

St. Alban's Catholic  
Primary School



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***'Inspired by God's love, we learn and grow together.  
St. Alban pray for us.'***

**Positive Learning and Behaviour Policy**

*(This policy covers behaviour, discipline, bullying, racial and sexual equality)*

Reviewed September '14 with 'Stay on Green' information added in March '15 (see back of policy)

This policy covers behaviour, discipline, bullying, racial and sexual equality and needs to be read in conjunction with those policies and the Gifted and Talented & SEN, Disability and PSHCE policies.

Underpinning the policy:

### Aims of the school

St Alban's Catholic Primary School has a mission statement, which is reflected in all aspects of school life:

*"Inspired by God's love, we celebrate our gifts as we learn and grow together.*

*St. Alban pray for us."*

It is a brief mission statement so that every child in the school can learn it.

More specifically we aim:

- a. To grow and develop in the Catholic Faith following the example of Christ
- b. To provide a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical growth of our children
- c. To teach children care and respect for one another

We hope that through our work, all of us associated with the school can be filled with wisdom. Whatever stage we are at in our faith journey we should be ready to learn and to share our wisdom with others.

"Ethos is the characteristic belief and spirit of a given community"<sup>1</sup>

We hope that our school can promote an ethos where we can all grow in God's love. By ethos we mean the "atmosphere or climate which can somehow be sensed within a school community"<sup>2</sup>. Ethos is created by a great many influences, which affect the quality of relationships and the process of learning within the school. Each school has its own distinct environment which can be seen in:

1. The atmosphere of welcome,
2. The visible signs of care, concern, respect for all who make up the school community,
3. The décor notices and displays.

The ethos is *created*.

The inspiration for this comes from our gospel values:

The belief that all human beings are uniquely created and loved by God and worthy of respect. These principles underpin all the rules of behaviour and discipline within the school and apply to staff and pupils alike. Parents and other visitors to the school are also expected to abide by these principles. It is by the whole community adhering to this policy that pupils will maximise a positive learning experience.

<sup>1</sup>"Evaluating the distinctive nature of a school" – CES pg.c-1

<sup>2</sup>"Our schools and our faith – Jim Gallagher.

## **Respect for others**

It is essential that everyone shows respect for one another in order that the work of the school may progress.

*Teachers have the right to teach  
Pupils have the right to learn*

## **Self discipline and Self respect**

The basic school rules and expectations are contained in the following section. These aim to give clear guidance to staff, pupils and parents as to acceptable and agreed behaviour and procedures in most situations. School rules cannot cover every eventuality and we expect common sense and consideration for others to guide our actions in those situations for which there is no specific rule.

By following the rules and acquiring habits of good behaviour pupils will develop self-discipline. Good behaviour and consideration for others will attract praise and approval, and feelings of self-worth and self-respect. (See Appendix 6 Lunch time policy)

## **Acquiring the ability to distinguish between Right and Wrong**

As children mature we expect them not only to learn good habits but also to develop a moral sense of what is a right action and what is a wrong action. We believe that our Behaviour and Discipline Policy encourages this development, not simply by stating a set of rules to be followed without argument, but by setting a standard for everyone in the school community to meet. Good behaviour and consideration for others will be rewarded and, where our expectations are not being met, disciplinary sanctions will be applied fairly and consistently.

## **Incentives**

It must be recognised that perhaps the most important aspect of any learning environment is the positive rewards children receive from both adults and their peers. We can create a positive learning environment by recognising positive efforts, praising pupils and building mutual respect between staff and pupils and between pupils themselves.

The following incentives are available for use by all staff: -

- Verbal praise;
- Verbal praise accompanied by a note/stamp/sticker/house point in the pupils' exercise book/homework diary;
- Nominating a child each week as STAR and STAR WRITER and STAR MATHEMATICIAN;
- Midday assistants nominating a child from each class and a class of the week;
- Termly nominations for our Awards Assembly.

