

## **Positive Behaviour and Rewards Policy**

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### **St Mary's Catholic Primary School**

Policy approved by the Governing Body

Date:

Signature:

Chair of Governor

**Reviewed January 2017**

**Next Review 2020**



## St Mary's Catholic Primary School Positive Behaviour Policy

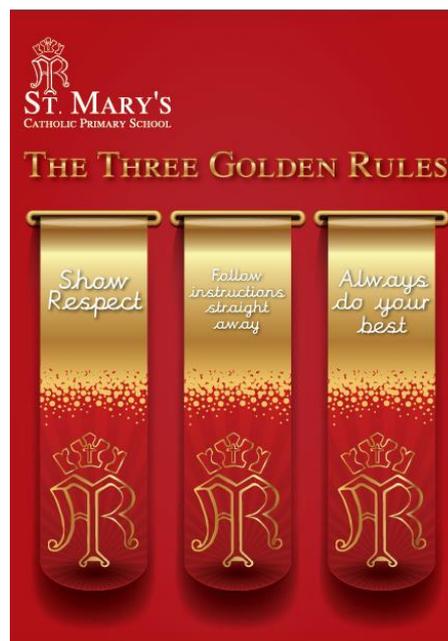
### Introduction

At St Mary's Catholic Primary School each individual is called to be one of God's holy people, to pray, reflect, learn and grow to mirror the love of Jesus. This is reflected in our Mission Statement:

*"St Mary's a place of educational excellence with Christ at the centre".*

This policy describes the aims, principles and strategies for promoting good behaviour based on Gospel values to enable us to make St Mary's Catholic Primary School a place where 'every child matters'. It is the role of all in the community to create an environment in which learning and teaching can take place. All staff are called through their vocation to model Christian values and show children through example what is expected of them to promote and maintain community cohesion.

The children are expected to follow three Golden Rules:



### **The aims of the policy are that all pupils will:**

- have a clear view of what is right and wrong through our Golden Rules which are rooted in Gospel Values
- promote Gospel values, for example: *faithfulness and integrity, dignity, compassion, humility and gentleness, truth and justice, forgiveness and mercy, purity and holiness, tolerance and peace, service and sacrifice*
- set themselves high expectations in terms of behaviour
- promote self-discipline and a proper regard for authority
- work co-operatively showing concern for others



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- develop a responsible and independent attitude towards work and towards their roles in our school/ parish and wider community
- strive to achieve their potential in terms of academic achievement but also in terms of behaviour so that they become well-rounded citizens of the future

### **To Achieve Our Aims**

All members of the school community will work towards the policy's aims ensuring that every child matters:

#### **Pupils by:**

- knowing the golden rules, understanding that they are underpinned by the values that Jesus taught us about and learning to live them out on a daily basis
- accepting responsibility for his/her own actions particularly when inappropriate choices are made
- learning how to accept failure/disappointment with humility and success/praise with grace

#### **Parents by:**

- listening, taking account of and valuing every child's voice
- offering encouragement and praise to their children especially when they receive awards and taking an active interest in the child's school life
- providing full support for the discipline procedures within the school
- co-operating with teachers when sanctions are necessary so presenting a united front to the children
- attending meetings about their child's learning and behaviour
- supporting children with their home learning

#### **Class Teachers in partnership with support staff by:**

- listening, taking account of and valuing every child's voice
- ensuring that positive behaviour is encouraged at all times, rewards are given when appropriate and sanctions are given fairly in accordance with this policy.
- delivering a well-planned broad and balanced curriculum appropriate to the range of all the pupils.
- using a wide variety of learning and teaching styles to ensure that all children are engaged and motivated to learn effectively.
- creating a school/ classroom that is aesthetically pleasing and it provides a well-ordered stimulating learning environment in which opportunities are given for a range of learning.
- taking an active and supportive role in all aspects of school life liaising with all other staff who come into contact with children in the school and having good communication links with parents so school and home are working together in partnership.
- Nominating a child for living the values.

