

## Rewards

### Class Reward Systems

Each class has its own age appropriate system of rewarding individuals and groups. Staff look for behaviour that is consistent with our code of conduct and the children develop a set of class rules that are relevant to their class routines and expectations.

### Lunchtimes & Playground Rewards

Staff are always looking for opportunities to praise good behaviour that upholds our code of conduct. Staff will praise individuals, groups and whole classes by giving out stickers, passing on praise to class teachers or awarding some additional playtime. Weekly "Star Diners" award is given to the class who have shown the best behaviour in the dinner hall and the results are displayed on a chart in the hall.

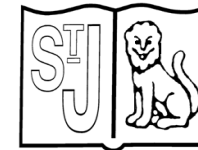
### Stars of the Week

Each week class teachers choose two children to receive a certificate at our celebration assembly. This will be for a whole range of positive behaviours linked to our code of conduct and mission statement.

### Headteacher Awards

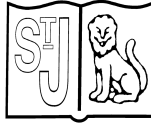
Children are sent to tell the Headteacher about any special achievements, behaviour or learning they have done. Verbal praise, stickers and certificates are awarded by the Headteacher.

# *St. Jerome's Catholic Primary School*



## Behaviour Policy





## **BEHAVIOUR POLICY**

At St. Jerome's "we encourage each child to recognise their own value both as an individual and as part of the school family".

"We expect and encourage a high standard of positive behaviour in relationships with other pupils, staff, parents and visitors and foster respect for one another's personal property and our local environment".

(School Mission Statement)

In this small space we learn to value one another, to think, to learn, to wonder and create.

### **Aims of this Policy**

To encourage a calm, purposeful and happy atmosphere within the school.

To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.

To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.

To make boundaries of acceptable behaviour clear and to ensure safety.

To raise awareness about appropriate behaviour.

To help pupils staff and parents have a sense of direction and feeling of common purpose.

### **School Grounds**

Scooters and Bikes must be stored in the bike shelters or scooter pods. Scooting or riding bikes is not permitted on the school playground as it is too busy and there are many younger children who could be injured. Bikes or scooters that are not taken home will be left at the owners risk. Please speak to Mr. Cooper if you need a bike or scooter locking away for a particular reason.

### **Adventure Trails, Reception Area and Mound**

Parents are asked to supervise children on the adventure trail before or after school. The mound is out of bounds as it is still being established and needs to be supervised closely. The Reception play area is out of bounds for the same reason. Please ensure your children are kept off it.

### **Statue of St. Jerome**

Please do not allow children to climb on the statue.

### **Dogs**

Dogs are not permitted inside the school fence at any time or for any reason.

### Hair & Make-up

We would not expect hairstyles that distract children or attract unwanted attention due to their unusual or extreme nature.

All long hair should be tied back. Hair covering a child's face affects attention, concentration and listening. It can also be a hazard within a learning environment. School will provide a scrunchie to tie hair up. Pupils are asked to remove nail varnish and any transfers before arriving at school.

### Mobile Phones

Pupils who are given a phone to bring to school should report to the school office before proceeding onto the playground and should hand the phone in. It needs to be in a named holder to be stored during the school day. The pupil needs to go and collect the phone at home-time. Children are not expected to be seen with phones on the playground.

### Children's responsibilities are:

To work to the best of their abilities, and allow others to do the same.

To treat others with respect.

To obey the instructions of the school staff.

To take care of property and the environment in and out of school.

To co-operate with other children and adults.

### Staff responsibilities are:

To treat all children fairly and with respect.

To raise children's self esteem and develop their full potential.

To provide a challenging interesting and relevant curriculum.

To create a safe and pleasant environment, physically and emotionally.

To use rules and sanctions clearly and consistently.

To be a good role model.

To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.

To value each child as an individual.

To be aware of their unique needs.

To provide opportunities for developing citizenship.

**The Parents' responsibilities are:**

To make children aware of appropriate behaviour in all situations.

To encourage independence and self-discipline.

To show an interest in all that their child does in school.

To foster good relationships with the school.

To support the school in the implementation of this policy.

To be aware of the school rules and expectations.

To value each child as an individual.

To provide role-models for citizenship.

**What we do to encourage good behaviour**

We make clear our expectations of good behaviour.

We discourage unsociable behaviour by promoting mutual respect.

We encourage children to take responsibility for their own actions and behaviour.

We set, through example, standards of behaviour.

We praise good behaviour both privately and publicly.

**What we do if your child misbehaves**

We operate a graduated response to unwanted behaviour.

**School Clothing**

All clothing worn into school must be named. School uniform must be smart and we want children to take pride in their school identity. Shirts must be tucked in and ties done up with the top shirt button done up. Winter Uniform allows for grey long trousers to be worn NOT black.

School shoes must be black and must be shoes NOT trainers. If a pupil arrives at school with a form of trainer on they will be asked to change into black pumps provided by school. Underarmour or other polo-necked/thermal layers are not permitted and are not necessary in our **very** warm school environment.

Waterproof coats appropriate to the season must be brought to school each day - due to changeable weather, our outdoor learning and visits. Please check lost property regularly if your child has mislaid any school clothing or equipment.

### PE Kit

All items must be named. Trainers must be plain and need to stay in school—astroturf trainers are not permitted. Pumpbags must be plain - red /black and named. Infants require pumps for outdoor P.E. in spring and summer.

