



Behaviour Policy

Introduction

This policy aims to further improve the behaviour of the children at St George's Church of England Academy and maintain the children's behaviour at a high level by putting the main emphasis on rewarding good behaviour. This will help to ensure that the children are happy at school and that the maximum amount of learning takes place during their time at school.

*All pupils have a right to learn.
All adults have a right to be able to do their job.
Every pupil can choose to behave.*

Philosophy

St George's Church of England Academy seeks to encourage good behaviour and self discipline in order to achieve a high quality of education for all children.

We believe that this can be achieved by children, parents and **all** staff at school working in partnership.

Our main aim is to encourage good behaviour through rewards and praise. Consequences are in place to discourage poor behaviour.

So that everyone is aware of what is expected of them, the school has some basic rules and a set of responsibilities for children, staff, parents and governors.

This area is managed in line with the Christian ethos of St. George's.

Aims

- To raise academic and personal achievement:
- To establish a calm, purposeful and happy atmosphere within the school;
- To establish increasing independence and self-discipline so that each child learns to accept responsibility for his or her behaviour;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To make boundaries of acceptable behaviour clear to ensure safety.

Responsible behaviour is essential to achieving these aims.

We can achieve caring and responsible behaviour by:

- establishing clearly the types of behaviour we expect
- providing models of responsible and caring behaviour
- discouraging and not accepting inappropriate behaviour

Responsible behaviour can only be achieved where adults and pupils alike have respect for themselves, for others and for property. SELF-RESPECT is gained by:

- taking pride in your work and achievements
- enjoying working with and helping others
- taking pride in looking after your things
- attending school regularly and punctually
- taking pride in your appearance
- seeing that other people like and respect you



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You can only gain respect and liking from others if you show respect and liking for them.

RESPECT FOR OTHERS means;

- being polite and kind to people
- showing you realise that other people may have different points of view
- helping people
- getting on with your own work in class
- letting other people get on with their work
- speaking politely
- laughing with people not at them
- being able to share things with others
- taking your turn
- letting others join in your games and activities
- leaving other people's property alone
- trying to "think the best" of people
- learning to trust other people

RESPECT FOR SCHOOL means:

- attending regularly
- always trying to do our best
- trying to look our best
- helping to keep the school looking pleasant and tidy
- helping with displays
- caring for the school building, furniture and its grounds
- behaving sensibly

We should remember that when we're out of school, our school's reputation could be judged by our behaviour

School Rules

Rules are determined by each class through discussion, this then promotes ownership. The children are made fully aware of the agreed set of rules. The class rules are then displayed appropriately in each classroom.

Basically the rules are as follows:

1. Always be on time and where you should be.
 2. Move sensibly and quietly around the classroom and the school.
 3. Always be polite and considerate.
 4. Treat others, their work and belongings with respect.
 5. Raise your hand before speaking in the classroom.
 6. Follow instructions the first time they are given.
- The breaking of these rules will result in clearly stated sanctions/consequences.

Responsibilities

Children's Responsibilities:

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 all school staff.

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

To co-operate with other children and adults.

To be in the right place at the right time.



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Staff Responsibilities:

- 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 recognise that each is an individual, and to be aware of their needs.
- To offer a framework for social education.

Parents' Responsibilities:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self discipline.
- To make sure that their children arrive on time, in appropriate clothing for the weather, and make sure that they are collected on time.
- To encourage their children to bed at a reasonable time so that they are fresh for school the next day.
- To show an interest in all that their child does at school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To offer a framework for social education.