***\*\*We have adopted the Stay on Green strategy for behaviour in March 2015. This will be added to the reviewed policy in September 2015. Please see details at the back of this policy.***

The school believes in praise and encouragement as methods of fostering acceptable standards of behaviour and academic work. Children are motivated when their efforts are recognised and thus have targets at which to aim.

At St Alban's School there are four Houses, into which the children are divided: Wellington, Spitfire, Lancaster, and Hurricane. House points are awarded to children for all aspects of work and behaviour in the school. At the end of each half term the House points are totalled for the award of overall winner.

### **Pastoral Care**

At school we are concerned with the "whole" child and not just academic achievement. If your child doesn't appear to be happy then it is likely that she/he will not do very well. For this reason each class teacher will be concerned with how children are getting on with each other and how they will get on with adults. If a child appears to be unhappy, the class teacher will initially aim to support the child in dealing with the root cause of this, provided it is only a minor disagreement. There are many tools such as the class 'worry box' and 'Circle time activities' as well as assemblies that provide opportunity and resources to deal with such issues. We use the SEAL programme (Social and Emotional Aspects of Learning) throughout school to support pupils in their social and emotional development. Should the problem persist or is of a nature thought to be related to child abuse then the matter will be brought to the head teacher and in turn the school will contact social services (if appropriate) and parents to discuss the matter.

Staff are expected to know the children well and to be aware of their needs. This is considered a strength in our small school. On occasions, a child will be issued with a 'Timeout card'. The child may show this card if they need to go inside, possibly to avoid confrontation. There will be no discussion on the playground and the child will ask at the office for a senior member of staff who will deal with the situation. Timeout cards are generally used for anger management but have also proved helpful to children who are having a continual problem on the playground with social situations.

### **Discipline**

There is obviously a need for discipline and order within our school. The rules that govern the safe and efficient running of our school should be known, along with our system of sanctions. Each class discusses and agrees their own class rules which are displayed within the classroom. It is important to create a calm environment in which positive relationships can flourish. Inspired by gospel values we incorporate into our system forgiveness, healing and reconciliation. Pupils should feel that they can redress any wrong that they have done.

### **Consequences**

*The following is an effort to define the stages for a discipline procedure within the school.*

Gospel values mean that all staff and pupils are accepted and respected. There should be no favourites, no outcasts. Whatever sanctions are used should not "rob pupils of their dignity as Persons"<sup>3</sup>

We seek to develop children self respect and to be respectful of others. This respect should extend to other cultures and other faith traditions.

However when a child is considered to be behaving in a way that is unacceptable to his/her teacher the following steps may be taken:

1. Verbal warning from the teacher. This step may be repeated. ( In some cases this may be supported by a discussion with the parent).

2. When a pupil ignores a verbal warning then they will be given a 'time out' in the classroom.
3. If a child repeatedly ignores verbal warnings and does not respond to 'time out', then a written warning (white card) will be given, stating the reason for this. It is important that the incident is dated. The warning should be sent home to notify the parent and recorded by the class teacher.
4. If a child does not respond to the white cards, the teacher will meet with the parents. If this does not resolve the issue, the child will be referred to the Head Teacher. She will then liaise with the class teacher to decide the most appropriate course of action to take. This may include regular reports on the child, targets set and meetings with the child's parents to ensure a co-operative approach to discipline.

In cases of serious incident pupils will receive a red card and be referred directly to the head teacher. The red card will outline the offence caused and must be dated and signed by the member of staff issuing it. It must be sent home for the parents to sign and then be returned to school. Generally, parents will be spoken to if a red card is issued. An incident report should also be completed in these circumstances. (See Appendix 1)

### **Further action**

If a pupil is frequently referred for behavioural problems, staff will consider whether it is necessary to seek assistance from LA support services and other outside agencies who may be asked to help in accordance with the procedures laid out in the schools SEN policy.

