



# St George's Junior School

WEYBRIDGE

## **BEHAVIOUR POLICY INCLUDING REWARDS AND SANCTIONS (Separate Policy included for EYFS & KS 1)**

### **We are:**

Perfectly balanced; co-educational; 3 – 18; Josephite; Catholic

### **Our Mission:**

To inspire all in our Josephite, Georgian Family to be the very best version of themselves.

### **Children's Mission Statement:**

“Learning to Live and Love like Jesus”

## **Introduction**

St George's Junior School aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards. We aim to promote trust, mutual respect for everyone and a sense of forgiveness when things go wrong. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of enrichment activities.

The School is an inclusive and redemptive community. We welcome pupils from a wide variety of ethnic and social backgrounds. We treat everyone as an individual, aim to develop the whole person equipped to take their place in the modern world.

## **Code of conduct**

The St George's Junior School community of Governors, staff, parents and pupils adheres to a code of conduct, rather than to lists of rules. The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and cooperation. We expect the highest values and standards of behaviour both inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Rules and Regulations.

Everyone has a right to feel secure and to be treated with respect, particularly the vulnerable. Harassment and bullying will not be tolerated. Our Anti-bullying policy is available on the school website. The school is strongly committed to promoting equal opportunities for all, with support for the victim and the bully in cases of bullying at school. The Kindness Code (Lower Years) and Junior School Code (Upper Years) are a focus for the children to adhere to in everyday school life.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community.

### **Involvement of parents and guardians**

Parents and Guardians who accept a place for their child at the School undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, enrichment activities and homework/private study.

We will always telephone the home on the first day of an unexplained absence in order to make sure that your child has not suffered an accident. Please note that it is the Governors' policy usually not to allow holiday to be taken during term.

### **Involvement of pupils**

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, e.g. via the School Council, which meets regularly. We also have Year 5 Class representatives who meet weekly with the Head of Year.

### **School Codes**

The school's behavioural codes are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Parents and Guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. The school's policy on Discipline and Exclusions is set out on Dragonfly.

### **Teaching and Learning**

St George's Junior School aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

### **Complaints**

We hope that you and your child do not have any complaints about the operation of our behaviour policy; but the School's complaints procedure can be viewed on the school website.

### **Rewards and Sanctions for breaches of discipline that do not merit exclusion**

At St George's Junior School, we encourage the establishment of good teacher/pupil relationships and support the school's values through a system of rewards and sanctions which

are designed to promote a calm, disciplined learning environment. Our system of rewards includes:

### **The House Point System**

A 'house point' or, in Years 5 and 6, a 'star/smiley face' is awarded to a student of **any** year to reward a very good **effort**, concerning **any** aspect of school life, as well as academic attainment. Three "stars" are the equivalent of one house point.

Staff to record 'house point' on work.

Twenty-five house points lead to the awarding of Bronze, Silver, Gold, Double Bronze, etc certificates that are awarded either by:

- Headmaster in Assembly.
- Head of Year in Year Group Assembly.

Group Tutors record house points and pass to the Head of Year every half term which contribute towards the half termly award of the House Points Shield to the leading House.

Heads of Year to provide pastoral Deputy Head with year group totals every half term.

House points to explicitly count to House totals.

House points should not be the perseverance of top band pupils alone but allow for relative attainment and effort, not just absolute excellence. This is relevant to our Equal Opportunities policy at the School.

Staff must try to award across ability range and spectrum of activity. There are lots of chances to reward boys and girls during school life. House points are sought after throughout the school by all pupils.

There are a number of other ways in which we positively reinforce good behaviour/work which include: Star of the week, Citizen of the week, stickers, names on the board, 100% effort awards, certificates of commendation.

### **Sanctions**

One of the objectives of the School Code is to reinforce and celebrate good behaviour in accordance of the five rules within the code. Similarly, if a pupil makes a choice that is in breach of the school code it can lead to the distribution of caution slips (yellow) or conduct marks (red).

Caution slips will be issued for minor indiscretions in the Upper Years such as being late for lessons without good reason, ill equipped for lessons or uncooperative behaviour. These will be passed on to the Group Tutor who will monitor the child's behaviour and contact parents if the need arises.

Conduct marks will be issued for serious or repeated negative behaviour such as being deceitful to a member of staff or extreme cases of insolence. These will be sent home for parents to sign and returned to the school. The Group Tutor or Head of Year will make contact with the parents to discuss the matter. (The Pastoral Deputy Head is informed) These are recorded on file but are not passed on to a child's future school.

Monitoring Cards can be used to if a child is having persistent difficulties with his/her organisation and/or behaviour. They are designed as a tool to support and guide the child

within the learning environment and allow parents to work with the school to rectify the issues that have been highlighted.

Detentions will be issued for extremely serious incidents of unacceptable behaviour. These are designed to provide an opportunity for a pupil to reflect and learn from their extremely errant choice of behaviour. This would take place during the school day and parents would be informed by the Pastoral Deputy Head about this process.

### **Disciplinary Procedures involving exclusion**

This set of procedures in the form of an escalating ladder is designed to ensure that we have clear and effective ways of dealing with **pupils whose behaviour is persistently poor**. In extreme circumstances these procedures are to be short circuited.

