



St. George & St. Martin Catholic Academy

'Growing Learning & Loving; United in Play, Prayer and Peace.'

Behaviour Policy

Introduction

This policy was co-written by all staff, both teaching and support in consultation with all Key Stage One and Key Stage Two pupils.

Rationale

The establishment of a calm and orderly learning environment in school and in the classroom is key to effective learning and teaching in our school. Effective learning and teaching are dependent on positive relationships through interactions between staff and pupils, and between pupils themselves. Our Policy at St George and St Martin is based on an overwhelming positive approach towards managing behaviour.

At St George & St Martin we aim to:

- Provide a well-disciplined Catholic environment with rules which are meaningful and relevant, rooted in the teachings of Jesus.
- Encourage teachers and pupils to learn, play and co-operate in an atmosphere of mutual respect and courtesy.
- Enable the children and staff to have a high level of personal self-esteem.
- Encourage the children to be aware of their responsibilities as members of a class and the school community.
- Enable the children to understand and accept the consequence of their actions.
- Reinforce positive behaviour and give children responsibility.
- Encourage children to take a pride in themselves, their uniform and their school.
- Recognise the effort and attainment of all pupils whilst also valuing their diversity both in academic and non-academic achievements.

School Rules

Our school rules follow Jesus's teachings:

'Love God above all else' and 'Love your neighbour as yourself'

This means that in our school:

- We respect God;
- We respect each other;
- We respect our own and others' property;
- We respect ourselves.

It is important that in our school, all members of our school community follow these rules. This includes all adults, so that we are setting an example to our children.

These school rules can be applied throughout the school and will apply during break and lunch times. The school rules will be displayed in all classrooms and throughout the school. The school rules are incorporated into the Home-School Agreement and at the start of each academic year the children sign up to and agree to follow the school rules.

In addition, it is expected that children will behave in a certain way when in school. This includes:

- Sitting up in their seat when in lessons;
- Looking at the adult or other child that is speaking;
- Not drinking from their water bottle when an adult is teaching them;
- Use their manners 'please' and 'thank you';
- Say 'pardon' if they do not hear what an adult says;
- Answer an adult when they ask a question, looking at them;
- Not leaving the classroom without permission;
- Ensure they allow adults through the doors when crossing at the same time;
- Hold doors for others;
- Walk on the left of corridors and stairs;
- Knock and wait when entering a room that is not their classroom e.g. other classrooms, staffroom, school office.

School Reward Systems

Praise and raising children's self-esteem is at the heart of the school policy.

Strategies to encourage good behaviour

The strategies to encourage good behaviour include to:

- Recognise and reward examples of good behaviour or good work.
- Recognise and reward effort to behave/work well.
- Display children's work in a prominent place.
- Give children classroom/school responsibilities.

Each class may have their own in-class reward system, but the following are whole-school strategies:

Dojo (House Points)

- Children will be rewarded for good work and good behaviour with Dojo points.
- As the children earn Dojo points, they will be rewarded termly as follows:

100 Dojo points	Pen/pencil
200 Dojo points	Felt pen/pencil crayon set
300 Dojo points	Book
500 Dojo points	Board game/card game
700 Dojo points	Trip to Forest Park
1000 Dojo points	£10 gift voucher

- Children who break any of the school rules will be reminded of the school rules, then make the choice of whether to continue their rule breaking or return to keeping the rules.
- If a child continues to break a rule, they will lose 1 Dojo.
- Parents will be informed of their child's behaviour through the Dojo app.
- At the end of each half term, children who have earned more than 100 Dojo points will be given an additional hour reward (e.g. colouring, drawing, film, outside, laptops, toys, game, park).
- The children in each house achieving the most Dojo points in one week to be awarded stickers in Nursery, Reception and Key Stage 1 and stars in Key Stage 2. These names to be included in a lucky dip for a termly prize.
- The house cup will be awarded weekly at the school assembly. The house cup is the Jean Clarke Trophy in memory of a member of staff.
- The house with the most points at the end of term is awarded extra playtime.

Headteacher's Award

- Each week teachers nominate a child for the Headteacher's Award which is presented in assembly on Friday. **Child will receive 5 Dojo points.**

Green Cards

- Green cards are awarded to children for excellent work or behaviour in Y1-Y6. **This is recorded by the class teacher on Dojo. Each green card will be worth 5 Dojo points.** The individual with the most green cards each term wins a reward. In Early Years special prizes are awarded for exceptional effort and behaviour.

Citizenship Badges

- Each week, a child from each class is awarded a Citizenship badge for demonstrating that they are a good citizen. The badge is in memory of a parent and governor, Mr Kelsall. Alongside the badge the child is awarded a certificate which can be kept in their Record of Achievement. **Child will receive 5 Dojo points.**

Values and Virtues Award

- Each week, a child from each class will be awarded our Values and Virtues award, based on whichever Values and Virtues are the focus for that half term. The Values and Virtues are:
 - Grateful and Generous
 - Eloquent and Truthful
 - Learned and Wise
 - Attentive and Discerning
 - Curious and Active
 - Intentional and Prophetic
 - Compassionate and Loving
 - Faith-filled and Hopeful

Child will receive 5 Dojo points.

Reading Award

- Each week, a child from each class will be awarded our Reading award. This is for a child who has made progress in their reading, has put lots of effort into their reading, or does lots of reading outside of school. Child will receive 5 Dojo points.

Letters to parents

- Each half term, a letter recognising good work and behaviour, is posted to the parents of children who have been nominated by their class teacher. [Appendix A]

End of the school year

- At the end of the school year prizes are awarded to children in each class for:
 - The child showing most overall improvement/attainment
 - The child who made the most overall contribution to school life (Y6 only).