When all these steps have been taken, and the pupil's behaviour has not improved, then it will be necessary to consider the remaining two stages on the discipline hierarchy:

- Exclusion from school for a fixed term period.
- Permanent exclusion.

**Major offences**, such as a serious assault on another pupil or a member of staff, will lead directly to fixed term exclusion, regardless of the pupil's history. A Reintegration Interview will be convened between the school, parents and pupil (where appropriate) before the pupil's return to school and it may be decided at this meeting that the exclusion be made permanent.

### **Positive Handling**

The ethos of the school is that control of the pupils should be based on good personal/professional relationships between the staff and pupils. However circumstances may arise in which staff have to use reasonable force to control or restrain pupils. Members of staff will only use reasonable force to control or restrain pupils when all other alternatives have been or cannot be tried (See Appendix 2). Staff who are working with pupils with challenging behaviour will receive positive handling training. It is our intention to provide this training for as many staff as possible.

## **Dealing with Bullying**

At St Alban's School we believe that:

- "Before all else people should find in Catholic Schools an atmosphere of sincere respect and friendship"<sup>3</sup>

- A personal relationship is always a dialogue rather than monologue. We try to give serious consideration to the relationships and system of communications, which exist between all members of staff at every level.
- The visible signs of care, concern, respect for all who make up the school community,
- Problems should be discussed and conflict avoided.

What is bullying?

*Bullying is a wilful, conscious desire to hurt or threaten or frighten someone else. It occurs several times on purpose.*

The act of bullying need not be physical. Name-calling, teasing and isolating individuals from friendship groups can be just as damaging. Indeed, these forms of 'mental' or psychological bullying can often be far more damaging to self-esteem, and are more difficult to deal with as they often go unobserved. The special cases of sexual and racial harassment are dealt with separately in the following section.

We have the right to feel safe and happy, wherever we are, whoever we are. All acts of bullying are in direct conflict with our *aims*.

### Our aims

- ❖ There is no place for bullying in St Alban's school, and our aim is to eliminate it.
- ❖ We will give appropriate support to victims of bullying.
- ❖ We will apply appropriate sanctions to those individuals or groups involved in bullying and will develop a positive plan to change this behaviour.
- ❖ Instances of bullying **that are reported** will never be ignored. They will always be taken seriously, and dealt with in a proper manner.

### Expectations of Pupils

If you are being bullied, or you believe another pupil is being bullied, you must tell someone. This could be your *class teacher, teaching assistant, midday assistant, deputy or head teacher* or your parents. Most adults take bullying very seriously, so if the first person you tell doesn't believe you, tell someone else.

- If you do not want to tell someone, you can write it down and put it in the worry box.
- Remember that it is not your fault and that it is not normal or acceptable behaviour
- Avoid reacting to a bully in a violent manner. Keep calm (they won't like this) and report the incident as soon as possible.
- Make sure you follow the code of conduct and show consideration to others at all times.

### Expectations of Staff

- Be aware of situations that could reflect instances of bullying – children who appear tense or upset.
- Be aware of children who are being isolated in class or from friendship groups.
- React positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school's code of conduct and policy on bullying.

- Ensure that the *appropriate member of staff* is informed of any instance of bullying, and what action you have taken.

Remember that adults can be bullies too and it is essential that all staff, by example:

- show that problems can be solved by negotiation;
- deal with problems calmly;
- show tolerance, courtesy and respect to each other and our pupils/students and parents;
- foster positive relations with pupils/students and parents and
- deal with incidents of bullying promptly.
- Report all incidence of bullying whether between children, adults or children and adults

## **Expectations of Parents**

The role of parents is vital in supporting and reinforcing school policy on bullying. Please follow our code of conduct and encourage your child to

- Follow the code of conduct
- Report instances of bullying

You should

- Report any concerns about bullying to the school promptly and follow this with a written record.
- Make sure you get feedback by arranging a follow-up appointment through the school office.
- Let the school deal with a bullying problem; don't approach alleged 'bullies' or members of their family yourself.
- Come back to the school immediately if you have further concerns or a bullying problem appears to be continuing or resurfacing.