1.	Group Tutor / Subject Teachers	Ideally Group Tutors and Subject Teachers will deal with discipline problems as they arise. All members of staff should have free access to their Head of Year for support or advice where necessary.
2.	Head of Year	If a pupil is referred to the Head of Year the Group Tutor will make a thorough investigation and place the findings on the pupil's file. The Group Tutor will take appropriate action in liaison with the Head of Year. Parents should be contacted and a file note or copy of the letter kept. (Copy to Deputy Pastoral Head).
3.	Head of Year see parents and pupil	If the pupil continues to misbehave the Head of Year and Group Tutor will invite the parents to a meeting. The pupil will also be present at this meeting. (Copy of meeting minutes to PDH)
4.	Head of Year, parents, pupil and Deputy Pastoral Head possible short exclusion (sanctioned by Head)	If, despite the above procedures the pupil continues to misbehave the Head of Year will again write to the parents asking them to attend a meeting with himself / herself the pupil and the Pastoral Deputy Head. This may result in the pupil being excluded for a short period of time. (Copy of meeting minutes to Head).
5.	Headmaster/Deputy Pastoral Head longer exclusion	Should the short exclusion prove ineffective the pupil and parents will be seen by the Headmaster and Deputy Pastoral Head resulting in a longer exclusion.
6.	Removal	Should longer exclusion prove ineffective then the Headmaster will meet with the pupil and the parents who will be asked to remove the pupil from the school.

### **Further reference**

Behaviour and Discipline in Schools, DFE, January 2016

# **Behaviour Policy for Early Years Foundation Stage and Key Stage 1**

## **Introduction**

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. We believe that children flourish best when their personal, social and emotional needs are met and where there are clear, developmentally appropriate expectations for their behaviour.

## **Aims**

We seek to create a redemptive, caring and learning environment in the school by:

- promoting good behaviour and discipline through positive role models and attitudes and a caring, family atmosphere in a safe and happy environment.
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all and the opportunity for forgiveness
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- teaching children to behave in socially acceptable ways and to understand the rights and needs of others
- working in partnership with parents and carers

## **Roles and Responsibilities**

This policy has been established for the promotion of good behaviour and will be regularly reviewed.

The named person with responsibility for the implementation and day to day management of the policy and procedures is Mrs Catherine Peuleve (Head of Lower Years)

All staff, including teachers, support staff and volunteers are responsible for ensuring that the policies and procedures are followed, and are consistently and fairly applied. Mutual support amongst staff in the implementation of the policy is essential. Staff play a key role in advising the Head of Lower Years on the effectiveness of the policy and procedures. They also have a responsibility for creating a high quality learning environment, providing a positive model of behaviour and implementing the policy and procedures consistently.

## **Procedures**

- Staff must ensure that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender or disability. The concerns of pupils should be listened to and appropriately addressed.
- No member of staff must in any way physically chastise a child.
- New staff will be familiarised with our behaviour management policy.
- Staff will work in partnership with parents/carers, who are informed regularly about their child's behaviour by their class teacher or key person.
- Staff will work with parents/carers to address recurring inconsiderate behaviour and decide jointly upon strategies to be implemented both at school and at home.
- Staff use positive, pro-active strategies to promote good behaviour and incorporate these strategies into the PSHE programme.

- Pupils are supported in developing self-esteem, confidence and feelings of competence and success
- Pupils are supported in feeling a sense of belonging, so that they know they are valued and welcomed within their class and the school.
- Considerate behaviour such as kindness, willingness to share and sharing others' happiness is praised and promoted through the 'Kindness Code'
- Staff help the pupils set guidelines for good behaviour and provide activities and games that encourage co-operation and teamwork.

### **Code of Conduct for Pupils**

The pupils follow the 'Kindness Code' in the classroom, in the dining room and in the playground.

#### **Kindness Code**

I will be kind to everyone  
 I will respect other people and their possessions  
 I will be truthful  
 I will be a good listener  
 I will behave safely  
 I will treat others as I would like to be treated  
 I will share other people's happiness

### **Rewards**

Pupils are encouraged to practise good behaviour and follow the 'Kindness Code' by operating a system of praise and reward. This includes:

- Giving verbal and written praise as often as possible
- Incentive stickers
- A visit to Head of Year, or Head of Lower Years
- House points, Star of the Week or Certificates in Nursery celebrated in assembly
- Whole class incentives and rewards include receiving the Behaviour Bunny in Year 1 and filling the Marble Jar in Year 2

Good behaviour is shared with parents through conversation and contact books

### **Sanctions**

All classes use PSHE time to reinforce positive behaviour and address any issues arising. Sadly, there are times when pupils are badly behaved and need to learn the bounds of acceptable behaviour.

Minor incidents are dealt with by staff in a caring, supportive and fair manner. Pupils are made aware that they are responsible for their actions and that there is a consequence. Pupils are encouraged to use words rather than actions and to make good choices. If poor behaviour persists, staff may use the following sanctions as appropriate:

- verbal reprimand and reminder of expected behaviour
- a short time in the 'quiet area' to remove the child from the situation or on the Thinking Chair in Nursery
- removal to a parallel class for a short period of time or loss of some playtime
- being taken to the Head of Year. Parents will then be informed
- being taken to the Head of Lower Years

Concerns regarding behaviour will be communicated to parents/carers, recorded and followed up as necessary.

If the above sanctions do not result in improved behaviour, staff will consult with the Head of Lower Years and the Pastoral Deputy Head to draw up a behaviour management plan with specific targets, which will be shared with parents/carers.

Serious misconduct, such as bullying or behaviour which is dangerous or affecting the well-being of others, will be reported to the Headmaster. This could lead to temporary or permanent exclusion.

This policy should be displayed in:

S:\SGW_Policy_and_Procedure_Index\SGJ Policies A-Z	<a href="http://www.stgeorgesweybridge.com/further-information/school-policies-">http://www.stgeorgesweybridge.com/further-information/school-policies-</a>
	<a href="http://dragonfly.stgeorgesweybridge.com/information/key-policies">http://dragonfly.stgeorgesweybridge.com/information/key-policies</a>

Associated policies:

Anti-Bullying Policy	Complaints Policy

Last reviewed: April 2018  
Next review: April 2019

Policy owner: Deputy Head Pastoral