Early Years

In Nursery and Reception, rewards and sanctions are immediate and age appropriate.

Sanctions

Whilst attempting to be positive wherever possible, there will inevitably be occasions where children may behave in a disruptive or anti-social manner.

Loss of Dojo

1. General reminder of school rule
2. Positive prompt (eg Well done to all those children who are...)
3. Individual warning (If choose to carry on breaking the rule you will...)
4. Move to the middle, time for thinking.
5. Observe desired behaviour – move back to the start or continue to break the rule **and lose a Dojo.**
6. If a Dojo is lost, move immediately back to the start. Children only allowed to complete steps 4 and 5 twice in any session.

Breaktime Detention and Yellow Card KS1 and KS2

A Yellow Card and Breaktime Detention is given to a child who does not respond to repeated reminders about the golden rules or for incidents which are more serious than loss of golden minutes.

All Yellow Cards and Breaktime Detentions must be recorded in the Behaviour Log kept by the Vice Principal to ensure consistency across the school. The adult issuing it is responsible for informing the Vice Principal. If any child receives 2 Yellow Cards and Breaktime Detentions within a half term, they are automatically given a Red Card and a Lunchtime Detention if a third occasion arises that half term.

Yellow cards equate to a loss of 5 Dojo points.

Lunchtime Detention and Red Card KS1 and KS2

A lunchtime detention and a red card is given for a serious breach of the golden rules e.g. swearing, unkind behaviour.

All Red Cards and Lunchtime Detentions must be recorded in the Behaviour Log kept by the Vice Principal to ensure consistency across the school. The adult issuing it is responsible for informing the Vice Principal. Parents are informed in person or by telephone if their child is given a lunchtime detention and a red card by the adult who issued it on the day it is issued.

Lunchtime Detentions and Red Cards indicate a concern about a child's behaviour and as such are closely monitored.

One Lunchtime detention and red card (in a term)	Child sees Principal to discuss the incident
Two Lunchtime detentions and red cards (in a term)	A formal written invitation requesting parents to see the Principal is issued. [Appendix B]
Three Lunchtime detentions and red cards (in a term)	Child is placed on report (Appendix C)
Four Lunchtime detentions and red cards (in a term)	Internal exclusion
Five Lunchtime detentions and red cards (in a term)	Exclusion

A red card equates to a loss of 10 Dojo points.

If 2 red cards or more are received in a term, a child will not be allowed to represent the school for the term.

Any child excluded (either internal or external) will not be allowed to represent the school.

At the beginning of each term, all red cards are wiped clean.

Serious offences

- Any form of racist behaviour, bullying or serious misbehaviour will not be tolerated. This should be reported directly to the Principal (See anti bullying policy)
- Where a child is displaying repeated anti-social behaviour they should be referred to the SENCO who in consultation with the class teacher will place the child on the appropriate stage of the SEN register and provide the child with an appropriate IBP/PSP (See SEN Policy).
- Advice will be sought from outside agencies, if necessary.

- Any behaviour involving violence towards staff or other children will result in exclusion. Children excluded will not be allowed to represent the school or be allowed in the Golden activity.

For severe breaches of discipline:

- Will be dealt with on an individual basis at the discretion of the Principal
- Temporary suspension for either lunchtimes or a stated number of days.
- Permanent exclusion.

(These may only be applied by the Principal after referral to the Academy Committee).

Class Teachers will:

- Ensure children are aware of school and classroom rules and explain why they are necessary.
- Always be consistent in their approach to behaviour.
- Plan and organise both the classroom and lessons to keep pupils interested and thus minimise the opportunity for disruptive behaviour.
- Emphasise positive behaviour.
- Be alert to signs of bullying.
- Involve parents at the appropriate stage – always try to gain their support.
- Be strategically placed when children are leaving the premises and when they are moving from the playground to the classroom or other areas of the school.
- Use the agreed school system of record keeping and pupil profiles to identify potential learning and behavioural problems at an early stage.
- Be available, by appointment, to parents outside school hours.

Special Educational Needs and Disabilities

St George and St Martin is committed to meeting the needs of all the children, regardless of special educational needs or disabilities. When a child is placed at SEN Support for Social, Emotional and Mental Health Needs, their needs are managed in accordance with the SEN Policy. This may differ from the systems outlined above.

Mental Health and Wellbeing

St George and St Martin recognises the importance of strong mental health and wellbeing. Staff have been trained in Mental Health First Aid and the SENCO is also Senior Mental Health Lead.

We recognise and understand that mental health and wellbeing can affect a child's behaviour, and vice versa. In the first instance, staff will discuss their concerns with the SENCO, deputy mental health lead or mental health lead. Key to our approach is an understanding and analysis of behaviour so that all stakeholders are involved and fully aware of what has happened and what the likely consequences could be.

We consider that open and honest relationships allows difficult conversations to take place and that this honesty enables all parties to manage the situation with respect to their own mental health.

Agreed by the Staff on.....

Agreed by the Academy Committee on

Appendix A

Dear

I have been informed by your child's class teacher that has worked really hard this half term. Please offer my congratulations to I hope he/she continues to work very hard at school.

Dear

I have been informed by your child's class teacher that has been really well behaved this half term. Please offer my congratulations to I hope he/she continues with his/her excellent behaviour.

Appendix B

Dear

You are aware that there is a disciplinary procedure within the school. Your child.....has now received two red cards during this half term.

Please make an appointment to see me so that we can work together to resolve this problem.

Yours sincerely,

Principal

Appendix C

Dear

Your child has now received three red cards and he/she is now going to be placed on report for a limited period of time.

Please make an appointment to see me so that this matter can be discussed further.

Yours sincerely,

Principal