## **General Information and advice**

All schools experience problems of bullying. For most children growing up involves learning how to build relations with others. This is not always a smooth process as children vie with one another for attention and approval, from peers and parents. Most parents are painfully aware of this as brothers and sisters squabble and, sometimes, fight.

Whilst we all encourage children to be tolerant and get on with one another, conflicts will arise. As children mature their emotions can be very sensitive, and offence can be taken when none was intended. Getting children to talk about upsetting experiences, real or imagined, is far better than leaving them to 'stew' over matters. Be aware also that, in school, gossip and rumour are commonplace and conflicts often arise through misinformation.

It is for these reasons that we always try to expose bullying issues as quickly and openly as possible, in a constructive manner.

Unfortunately, for some children 'bullying behaviour' outside of school is seen as normal. Indeed, bullying in the home is not uncommon, nor is bullying in the workplace. For these reasons the school includes issues of bullying in its Personal, Social, Health and Citizenship Education Curriculum through the SEAL programme so that these matters can be aired in a frank and open manner.

## **Procedures for dealing with incidents of Bullying**

These guidelines should be followed by all staff, teaching and non-teaching, who are aware of, or suspect, any instance of bullying.

1. Action and support for the victim must be provided as quickly as possible.
2. The appropriate member of staff must be informed immediately, of your concerns and this must be followed by a written report.
3. The appropriate member of staff must follow up the incident as quickly as possible making sure that written statements are taken from the children/adults concerned.

A suggested pro-forma is included at Appendix 1.

4. The appropriate member of staff should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come into school to discuss the situation.
5. Counselling of the bully and the victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
6. The bully and his/her parents must be left in no doubt of the schools view of bullying and of the range of sanctions that may be imposed should there be a repeat.
7. Where bullying is between a child and adult it will be treated in the same manner. Statements will be taken and all parties given the opportunity to state the facts. The appropriate authorities and parents will be informed and the sanctions imposed as appropriate. It may be appropriate to involve outside agencies.
8. Bullying between adults within the workplace will be treated with the same response. Statements will be taken and all parties given the opportunity to state the facts. The appropriate authorities will be informed and the sanctions imposed as appropriate.

## Dealing with Racial and Sexual Discrimination and Harassment

At St Alban's School we believe that

- *Every one should be treated with respect and courtesy*
- *Consideration should be given to other people, their feelings and opinions*
- *Problems should be discussed and conflict avoided*

Discrimination – making a distinction between people based on race or gender and acting on that distinction to someone's advantage or disadvantage.

Harassment – behaving towards someone in a way that is unwelcome or hostile because of their race or gender.

**Acts of discrimination and harassment are contrary to *our aims*.**

### Our Aims

- To treat every individual, regardless of gender, social or cultural background, ethnic origin or religion as being of equal value and having the same entitlement to educational opportunities.
- There is no place for discrimination or harassment on the basis of gender, ethnic origin or culture in St Alban's school, and our aim is to eliminate them.
- To provide our pupils' with knowledge and understanding of other cultures by providing a wide range of experiences: these will involve discussion and debate, displays, including artefacts and poster, visits and visitors, and the use of music, dance and drama.

### Expectations of Pupils

If you are being harassed, or you believe another pupil is being harassed, you must tell someone. This could be your *Class Teacher/teaching assistant/other staff member* or your parents. Most adults' take racial and sexual harassment very seriously, so if the first person you tell doesn't believe you, tell someone else.

- Remember that it is not your fault and that it is not normal or acceptable to sexually or racially harass someone.
- Avoid reacting to harassment in a violent manner. Keep calm and report the incident as soon as possible.
- Make sure you follow our guidance and show consideration to others at all times.