P.E. in the hall will be done in barefeet.

Children need a pair of sports socks in their kitbag. Black joggers and red sweatshirt are required for Juniors.

If a child does not have their kit a message will be sent to parents to advise them.

Swimming Kit - one piece costume/trunks, swim cap and towel. If a child forgets school will provide a clean and appropriate kit for them to use.

### Personal Property

No electronic toys are allowed at school on any occasion. Specific days will be allocated for card collections or other pocket sized games. Any items brought into school on permitted days must be kept in the class cloakrooms and not in the classroom. School Money must be in marked envelopes.

We condemn the behaviour not the child.

We ask them to stop misbehaving.

Where necessary we discuss incidents with the children involved.

Where possible, we encourage children to try to resolve disagreements themselves.

We encourage children to take responsibility for their own behaviour.

Children may miss part of a playtime.

### Repeated persistent or serious misbehaviour

Where there is repeated persistent or serious misbehaviour the following may apply:

Withdrawal of privileges e.g. playtime.

Misbehaviour is recorded by class teacher.

Informal contact with parents.

Sticker Charts/Positive Behaviour Charts

Involvement of Head

Formal contact with parents

Formal monitoring and recording of behaviour

Advice and support from specialist external agencies

Exclusion - temporary/permanent.

## Encouraging Good Behaviour - Staff Guidelines

Acceptable standards of behaviour, work and respect depend on the example of us all. All have positive contributions to make.

- Set high standards
- Apply rules firmly and fairly
- Expect to give and receive respect
- Respect every person
- Treat everyone as an individual
- Praise good behaviour

Relationships are vital: relationships between everyone and at every level. Take the initiative.

- Greet and be greeted
- Speak and be spoken to
- Smile and relate
- Communicate

Problems are normal where children are learning and testing the boundaries of acceptable behaviour.

**Our success is tested not by the absence of problems but by the way we deal with them,**

- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use punishments sparingly
- Encourage children to sort out their own difficulties

## Our Lining Up Code

- When the whistle blows or I am asked to line up I:
- Stop and stand still
- Listen to instructions
- Walk to the end of the line silently
- Leave a person space
- Keep hands and feet to myself
- Keep quiet and still

## Rules & Reasons

### Food & Drink

We are a healthy school and as such will not give out snacks or sweets at any events or clubs. We will allow children to bring fresh fruit as a breaktime snack and only water is allowed in water bottles. Sweets are not permitted on day visits and are limited on residential. Packed Lunches- no chocolate confectionary bars and no nuts because of the risk to children with nut allergies.

### Jewellery

Children are not allowed to wear earrings, wristbands, bracelets, necklaces of any kind. This is because of the risks they pose on the playground, in class and during P.E. lessons.

### Our Code of Conduct

#### SELF:

Try your best

Be positive

Tell someone if you are unhappy

Be honest, own up and say sorry

#### OTHERS:

Be welcoming and friendly

Respect others, their work and possessions

Tell if you know someone is unhappy

Share and Care

Listen to Others

#### SCHOOL:

Be proud

Do your best

Keep school tidy

#### Our Listening Code

When I am asked for my attention I:

Stop what I am doing

Empty my hands

Look at the teacher

Keep quiet and still

Listen to instructions

### Suggested strategy for resolving conflict - 3 steps

The others listen with no interruption

They are encouraged to maintain eye-contact

Each child has a turn to say:-

What the other(s) has/have done to upset them.

How they feel about it.

How they would like them to behave in future.

#### No-one is allowed to interrupt or argue.

They go on taking turns until everyone has finished.

The adult is there as referee, not part of the discussion. S/he makes sure that the turns are taken, that the children stick to the three steps, that they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgment and take appropriate action.

#### Rules and Sanctions (see also behaviour guidelines)

Limits need to be clear and discussed in each class.

Each class should devise its own class rules which would belong to the class and be adopted by any staff teaching that class.

Sanctions should be fair and consistent and should be imposed following a warning.

As a general rule only the appropriate child should be aware of complaints about behaviour - telling someone off on the other side of the classroom can leave everyone feeling told off.



## Behaviour Guidelines

### Sanctions

Pupils should expect fair and consistently applied consequences which differentiate between minor and serious offences.

### Procedure

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour.

### Playground Behaviour:

Step 1: Adult issues a clear and polite request to the child and allows opportunity for the child to respond.

The child is given one further opportunity to stop the unacceptable behaviour and told that this is the final warning.

"This is the final time I am going to ask you/speak to you - do you understand?"

Step 2: If the behaviour continues the child will be asked to spend 5 minutes in "Time Out". The adult will make clear that this is an opportunity to think and/or calm down. After 5 minutes the child should be spoken to by the adult and given the chance to say sorry or any other appropriate action. The class teacher must be informed if a child has had a period of "time out".

Step 3: If the child refuses time out or repeats unacceptable behaviour this step is followed. A message is sent to the staffroom/office to request support on the playground from the class teacher. The child will miss their next break (15 mins.) and parents should be informed. The break should be spent in purposeful and positive activity in the library area.

Step 4: If the situation is deemed as more serious, the DHT or HT must be sent for - children must not be "sent in".

### Classroom Behaviour

Classroom behaviour follows the same procedure with reference to the classroom rules and codes of conduct.