



Behaviours for Learning

How do we celebrate and reward?

How do we nurture and support?

Our School Values

Our community is loving, peaceful and joyful.

We are patient and kind.

We respect and value everyone.

We are open and honest and are ready to say sorry, forgive and move on.

We nurture each other to trust, hope and be resilient in the face of fear and anxiety. We embrace challenge and support each other to get back up when challenges can knock us.

We do this as we journey together in faith.

Purpose

All children in our school are expected to demonstrate learning behaviours and attitudes that respect themselves and others at all times.

Aim

Our aim is to support children to understand and demonstrate how to:

- know right from wrong,
- accept responsibility for their behaviour
- contribute positively to our community
- be tolerant and respectful of difference
- share their views and listen to the views of others
- respect democracy in our community
- be resilient to difficulties so they can overcome these
- strive to achieve challenges

In doing this, children will develop their self-knowledge, self-esteem and self-confidence. These are skills that will serve them and the communities they live and work in, well throughout their lives.

Core School Documents

These are used by the school to maintain consistently high expectations of citizenship:

School Curriculum Remits

Behaviours for Learning

Anti-bullying Policy

Equality Policy

Code of Conduct

Home / School Agreement

Home/School Diary

Pastoral Support Plans

Individual Learner Passports

Education Health Care Plan

School Development Plan

Exclusion and Isolation Criteria

Early Years Foundation Stage

Children's Achievements and Awards in the EYFS

Both early years classrooms have a class reward chart. Children are given instant verbal praise and a tick next to their names for positive learning or behaviour e.g. following the class rules, being kind, helpful. All members of early years' staff award ticks to children in both classes.

Awarded ticks remain on the chart for the following day and continue to roll over until five ticks have been achieved. When a child has collected five ticks they receive a sticker, which is awarded at the end of the session in front of peers as a class celebration.

Once a child has received a sticker they start a fresh chart and begin collecting their ticks again.

Achievement Certificates

Early years staff award children with achievement certificates when a child has achieved a next step in their learning, demonstrated improved behaviour or for good effort. The children are presented with the certificates daily at the end of the session in front of peers as a class celebration.

Citizenship Certificates

Early years staff award children with citizenship certificates when they demonstrate good social behaviours e.g. being a good friend, helping peers, looking after the world we live in. Nursery children are presented with the certificates daily at the end of the session in front of peers. Reception children's certificates are presented at the weekly praise assembly. Parents are informed verbally of their child's achievements on the day their child receives the certificate.

EYFS Behaviour System

All children's names are on the sunshine at the start of the day. If a child does not follow the class rules they are given a verbal warning and reasoning given as to why.

If the undesirable behaviour continues then the child's name is placed on cloudy day (grey cloud). This visually shows the child that their behaviour is unacceptable and they need to change it. When it has been observed that the child has rectified their behaviour their name is returned to the sunshine.

If the negative behaviour continues, their name is then placed on stormy day (black cloud). The child is then given time out in a quiet area of the classroom, for them to sit and reflect away from others with a sand timer. If a child demonstrates aggressive behaviour e.g. kicking, hitting, their name will be moved straight from sunshine to stormy day for time out.

Nursery – 3 minutes time out

Reception – 5 minutes time out

Once the sand timer has finished and the child is calm, an adult will talk to the child about their behaviour and offer strategies on how they could deal with it differently next time. The child's name is then returned to the sunshine.

The class teacher informs parents that their child has had time out and why at the end of the session.

If a child within EYFS demonstrates significantly unacceptable behaviour the EYFS Leader will meet with the child to discuss why the behaviour is unacceptable.

What are our systems for praising and rewarding positive behaviours and how are they given?

Children's Achievements and Awards in KSI and KS2

We have high expectations of all our pupils and recognise and reward good behaviour and achievements both inside and outside school. Please read the Behaviours for Learning /Citizenship Awards Overview for more details, however the summary below gives a brief explanation of these.

Team Points

5 team points (one for every session in a school day – see below) are able to be earned by every child each day with the expectation that they will meet our expected standards (St Mary's Code of Conduct). There is a weekly chart kept by each class that tallies up the team points for each week. The team points are counted up weekly and totals announced at the weekly Citizenship Collective Worship. The week runs from Monday to Friday with the scores announced the following Wednesday.

Team points are awarded per session according to the timetable below:

Morning Lessons 1	Breaktime	Morning Lessons 2	Lunchtime	Afternoon Lessons
Session 1	Session 2 (breaktime)	Session 3	Session 4 (lunchtime)	Session 5

The Midday Supervisors will award Team Points for the lunchtime session and will report to class teachers if a child has not earned a Team Point and why.

A track record of high performance in earning Team Points means that children can then earn Star Awards.

Additional Team Points will be awarded to children in order to praise and reward their efforts and achievements.

Star Awards

There are three levels of star awards:

Bronze – is awarded when a child has demonstrated consistently over a period of one month, excellent examples of the school code of conduct AND excellent *effort* in their learning for that month. It is likely that a child who receives a bronze star will have had a number of Citizenship Certificates in that month as well. Each child will be given a Bronze Star Award badge to keep permanently.

Silver - is awarded when a child already holds a Bronze Star Award and has demonstrated consistently over a period of one month, excellent examples of the school code of conduct AND excellent effort in their learning for that month. It is likely that a child who receives a bronze star will have had a number of Citizenship Certificates in that month as well. Each child will be given a Silver Star Award badge to keep permanently.