#### **Governors by:**

- ensuring that all members of the community listen, take account and value every child's voice.
- monitoring that positive behaviour is encouraged and the policy is upheld in incidences of inappropriate behaviour (as reported through the Headteacher's Report to Governors each term)
- supporting positive behaviour strategies
- serving on a Disciplinary Committee as necessary.



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**Children with Special Needs**

Please note that some children fall outside this Positive Behaviour Policy. Such children may be given a Pastoral Support Plan for behaviour and support may be obtained from outside agencies. A specific plan may be drawn up with individualised rewards and sanctions in conjunction with child, parent, school and support service if appropriate.

**Achievement and Celebration Recognition**

The following table gives an overview of the rewards given across the school throughout the year. The focus is always to give positive praise at all times. More than one reward may be given for recognition.

<p><b>Praise – Gesture or verbal</b> Verbal praise for children who are meeting expectations. A child's name may be moved to the "Rainbow" as a visual recognition of exceptional learning or behaviour.</p>	<p><b>Stickers/Stampers</b> Can be given to the child or put on children's work.</p>	<p><b>Written comments</b> Words of positive praise on written work to show successes and comments in <b>Home School planners</b> to share with parents the good news.</p>
<p><b>Values Leaf</b> A child can be presented with a leaf to be displayed all year on the values Mural in the hall. The staff member awarding this writes how the child has "Lived the Value" for all to see.</p>	<p><b>Star of the Week</b> A child in each class is nominated by their class teacher every week to receive a certificate for being a star learner and pupil.</p>	<p><b>Headteacher Award Sticker</b> Children demonstrating exceptional effort or achievement in their learning are sent to the Head teacher for a Gold Sticker and a certificate is awarded in the Celebration Assembly each week.</p>
<p><b>House Points</b> Children can gain house points daily. These are added up collectively and individually where children can be awarded: Bronze Silver and Gold Certificates for their personal contributions.</p>	<p><b>Certificates and Badges</b> Swimming badges, music certificates, sports medals and trophies are presented in our Celebration Assembly.</p>	<p><b>Outside of school awards</b> Children are encouraged to share with us their achievements outside of school. We celebrate these in our Friday Celebration Assemblies.</p>

**Golden Rules Consequences**

Our Behaviour Policy is based strongly on pupils being rewarded for behaving in an appropriate manner. Each class follows a sunshine/ Rainbow behaviour model which is visually displayed in each room. All children start the day on the **sunshine** with the possibility of moving to a **rainbow** for exceptional behaviours or a **cloud** for misdemeanours.



## **Discipline in schools – teachers' powers**

Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).

- Teachers can discipline children at any time the child is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline children in certain circumstances when a child's misbehaviour occurs outside of school.
- Teachers can confiscate children's property.

## **Children' conduct outside the school gates – teachers' powers**

### **What the law allows:**

Maintained schools and Academies' behaviour policies should set out what the school will do in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on children.

Teachers may discipline children for:

- misbehaviour when the child is:
  - taking part in any school-organised or school-related activity or
  - travelling to or from school or
  - wearing school uniform or in some other way identifiable as a child at the school.
- or misbehaviour at any time, whether or not the conditions above apply, that:
  - could have repercussions for the orderly running of the school or
  - poses a threat to another pupil or member of the public or
  - could adversely affect the reputation of the school.





## **Step 6 and beyond: Consequences, Support and Sanctions**

When a pupil presents a more difficult challenge it may be necessary to employ other strategies. At this stage, a copy of this behaviour policy will be sent to the parents.

### **Part 1: Behaviour Contracts**

Contracts rely on negotiation between teacher and pupil and perhaps senior teachers and parents. The form may contain targets. The forms will be evaluated by all parties as part of the process of achieving behaviour change. We must establish what 'triggers' poor behaviour and what the challenging behaviour is. The pupil needs to be aware of the consequences of their actions and what will happen if they do not succeed with the contract.

