BEHAVIOUR POLICY

Introduction
This is the behaviour policy for St John and St James Church of England Primary School.

Included in the policy are:

♦ Our Aims
♦ Expectations
♦ Golden Rules (whole School rules)
♦ Incentives
♦ Sanctions

Children learn about behaviour in the same way they learn other things. As parents/carers and professionals we want to encourage the children's positive behaviour which includes thinking about our own expectations and ourselves as positive role models.

At St John and St James we adopt a positive behaviour strategy which we believe creates and promotes an effective environment for learning.

We believe that praise is always more effective than punishment.

The policy aims to encourage the vital partnership between home and school. Parent/carers, children and professionals are expected to offer a commitment to the policy and therefore share in its ultimate success.
Our Aims

♦ We aim to provide a secure, happy and caring learning environment. Every child should be safe from the effects and threat of bullying, racial abuse and discrimination.

♦ We want to build a tradition of respect, good manners, pride in work, self respect and sense of responsibility among all our children.

♦ We want our children to learn the value of teamwork and to develop the skills that will enable them to be effective team members.

♦ We aim to give our children a clear sense of right and wrong firmly based on Christian principles.

♦ We want to teach our children to value and respect everyone equally, to be tolerant of different points of view and to appreciate each other’s culture, background, gender and ability.

♦ We want our children to mature into responsible, courageous and pro active citizens. We aim to provide the solid foundation needed to help them meet uncertainties and challenges they will face on leaving our School.
Expectations

At St John and St James we expect parents/carers, children and professionals to:

♦ Work hard and always do our best.
♦ Demonstrate respect and understanding towards each other.
♦ Look after our own and each other’s belongings and to take care of school resources and the environment.
♦ Use good manners at all times and speak politely to everyone.
♦ Always treat each other in a kind and caring manner.
♦ Listen when others are talking.
♦ Always speak the truth.
♦ Move quietly and calmly in class and throughout the school building.
♦ Support each other.
Golden Rules

♦ Do your best and always work hard

♦ Be honest and always speak the truth.

♦ Look after your own and other people’s things.

♦ Be polite - always say please, thank you and excuse me.

♦ Always be kind and caring to each other.

♦ Listen to each other and be willing to share and take turns.

♦ Always walk calmly and quietly in school.
Incentives

The following incentives are used to reward children's personal, social and academic development throughout the school.

### Behaviour Incentives

<table>
<thead>
<tr>
<th>Step</th>
<th>Points</th>
<th>Rewards</th>
<th>Celebration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*</td>
<td>Smile and Praise</td>
<td>in class</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Sticker</td>
<td>in class</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>Certificate</td>
<td>in class</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>Pencil</td>
<td>in class</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>Sticker</td>
<td>in assembly</td>
</tr>
<tr>
<td>6</td>
<td>25</td>
<td>Certificate</td>
<td>in assembly</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td>Choice Box</td>
<td>in assembly</td>
</tr>
<tr>
<td>8</td>
<td>35</td>
<td>certificate home</td>
<td>with parents</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>Headteacher's cert.</td>
<td>with parents</td>
</tr>
<tr>
<td>10</td>
<td>45</td>
<td>Trophy and newsletter</td>
<td>with parents</td>
</tr>
<tr>
<td>11</td>
<td>50</td>
<td>Pick-a-Prize</td>
<td>*</td>
</tr>
</tbody>
</table>

Appendix 1 lists the various ‘Pick-a-Prize’ rewards that pupils can choose from when they have earned 50 points.
Work Incentives

Show and share good work with:

- Own Class
- Teacher of your choice
- Deputy Headteacher
- Headteacher
- Work of a very high standard will be displayed on the Excellent Work board.

Lunchtime Incentives

- **Stickers** - Lunchtime Supervisors issue stickers for good behaviour in dinner hall and playground
- **Top Table** - Best behaved table group sits at the Top Table for a week.
Sanctions

The following sanctions are used throughout the school. Most incidents of unacceptable behaviour can be dealt with using Steps 1 to 5. A few may require Steps 6 to 9. We believe that with early support and a strong home/school partnership, Steps 10 and 11 will rarely be necessary.