### Expectations of Staff

- All incidents of discrimination and /or harassment must be dealt with positively and immediately.
- Report all incidence of bullying whether between children, adults or children and adults.
- Staff (and parents) must be careful to avoid using patronising language when helping to solve problems with pupils. Be aware of saying things which may worsen the situation such as "don't call him x, he can't help being x/that way".
- React positively to hurtful comments or criticisms that may occur during class discussion, question and answer sessions etc. and reinforce the school's code of conduct and policy on harassment.
- Ensure that the appropriate member of staff is informed in writing of any instance of harassment, and what action you have taken.

By example

- Deal with problems calmly
- Show tolerance, courtesy and respect to each other and our students
- Foster positive relations with students
- Deal with incidents of discrimination and harassment promptly

## **Expectations of Parents**

The role of parents is vital in supporting and reinforcing school policy on racial and sexual harassment. Please encourage your child to

- Follow the code of conduct
- Report instances of discrimination

Young children may find it difficult to recognise some of the more subtle forms of discrimination e.g. non-inclusion of individuals based on gender or race “this game is too rough for girls”

You should

- Report any concerns about racial or sexual discrimination to us promptly;
- Make sure you get feedback;
- Let us deal with the problem in school, do not confront the offender or their family yourself;
- Come back to the school immediately if you have further concerns or a problem appears to be continuing or resurfacing.

## **General information and advice**

We expect to be treated with respect and dignity regardless of our gender or background. This was not always the case, as the struggle for women’s and workers` rights earlier in the last century testifies. Indeed, struggle against discrimination in the workplace continues today. Today there is a richness and diversity of culture and experience in our country which is part of our heritage. This provides a unique opportunity to understand and share the customs of others and their various responses and contributions to our daily life.

Unfortunately, not all adults welcome such diversity and their children bring into school attitudes and language that are not always tolerant or appropriate.

Young children often repeat the language used outside school with little understanding of meaning. Whenever appropriate we will therefore make parents aware that we have a policy of welcoming and celebrating cultural and religious diversity. This may be on an individual basis or addressed during meetings, assemblies, celebration events, curriculum topics, school visits or invited guests.

Children need affirmation of the value of people all colours, cultures and genders. They also need to be helped towards avoidance or stereotypes and misinterpretations that can form at a very early age.

Racist incidents may come in many forms for example young children refusing to hold hands or sit next to or partner a child. In older pupils it may be name calling, repeating comments brought from outside school, an aggressive manner towards ethnic minority pupils and imitating accents.

We recognise that young children innocently use the colour of a child's skin as a way of identifying a child to someone else. We must encourage pupils to develop non-discriminatory attitudes towards others.

The school will, therefore, both in social situations and through the curriculum (in areas such as Social, Moral, Spiritual, and Cultural Education, Religious Education, Art, Music, Drama and Dance) continue to develop a wider understanding of Religious and cultural differences. 'Circle Time' will be used as a tool to discuss PSHCE topics and encourage tolerance and respect.

The governing reports racial incidents to the London Borough of Havering on an Annual basis. (See Appendix 4)

### **Procedures for dealing with incidents of racial and sexual harassment**

All staff, teaching and non-teaching, who are aware of, or suspect, an instance of racial or sexual harassment, should follow these guidelines. (Staff should be sensitive towards the difference between unwitting discrimination and harassment.)

1. In cases of discrimination it should be explained, calmly and quietly, why this may give offence and be discouraged.
2. Incidents of harassment should be picked up immediately and it must be made clear that this is unacceptable. Action and support for the victim must be provided as quickly as possible.
3. The appropriate member of staff must be informed immediately, of your concerns.
4. The appropriate member of staff must follow up the incident as quickly as possible making sure that written statements are taken from children concerned (see appendix 3).
5. The appropriate member of staff should, if the situation is serious enough or if it is a repeat, inform both sets of parents of the incident and of the action the school has taken. They should be offered the opportunity to come in to school to discuss the situation.
6. Counselling of the offender and victim, by appropriate staff should take place and be logged. It may be appropriate to involve outside agencies.
7. The pupil who harasses others, and his/her parents, must be left in no doubt of the school's view of harassment and of the range of sanctions that may be imposed should there be a repeat.
8. If incidents involve members of staff the same procedures will be followed. Statements will be taken and all parties given the opportunity to state the facts. The appropriate authorities will be informed and the sanctions imposed as appropriate.