### **Part 2: Counselling and Pastoral Support Programmes (PSP)**

Teachers are able to apply a range of counselling skills to help modify a child's behaviour or to re-establish a working relationship. This may be undertaken with the class teacher supported by a member of the Senior Leadership Team. The PSP report form to be monitored regularly and formally weekly by class teacher, completion of review sheet weekly. Every 2 weeks a formal review to take place with the teacher, pupil and parent.

**Action: Invite parents in to set up a Pastoral Support Programme. It is important to recognise the point at which a referral to a professional may be appropriate.**

### **Part 3: Internal Exclusion**

This gives a clear signal to disruptive pupils that there are finite boundaries to the scope of behaviour that will be tolerated and includes time out during break / lunch times. Reinstatement will include a behaviour contract. Consideration can be made for an Early Help referral, or a Managed Move through liaison with the SENCO.

**Action: There will be a referral to Governors and perhaps a referral to police / social services.**

### **Part 4: Temporary or Permanent Exclusion**

To exclude a pupil from school attendance is not just to be seen to be for the benefit of the pupil in question but for the sake of the safety and education of other pupils. Few single acts would lead to exclusion from school – it is more likely to be a step reached after all other disciplinary strategies had been applied. However, pupils who refuse to co-operate after the full range of sanctions and counselling have been applied must be made to realise that membership of the school community involves them in meeting our expectations.

**Action: Fixed Term exclusion, notifying parents, and Governors / LA if greater than 5 days.**

**Re-admission contract and pastoral support programme followed.**

*Permanent Exclusion (subject to appeal)*

### **Incidents of Bullying**

The procedures for dealing with both the bully and the victim, are detailed in the **Anti-bullying policy**.

Bullying is taken seriously and parents are informed as deemed appropriate.



## Time IN

If a child receives a Time IN sanction, then a letter will be sent home to their parents/carers and they will be asked to sign and return the slip at the bottom. The child will also need to complete a reflection on their actions during their **Time IN** over break-time or lunch-time.

Date \_\_\_\_\_

Dear Parent of \_\_\_\_\_,

I am writing to inform you that today your child was given the sanction of:

**Time In:** for failing to follow our **Golden Rules**

**Reason:** \_\_\_\_\_

**This letter has been issued in accordance with our Positive Behaviour Policy.** Your child's class teacher will discuss this letter with you in more detail.

We would appreciate your support in reminding and encouraging your child to behave appropriately whilst at school and to make the most of every learning opportunity.

We will keep you informed of your child's progress in this area.

Yours Sincerely,

\_\_\_\_\_  
Class Teacher Signature

\_\_\_\_\_  
Headteacher Signature

Return Slip – please ensure you return this part of the letter the following day. A record of this letter will be kept.

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_

**I have read the letter regarding my child's behaviour and will speak with them about it as detailed in The Positive Behaviour Policy.**

Signed \_\_\_\_\_ Date \_\_\_\_\_



*Pupil Reflection*

To be completed by the child: (name) \_\_\_\_\_



*I have been given the sanction of Time In today for the following reasons:*

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*I will improve my behaviour in future by:*

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Signed by the child: \_\_\_\_\_



**Incidents of a very grave nature**

Although extremely rare, we recognise that at St Mary's there may be times when some of our children do not manage their behaviour and in so doing, may breach one or more of the 'Golden Rules' in a particularly serious way. The Sanction steps indicate how an incident may be dealt with. Such incidents are investigated thoroughly by the Class Teacher, Lunchtime Supervisor, Senior Teacher and the Headteacher (as appropriate). Notes may be made. Eye witnesses are encouraged to share what they have seen so that a balanced view can be obtained.

**Incidents of Bullying**

The procedures for dealing with both the bully and the victim, are detailed in the Anti-bullying policy. Bullying is taken seriously and parents are informed as deemed appropriate.

**Golden Instructions for Playground Behaviour**

- Children are to maintain high levels of behaviour
- Children must stay within the boundaries set
- Both staff and pupils are responsible for looking after equipment and putting it away ready for the next break time.
- Children should respond immediately to signals given e.g. to stop playing and line up
- Children should not be inside unless given permission