<table>
<thead>
<tr>
<th>Step</th>
<th>Sanctions - Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Child is given a reminder.</strong> (yellow card)</td>
</tr>
<tr>
<td>2</td>
<td><strong>Child is given a 2nd reminder and a reprimand.</strong> (yellow card)</td>
</tr>
</tbody>
</table>
| 3    | **Child is given a final warning.** (red card)  
Child's name written on board or similar visible warning. |
| 4    | **Child is given 'time out' in the classroom.**  
Privileges (e.g. Golden Time) may be withdrawn. Parents are notified through Home - School Booklet. If a child receives 3 'time outs' in a fortnight, parents will be asked to meet with the teacher to discuss their child's behaviour. |
| 5    | **Child is given 'time out' outside the classroom.** (class card sent to KSCo-or/DHT/HT)  
Child sent to Key Stage Co-ordinator or Deputy Headteacher. Parents are notified verbally. If a child receives 3 'time outs' outside the classroom in a fortnight, parents will be asked to meet with the teacher and Key Stage Co-ordinator or Deputy Headteacher to discuss child's behaviour. |

<table>
<thead>
<tr>
<th>Step</th>
<th>Sanctions - Level 2</th>
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</table>
| 6    | **Child misses 5 minutes of playtime.** -  
A 5 minute detention recorded in book. Detention takes place in school hall at 10.30am. If a child behaves very badly s/he may go immediately to Step 6 or 7. Parents are notified through Home - School Booklet. |
| 7    | **Full detention (15 minutes at playtime).** - **Pink Sheet completed and given to HT.**  
The detention is recorded, Junior pupils fill in a self-review form (see appendix 2) and the classteacher sends a letter to the parents. |
| 8    | **On report.**  
After 3 occasions at Step 7 in any one term child's parents/carers will be asked to come to school to discuss child's behaviour with the class teacher and set expectations for the future. Child is put on report and has to present their behaviour record to the Deputy Headteacher daily. |
9 On report and banned from playground for fixed period.
If a child’s behaviour does not improve the Headteacher will arrange to see
child’s parents/carers to discuss child’s future education. Child remains on
report and has to present their behaviour record to the Headteacher daily.
During playtimes and lunchtimes the child will be under close adult
supervision and banned from the playground.

### Step 3

<table>
<thead>
<tr>
<th>Step</th>
<th>Sanctions – Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td><strong>Exclusion.</strong></td>
</tr>
<tr>
<td></td>
<td>For especially serious behaviour a child may be excluded by the Headteacher (e.g. causing serious and deliberate injury to a pupil or adult).</td>
</tr>
<tr>
<td></td>
<td>Parents and carers are notified in writing and in addition, if possible, by telephone in the case of all exclusions.</td>
</tr>
<tr>
<td>11</td>
<td><strong>Permanent Exclusion.</strong></td>
</tr>
<tr>
<td></td>
<td>In the case of a permanent exclusion, a pupil will normally have been the subject of a Pastoral Support Plan for at least 16 weeks.</td>
</tr>
</tbody>
</table>

- Class teachers teach children about positive behaviour choices and the consequences of poor behaviour choices in class Circle Time etc. Class teachers must teach children the meanings of the sanctions Steps and ensure they use them in practice i.e. 'This is a Step 2 warning'. 'You are on Step 4. If things don't improve what happens at Step5?'

- Teachers display school and class rules prominently and at child height in the classroom. The rules should be referred to regularly.

- Parents are notified by the school from Step 4 onwards.

- Midday Supervisors report unacceptable lunchtime behaviour to class teachers. Midday Supervisors follow steps one to seven. Pink incident sheets to be completed for all Step 7 incidences.

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Appendix 1

Pick-a-Prize

Children who have earned 50 incentive points can choose any one of the following rewards. The ideas for the rewards listed below were thought up by the children themselves.

♦ Wash-up in the staffroom.
♦ Help Mrs Humphreys or Mrs Varnava.
♦ Bring in a video and watch it over lunchtime with a friend.
♦ Picnic lunch in class.
♦ Spend a day in a different class.
♦ Help the Lunchtime Supervisors.
♦ Choose the composer of the week in assembly.
♦ Art for a day.
♦ Half a day on the computer.
♦ Lucky dip. Pick-a-Prize from the mystery box.
♦ Playground monitor for a week.
♦ Help in the Infant playground.

Appendix 2
Self-Review Form

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Class</th>
</tr>
</thead>
</table>

**Incident**

**The choice I made**

**School rule(s) broken**

**Better choices I should have made**

**How I feel now**

**Future choice I'll make**

**Teacher’s comment**

**Letter sent home**