**Appendix 1 – Incident Report Form**

Date .....

Name of Child ..... Class .....

**Child's Account of Events**

**Action Taken by Member of Staff**

Parents Informed? Yes/No      Date Parent informed:

**Review of Incident**

Any further Action Taken? Yes/No

**Action Taken**

## Appendix 2 – Positive Handling

### ST ALBAN'S SCHOOL POLICY ON THE USE OF FORCE TO CONTROL OR RESTRAIN PUPILS

1. The ethos of the school is that control of pupils is based upon good personal/professional relationships between the staff and pupils.
2. However, Section 550a of the education Act 1996 does allow teachers, and other authorised school staff, to use such force as is reasonable to prevent a pupil from doing, or continuing to do, any of the following:
  - Injuring themselves or others
  - Causing damage to property (including the pupil's own property);
  - Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere;
  - Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).
3. All staff at the school are authorised to use reasonable force when it is necessary.
4. Teachers, and other authorised staff, may consider it necessary to use reasonable force where;
  - Action is necessary in self defence or because there is imminent risk of injury;
  - There is a developing risk of injury, or significant damage to property;
  - A pupil is behaving in a way that is compromising good order and discipline.
5. During an incident of restraint the minimum force necessary will be used and the pupil will continuously be offered the opportunity to regain self-control. The purpose of restraint is to restore safety and good order. **Reasonable force can be described as the minimum force necessary to achieve the desired result.**
6. All incidents where reasonable force has been necessary to restrain pupils will be clearly recorded stating:
  - The name(s) of the pupil involved;
  - The date and time reasonable force was used;
  - Why reasonable force was necessary;
  - How restraint was carried out;
  - Who restrained the child/young person;
  - How long this restraint lasted;
  - Who was present during the period of restraint;
  - Any marks noted on the child as a result of the incident and how they occurred;
  - Action taken (e.g. treatment) in relation to any marks or injuries occurring as a result of the incident.
  -

The pupils parents/carer will be informed when it has been necessary to use reasonable force to control or restrain a pupil.



**Please turn over**

HIAS GUIDANCE: MANAGING DIVERSITY, RACE. EDP PRIORITY 2

Appendix 3 (page 2)

**Please describe the issue or incident noting whether the incident seems to be unwitting/deliberate or intended**

**Please specify action taken and attach any statements made by those involved including the victim(s) and perpetrator(s)**

This form was completed by: ..... Date .....

Appendix 4 (Page 1)

**PROFORMA FOR REPORTING RACIAL INCIDENTS ON AN ANNUAL BASIS**

**GOVERNING BODY FOR ST ALBAN'S CATHOLIC PRIMARY SCHOOL**

**A) NUMBER OF INCIDENTS**

Number of incidents reported and recorded at the school

Unwitting	Deliberate	Total

**Number of pupils involved excluding victim(s)**

**Type of Incident**

	1 pupil only	2-4 pupils	More than 4 pupils	Total no. of incidents
Physical abuse				
Verbal abuse, including derogatory comments/jokes/ Graffiti or other written abuse or the display of offensive materials Differential negative treatment				
Refusal to co-operate with people from other ethnic groups				
Display of racist insignia, literature, leaflets, recruitment or encouragement of others to join a racist group				
Racist comments about people or the work in hand during the course of a lesson or break time				
Ridicule over cultural individuality/diversity				
Unwelcome gestures and aggressive body language				
Damage to property				
Inciting others through any of the above categories				

**B) VICTIMS OF RACIAL INCIDENTS**

	Pupils	Adults
Please enter the total numbers involved	<input type="text"/>	<input type="text"/>

**C) ALLEGED PERPETRATORS OF RACIAL INCIDENTS**

	Pupils	Adults
Please enter the total numbers involved	<input type="text"/>	<input type="text"/>

**D) WHAT PATTERNS HAVE YOU IDENTIFIED FOR YOUR SCHOOL?**

**E) WHAT ACTION HAS BEEN TAKEN?**

**F) ISSUES REQUIRING GREATER SUPPORT FROM LEA?**

**G) SIGNATURE OF CHAIR OF GOVERNORS:**

.....

