leave class without permission
- All fighting, violence, rough play and name calling are forbidden. Pupils must not retaliate but must seek the help of an adult to sort out disputes

- Sweets, toys and other valuables are not permitted in school
- All adults and pupils are to be treated with respect and courtesy, no inappropriate body language/non-verbal communication
- Discriminatory remarks (which includes racist, homophobic, sexist) are unacceptable and parents will be notified if pupils use them. Racist incidents are reported on a termly basis to the Governors, via the Headteacher's termly report.
- All bullying, in whatever form, is unacceptable, regardless of how it is delivered or what excuses are given to justify it (refer to the school policy on bullying)
- Good manners should be evident at all times, e.g. Saying please and thank you, greeting adults, holding doors open for others, allowing people to pass through doorways etc...
- No swapping/trading of personal property
- No stealing

### **Rewards and Sanctions at St Gildas'**

We use a positive approach to achieve our expectations of good behaviour. Through praise and encouragement, children feel recognised and their efforts valued. In this way they experience and have a sense of their own success. We aim to raise self-esteem by communicating a sense of importance and by maximising opportunities for pupils to take responsibility for themselves and their actions.

All classes use the 'Going for Green' system. This system works in the following way:

- Each class displays a 'Going for Green' chart
- Each pupil begins a new day on green; there is a fresh start for all and an opportunity to do well
- Pupils can move up or down the colours dependent on their behaviour (see info that follows)
- Pupils can move up and down the colours quickly thus positive behaviour is reinforced and undesirable behaviour is acted upon instantly
- So that the children's responsibility for their own behaviour is reinforced they generally work the chart themselves
- The system is carried out consistently across the school in all classes

Pupils who work and behave well or who try hard to improve receive a variety of rewards. These include:

### **Merit Stars**

These are given to individuals for good behaviour, hard work and exceptional effort. Individual prizes and a certificate are awarded at Celebration Assembly as pupils achieve the following number of merits:

- 50 merits – Pen
- 100 merits – Highlighter
- 150 merits – Notebook
- 200 merits – Water Bottle
- 250 merits – Gift Voucher

Those who remain on green all day receive a merit star at the end of the day.

### **Marble Jar**

The whole class can earn marbles for cooperative effort. When the class earn **20** marbles, they are rewarded with 15 minutes extra playtime. When the class earn **30** marbles, they are rewarded with golden time (last session on an agreed day).

### **Gold Award**

If a child has demonstrated exceptional effort/behaviour they are placed on gold. Class teacher informs the head teacher/deputy headteacher and a special certificate and sticker is presented to the child at 'gold' assembly on a Friday morning. A text message is also sent to their family to share the good news.

If, however, our practice of encouragement and praise is not successful in motivating a good attitude and behaviour, then sanctions will be used. These will be appropriately set in relation to the nature and seriousness of the behaviour.

Behaviour that disrupts learning and prevents the teacher from engaging effectively with the class is unacceptable and will be dealt with in a fair and consistent manner.

<u>Colour</u>		<u>Sanction/Reward</u>
<b>GOLD</b>	Excellent	<b>Announcement in Assembly, certificate, text message</b>
<b>GREEN</b>	Great!	<b>If on green all day, merit star awarded</b>
<b>BLUE</b>	Cool down	<b>Verbal warning/reminder of expectations</b>
<b>YELLOW</b>	Slow down	<b>Time out (another class) 15 mins, record in yellow book Or, if at playtime, 10 mins off the playground</b>
<b>RED</b>	Stop	<b>Inform HT who will record in red book, family notified by HT</b>

### **Detail of Sanctions:**

**Yellow** – standard letter sent to parents, by class teacher, to inform them that pupil has had time out, entry made by admin staff in school office into Yellow Behaviour Book on receipt of yellow slip from teacher. 3 entries in Yellow Behaviour Book (within a two week period) results in a further letter being sent home to family. (SENCO to monitor yellow book weekly and send further letter, as necessary.)

**Red** – Letter, email or phone call made home by HT to inform family of entry into red book. 3 entries in red book (within one half term) results in meeting with parents, class teacher and head teacher. A note will be made outlining the detail of each 'red' incident for school records.

Following discussions with the family the pupil's behaviour may be monitored via a home/school book to give the opportunity for regular dialogue with the class teacher. In some cases, support may also be sought from external sources, e.g. Educational Psychology Service, Behaviour Intervention Service, etc....

In cases of extreme bad behaviour parents will be informed immediately, e.g. Intentionally causing injury to others, damaging property, bullying, and discrimination.

### **At Playtimes/lunchtimes**

Staff can award merit stars for good behaviour, the child is informed verbally and will adjust their class merit chart accordingly.

If pupils misbehave at playtime, they will be asked to take 'time out' for ten minutes under the supervision of duty staff. If behaviour is deemed seriously unacceptable, a member of the senior leadership team will be sent for, e.g. headteacher/deputy headteacher.

### **Exclusion**

A decision to exclude a pupil for a fixed term or permanently will be taken by the Head teacher for a serious breach of the school Discipline Policy, where sanctions and strategies to modify behaviour have failed or when the health, safety, welfare or education of pupils/staff is threatened.

This Behaviour Policy should be read in conjunction with the Anti-Bullying Policy, Equality Scheme (which sets out the school's duty to eliminate discrimination and to promote disability equality), Restraint Policy, Staff Code of Conduct and Special Educational Needs Policy.

### **What Can Parents Do to Help?**

- ◆ Encourage their children to develop high standards of behaviour, a sense of self-respect, reliability and responsibility.
- ◆ Make their expectations of good behaviour clear to their children and to be consistent in responding to unacceptable behaviour.
- ◆ Positively encourage their children to do their best and praise their efforts.
- ◆ Show an interest in all that their child does in school.
- ◆ Teach their children to respect the feelings, needs and opinions of other people and to develop a positive attitude towards everyone involved in the life of the school.
- ◆ Expect their children to take care of their own and others' property and the environment in and out of school.
- ◆ Form a good relationship with the school so that all children can see that the key adults in their lives share a common aim.
- ◆ Act in a way which recognises the importance of adults as role models for children.
- ◆ Support and reinforce the implementation of the School Behaviour Policy.
- ◆ Follow the requirements set out in the Governors' Complaints Procedure.

Parents are welcome in school and are encouraged to discuss any problems with the class teacher or the Head teacher. Parent's first point of contact should be the class teacher in the first instance.

All staff are willing to make arrangements to see parents after school at 3.15pm. However, for longer discussions an appointment should be arranged.

Parents will be notified of any behavioural difficulties or concerns at an early stage and a home/school partnership set up to support the child.

To ensure that the School Behaviour Policy is effective, we rely on pupils, parents and staff consistently supporting its implementation.

**Policy Updated: December 2018**  
**Review Date: December 2019**