Governors' Responsibilities

- To support the partnership between home and school.
 - To monitor and evaluate the implementation of the schools behaviour policy (on an annual basis).
- The governors support the headteacher in carrying out these guidelines. The headteacher has day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Rewards

To show that the school appreciates good behaviour, the children will be rewarded as follows. All children who choose to follow the school rules will receive stickers/stamps which will be kept in their personal behaviour books. These rewards will add up day by day over the school year and children will receive the following recognition:

- 100 stamps/stickers : Bronze Certificate.
- 150 stamps/stickers : School pencil
- 200 stamps/stickers : Silver Certificate.
- 250 stamps/stickers : School pen
- 300 stamps/stickers : Gold Certificate.
- 400 stamps/stickers : Medal

The majority of certificates and prizes will be awarded during Key Stage Assemblies. Gold certificates and Book tokens will be presented during whole school assemblies.

At the end of every week every child without a consequence gains an additional stamp/sticker. At the end of every week if no one in the class gets a consequence, then the whole class receives a bonus stamp/sticker.



Dinnertime Award

At the end of each week certificates are given to 8 children in the school for excellent lunchtime behaviour during the week. The certificates are awarded during Friday morning's Presentation Assembly. The children who gain the certificates are then invited to sit at the 'High Table' during Friday's lunchtime. The 'High Table' is seen as a very special treat and is laid accordingly.

Playtime Awards

At the end of each KS1 playtime the teacher on duty will award 'Lenny Lion Tokens' to the classes who line up appropriately (ie smartly, silently). The tokens are displayed within the school and collated at the end of each week. The class with the most 'Lenny Lion Tokens' is rewarded by having an extra 5 minutes playtime on a Friday.

Chance Cards

Chance cards are carried by all members of staff and can be given to children who show good examples of helpfulness, courtesy and good manners.

Chance cards are entered into a monthly draw and winners receive a special certificate and a book token. The draw takes place during our Presentation assembly.

Chance cards are not given for examples of good work they are solely for 'unasked for' examples of good behaviour. For example: picking up coats in the corridor, holding a door open, picking up rubbish, playing together appropriately, etc.

Chance cards apply to the whole school.

Whole Class Awards

Each class has an award chart. Whenever the whole class does something good a class award is given. Class awards do not get taken away. When the chart is complete the class receives a treat (max. time 1 hour).

Sanctions

The school will provide an experience of forgiveness and reconciliation when things have gone wrong. Everyone within our school has the right to be listened to and the opportunity to reflect on any inappropriate behaviours.

Children who choose not to follow the rules will receive consequences (these will be given on a daily basis, with a fresh start each day). They will have a mark recorded next to their name each time a rule is broken within class consequence books. A series of sanctions will be implemented, according to the level of misbehaviour. Consequences can be given by any member of the school staff.

Consequences

1 consequence - a verbal warning.

2 consequences - 5 minutes 'Time Out' (working away from their group)

3 consequences - 10 minutes 'Time Out' (working away from their group)

4 consequences - Miss a playtime

5 consequences - Parents are contacted by the class teacher (via a letter proforma)

6 consequences - Child is sent to the Head teacher or Deputy Headteacher

7 consequences - A meeting is scheduled with the child, parents, class teacher and Head teacher.

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For serious breaches of the school rules, such as fighting, bullying, swearing or insolence, an individual may bypass the consequences.

Parents of children who are showing worrying behaviour patterns will be informed by the school.

Severe clause

The severe clause covers persistent and disruptive behaviour that has a negative effect on teaching and learning. In these cases the Head, Deputy or other senior teacher will become involved at an earlier stage and additional consequences may include:

- ~ The implementation of a 'Behaviour book' or 'Behaviour Record'
 - 'Behaviour Record' – each school day is divided into a specific number of sessions (determined by the child's age) and a symbol signifying the child's behaviour is placed in each session (ie smiley face/sad face).
 - 'Behaviour Book' – a written summary of the child's behaviour which is sent home at the end of the school day and returned the following morning. This provides an opportunity for both the parents and class teacher to inform each other of behaviour patterns.
- Both systems are implemented by the class teacher and monitored by the headteacher.
- ~ Internal exclusion
- ~ Behaviour warning letter sent to parents
- ~ Exclusion (fixed term)
- ~ Pastoral Support Plan
- ~ Use of outside agencies
- ~ Exclusion (permanent)



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