**DATE:** .....

## Appendix 5

### Lunchtime policy

*“Inspired by God’s love, we celebrate our gifts as we learn and grow together. St. Alban pray for us.”*

#### Aims

##### Inside:

- Children are encouraged to develop good table manners, independence and respect for everyone during lunchtime.

##### Outside:

- Children are encouraged to socialise appropriately.
- Equipment must be treated with respect and replaced into the correct receptacle after use.
- Children are not to be in the classroom without adult permission and children must seek permission before entering the building.
- At the end of lunchtime when the whistle is blown children must stand still in **silence** and follow instructions from the Mid –Day Assistants (MDAs) in order to replace equipment safely into appropriate receptacles.
- Children must line up in **silence** until collected by their class teacher.

#### **To achieve these aims:**

- Reception will be ready to start lunch promptly at 12.15 p.m.
- Years 1 and 2 will go straight to the hall for their lunch after the bell has rung.
- Junior classes will go straight into the playground at 12.15 p.m.
- A class monitor will be responsible for their class equipment, ensuring that it is taken out to and brought back from the playground.
- Whilst in the building children will conduct themselves in an orderly fashion. Noise should be kept to a minimum.

## **‘STAY ON GREEN’ Behaviour System in use since March 2015**

### **AIMS:**

For children to understand what ‘green’ behaviour is.

To encourage children to move beyond ‘green’ with their behaviour.

To make positive choices and be recognised for achievements.

For children to take responsibility for their behaviour.

For children to accept that there are consequences to making the wrong choices.

### **PRINCIPLES:**

That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes

That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills

Pupils who are regularly following the rules are noticed and rewarded.

### **STRATEGY ALLOWS FOR:**

A consistent approach that can be used by all staff

Whole class and individual reward system

Least intrusive approaches are used to manage behaviour

Teaching of specific behaviours and routines

### **WHOLE CLASS BENEFITS:**

The class will work together towards a whole class reward of ‘green time’ by collecting the most ‘green points’ in their year group during the week. Each classes ‘green points’ are counted on Friday and if they meet the threshold the class receives ‘green time’ in the afternoon. Green time may include: outside playtime; classroom games; interactive whiteboard games; DVD.

### **INDIVIDUAL BENEFITS:**

Children who consistently demonstrate good behaviour are recognised.

Children are encouraged to demonstrate higher levels of behaviour and go beyond ‘green’.

This behaviour is discussed and rewarded.

Children become positive role models for their peers.

Children are valued and play an important part in the school's community.

**STAY ON GREEN ENSURES THAT:**

Children are praised for making the right choices;

Children are recognised for being consistently good;

Children continuously see the benefits of doing the right thing.

**STAY ON GREEN ENSURES THAT:**

Parents are informed of unacceptable and inappropriate behaviour;

All unacceptable and inappropriate behaviour is addressed and NOT ignored;

Senior staff are involved immediately a child displays 'Red' Behaviour.

