



St Alphonse's RC Primary School

Part of St Hilda's Catholic Academy Trust



In St Alphonse's Roman Catholic Primary School
we are the best that we can be by:
learning with each other
serving each other
loving each other
in a Christ-centred community
“Learning, serving and loving with Christ.”

Behaviour and Rewards Policy	
Adopted	November 2017
Reviewed	
Review Date	September 2018
Lead Officer	Mrs Grainger



Behaviour and Rewards Policy

BEHAVIOUR POLICY STATEMENT

The Behaviour Policy of St Alphonsus' RC Primary School forms part of the overall aims of the St Hilda's Catholic Multi Academy Trust which promotes positive behaviour between all members of the Trust and its communities.

The St Hilda's Catholic Multi Academy Trust believes that all people are gifted and talented in their own unique ways and capable of being successful in their learning. We aim to ensure our academies offer a safe, orderly and respectful community in which all children and young people's talents can be developed and used to the full.

Relationships are at the centre of our Christian faith. They are a reflection of the mutual love of the Father, Son and Holy Spirit. At the heart of our Catholic communities is the high quality and enriching relationships that exist between our children, young people and our staff.

Our emphasis is on recognising and celebrating effort and success so that all members of the Academy community feel valued. We teach pupils to take responsibility for their own actions and to recognise the consequences of their choices.

Each academy's Behaviour Policy and its implementation is a key element in a child or young person's moral development. Through it, children and young people will be helped to determine what is appropriate and acceptable and what is not.

This statement will next be reviewed in February 2021.



Behaviour and Rewards Policy

AIMS

At St. Alphonse's RC Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just, and which are applied consistently when standards are not maintained. Through the example of adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. This policy aims to:

- Encourage a calm, purposeful and happy atmosphere within school.
- Help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- Ensure a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Help our children develop appropriate self-esteem.
- Encourage our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help with working alongside parents to encourage our children to develop socially, academically, morally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour and that school's expectations are known and understood.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- Promote an environment where we all strive to be the best we can be.

We will follow the '3 R's' for encouraging positive behaviour:

1. Rules
2. Routines
3. Rewards



Behaviour and Rewards Policy

Rules

Our golden rules have been created in partnership with our school council and are as follows:

Our Golden Rules

Be safe and happy.
Be thoughtful and kind to all.
Listen, talk and work at the right time.
Follow instructions straight away.
Look after our school and everything in it.
Try our best in all we do.

Our golden rules are displayed around the school and are used as a reminder of our expectations.

Alongside our golden rules, we have a St. Alphonsus' RC Primary School Code of Conduct to demonstrate our high expectations for politeness and respect. Children identified as following the Code of Conduct will receive tokens and positive praise. Adults around school are expected to model both the Golden Rules and Code of Conduct.

St. Alphonsus' RC School Code of Conduct

We will be on time to start our school day
We will hold doors when appropriate and give way to adults
We will walk in a sensible manner on the left hand side on corridors
We will knock politely on the classroom door before entering
We will say Please, Thank-you, Sorry and Excuse Me as appropriate
We will show respect at all times

Routines

Staff at St Alphonsus' RC Primary School will always treat pupils with respect and understanding and will be consistent with use of language across the whole school. The concept of making good choices will be encouraged.

'If you do what is expected, you will have made a good choice'

'If you choose to continue, then you will lose minutes from playtime and Golden Time'

'You have made the right choice and turned your behaviour around'



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The steps to follow when children make wrong choices are as follows:

Step 1: Reminder = A description of reality to make the child aware of the wrong behaviour choice. Followed by informing the child they have a reminder.

Step 2: Warning = A description of reality followed by informing the child they have a warning.

Step 3: Minutes deducted from playtime (up to 7 ½ mins). (See Appendix 1)

Step 4: Minutes deducted from Golden Time (after 7 ½ mins deducted from playtime)

Once pupils have 'served' minutes deducted from playtime, their time will be 'reset'. However, if pupils have had minutes deducted from Golden Time, they cannot earn this back. (See Appendix 1)

Step 5: Yellow card – 3 playtime detentions, miss golden time, letter home to inform parent/carer.

- Dangerous / aggressive in / around school but not resulting in an injury
- Inciting fights / violence
- Chewing gum in school
- Total disrespect of an adult / visitor

Step 6: Red card – 5 playtime detentions, letter home to parent/carer inviting them in to speak with the Head Teacher

- Swearing
- Theft
- Physical aggression towards another
- Bullying
- Vandalism / graffiti
- Violence towards other children / adults, punching, kicking, marks left on skin, strangling.

Any child receiving a red card will have behaviour intervention during their 5 missed playtimes.

Three 'Red Cards' within an academic year = Exclusion.

Exclusion 1 = 2 days

Exclusion 2 = 4 days

Exclusion 3 = 5 days

Exclusion 4 = Permanent Exclusion



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In extreme cases, a child may be excluded instantly depending on the incident.

Isolation

- If a child is in need of a short cool down period, in a comfortable safe place, the isolation room may be used.
- When a pupil needs to be removed and supervised by an adult, meaning no contact with other children (for their own and others safety, or as a further consequence following a red card and no improvement in **behaviour**)

Children who consistently make poor behaviour choices will not be able to attend after school clubs or school visits/trips.

Rewards

At St. Alphonse's RC Primary School we not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

We have adopted a house points system which fosters a sense of belonging and identity for our school. Children are divided into one of four Houses (siblings are placed in the same house): St. George (Red), St. Andrew's (Blue), St. Patrick's (Green) and St. David's (Yellow). House tokens can be awarded for following our schools rules, code of conduct or any other form of positive behaviour including good learning behaviour and displaying resilience. Each week house tokens are counted and the winning house is revealed during achievement assembly.

Rewards may also include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Stickers
- House tokens for attendance (on time and present all week).
- Special 'golden' tokens (worth 10 house tokens) used to reward outstanding performance in any area
- Termly 'golden ticket' invite to a mystery event (linked to amount of tokens received)
- Certificates



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- Sending the child to another teacher, Deputy Head Teacher or Head Teacher for praise.
- Special responsibility jobs for pupils e.g. House Captains and Vice Captains. (Children apply for the position of House Captains and Vice Captains. These positions are seen as very important and special in our school which come with roles and responsibilities).
- Award of special privileges e.g. Golden Time

Additional Support

- Worry box in classrooms – for children to discretely share any concerns to discuss with class teacher.
- Cool down safe place – half moon table/isolation room
- Buddy bench – playground



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Appendix 1



At the beginning of the day, all pupil's names will be displayed on the pot of gold at the end of the rainbow. Once a pupil has received a reminder and a warning, they will begin to lose minutes from play time.

A pupil can only lose 7 ½ minutes from playtime, if they continue to misbehave, minutes will then be deducted from Golden Time.

As the pupil has minutes deducted, their name will move along the rainbow, away from the pot of gold and towards the rain cloud. If a pupil still continues to misbehave, their name will be put onto the raincloud, resulting in them missing all Golden Time that week.

Once the pupil has 'served' their time at play time (maximum of 7 ½ minutes), their name will return to the golden pot. However, if minutes were also deducted from Golden Time, they cannot earn these back and a note of how many minutes they have lost will be noted next to their name.