Colour	Behaviour	Consequences
<b>Gold</b>	<b>Being an excellent role model by:</b> <ul style="list-style-type: none"><li>• Having an excellent attitude at all times;</li><li>• Consistently displaying exceptional behaviour;</li><li>• Significant achievement;</li><li>• Showing initiative;</li><li>• Being responsible and proactive;</li><li>• Constantly displaying 'Silver' behaviour.</li></ul>	Gold certificate given in Friday assembly. Name entered in Gold Book. 5 points awarded.
<b>Silver</b>	<b>Being a very good role model by:</b> <ul style="list-style-type: none"><li>• Making a very good effort in every lesson;</li><li>• Consistent politeness;</li><li>• Thinking of others before yourself;</li><li>• Being self-motivated;</li><li>• Encouraging others to do the right thing;</li><li>• Constantly displaying 'bronze' behaviour without adult prompting.</li></ul>	Silver certificate sent home. 3 points awarded.

<b>Bronze</b>	<p><b>Being a good role model by:</b></p> <ul style="list-style-type: none"> <li>• Taking pride in your own work;</li> <li>• Including others in the class and in the playground;</li> <li>• Working independently;</li> <li>• Being kind and supportive to others;</li> <li>• Asking thoughtful and enquiring questions;</li> <li>• Participating in partner/group discussion.</li> </ul>	<p>Bronze sticker given in class. 2 points awarded.</p>
<b>Green</b>	<p><b>FOLLOWING 'STAY ON GREEN' EXPECTED BEHAVIOUR.</b></p> <ul style="list-style-type: none"> <li>• Following the Golden Rules;</li> <li>• Always doing your best;</li> <li>• Being polite and helpful;</li> <li>• Working well with others;</li> <li>• Good listening;</li> <li>• Sitting on chair or carpet properly.</li> </ul>	<p>1 point awarded every day. 'Green time' on a Friday afternoon if the thresholds are met.</p>
<b>Warning</b>	<p>Pupil is reminded of 'Green Behaviour'.</p>	
<b>Blue</b>	<p><b>Showing less than expected behaviour by:</b></p> <ul style="list-style-type: none"> <li>• Any low level disruption such as talking, not listening;</li> <li>• Not following instructions;</li> <li>• Calling out, disturbing others.</li> <li>• Moving around the classroom without permission;</li> <li>• Running, careless pushing in the corridor;</li> <li>• Name calling;</li> <li>• Arguing with peers;</li> <li>• Littering.</li> </ul>	<p>Name is moved to 'blue' and pupil is told why their behaviour is not acceptable. Move back to 'green' if good behaviour is maintained for the rest of the session.</p>
<b>Warning</b>	<p>Pupil is reminded of 'Green Behaviour'.</p>	

<p style="text-align: center;"><b>Yellow</b></p>	<p><b>Showing inappropriate behaviour by:</b></p> <ul style="list-style-type: none"> <li>• Persistent 'Blue' behaviour;</li> <li>• Damaging other people's or school property;</li> <li>• Throwing things;</li> <li>• Shouting/calling out during teaching time;</li> <li>• Deliberately hurting someone's feelings;</li> <li>• Being rude or answering back;</li> <li>• Deliberate pushing in the corridor.</li> </ul>	<p>Name is moved to 'yellow', pupil is given reflection sheet and timer and sent to carpet colour of the year above to complete the sheet and reflect on their behaviour. Move back to green if good behaviour is maintained for the rest of the session. If behaviour persists a 'yellow' note is sent home.</p>
<p><b>Warning</b></p>	<p>As above. However, if an incident occurs a warning does not have to be given.</p>	
<p style="text-align: center;"><b>Red</b></p>	<p><b>Showing unacceptable behaviour by:</b></p> <ul style="list-style-type: none"> <li>• Persistent 'Yellow' behaviour;</li> <li>• Walking out of class without permission;</li> <li>• Serious disobedience;</li> <li>• Being racist;</li> <li>• Fighting;</li> <li>• Swearing or lying;</li> <li>• Stealing;</li> <li>• Hurting others on purpose;</li> <li>• Refusal to work.</li> </ul>	<p>Name is moved to 'red', pupil is sent to a member of CMT/SLT and is excluded from class for the rest of the day. Parents are informed. Red form to be completed and filed in 'Stay on Green' folder.</p>