Gold - is awarded when a child already holds a Silver Star Award and has demonstrated consistently over a period of one month, excellent examples of the school code of conduct AND excellent effort in their learning for that month. It is likely that a child who receives a bronze star will have had a number of Citizenship Certificates in that month as well. Each child will be given a Gold Star Award badge to keep permanently.

Children will be able to collect Star Awards as they progress through the school as Star Awards will be specific to each year group. The Star Badge will have the number of that child's year group on it so a child can collect up to 18 Star Awards during their time from Y1 to Y6.

Blue Citizenship Certificates – awarded weekly

Teachers will award children a Citizenship Certificate when a child has demonstrated excellent effort and is on track to earn a Star Award. These are presented by the Head Teacher at the **weekly Citizenship Awards Collective Worship**. Every child who earns a Blue Citizenship Certificate will also earn five bonus Team Points.

Purple Citizenship Certificates – awarded monthly

These are awarded when children demonstrate consistently for at least one month, excellent examples of the school code of conduct. The certificates identify how the children are living out the values of the school by keeping the school code of conduct so well. Every child who earns a Purple Citizenship Certificate will also earn ten bonus Team Points. These are presented by the Head Teacher at the **weekly Citizenship Awards Collective Worship**.

Sparkly Classroom Award – awarded weekly

Our cleaning and caretaking team carry out a spot check on all classrooms after school to see how well the children have looked after their learning environment and cleared away after themselves! Specific members of staff also carry out spot checks on the cloakrooms and classrooms during the school day to see how tidy they are AND how well high quality learning is celebrated in each classroom. The sparkly classroom award is presented to the class with the best learning environment each week at the **Citizenship Awards Collective Worship**.

Attendance Award – awarded weekly

Every week the class attendance percentage is shared at the weekly Achievement Awards. The school attendance leader board (*on display in the school hall*) is adjusted to show how well classes are keeping a good level of attendance.

Attendance Award – awarded monthly

At the monthly Achievement Awards the class with the best attendance will be awarded the Dodger Award. Dodger is the name of the school dog who visits different classes each month. He was chosen by the children and his name selected as he “never dodges a day of school.”

What are our consequences for unacceptable behaviour and how are they given?

Any adult working with a child will work proactively to support and nurture children's learning and understanding of what acceptable behaviours for learning are using our school Code of Conduct as a clear set of criteria.

Yellow Alert

If after two verbal warnings, the child does not improve their behaviour, the adult will issue a yellow warning making it clear that the child's behaviour is still not meeting the school's code of conduct. The following steps will happen as a result:

- The adult will make very clear to the child why their behaviour is unacceptable and how they need to improve things for a positive outcome
- The child's name will move to the yellow section of the class behaviour ladder
- The child will be *at risk* of not earning a team point for that session of the day (see timetable above)

It is expected that the child will put every effort to improving their behaviour with immediate effect.

Amber Alert

If a child has been issued with a yellow warning and their behaviour continues to remain unacceptable or worsen in the same session, an amber warning will be given. The following steps will happen as a result:

- The adult will make very clear to the child why their behaviour is unacceptable and how they need to improve things for a positive outcome
- The child's name will move to the amber section of the class behaviour ladder
- The child will be not earn a team point for that session of the day (see timetable above)
- The child will have either a class based or playground based isolation (see isolation section below for more details)
- The class teacher will inform the parents of this using an Amber Sticker in the child's school diary and a brief written explanation. Parents' will be invited to discuss this further with the class teacher if they wish to.

It is expected that the child will put every effort to improving their behaviour with immediate effect.

Red Alert

A red warning is given to children when their behaviour is significantly unacceptable in any of these ways:

- They are violent or aggressive either in what they say (swearing, racism, offensive words or phrases) or how they physically behave (hit, kick, punch, or generally use themselves or something else to hurt another child physically)

The following steps will happen as a result:

- The adult will make very clear to the child why their behaviour is unacceptable and how they need to improve things for a positive outcome
- The child's name will move to the red section of the class behaviour ladder
- The child will be not earn a team point for that session of the day (see timetable above)
- The child will have either a class based or playground based isolation (see isolation section below for more details)
- The Head or Deputy Head Teacher will meet with the child during that session to discuss the child's unacceptable behaviour and ensure the child understands what is expected of them and that they know what to do to demonstrate the schools code of conduct. The Head or Deputy Head

Teacher or a Pastoral Mentor will speak with the child's parents directly that day to inform them of the incident, the consequence applied and the well-being of the child and how they have responded to this situation.

- The incident will be recorded on the school's Red Incident Report form.
- The child's behaviour will be monitored and reviewed if there are ongoing incidents of red alert behaviour. A Pastoral Support Plan may be introduced.

It is expected that the child will put every effort to improving their behaviour with immediate effect.

Isolations and Exclusions

A child will be isolated from their class if their behaviour falls into the amber or red categories. As already stated, if a child's behaviour falls into either of these categories, they will not earn their Team Point for that session.

Amber Isolation in lesson time: The child will be asked to work either in isolation within their own classroom or in another supervised learning space in the school depending on the individual child's own needs. This should be for a specific amount of time no longer than the rest of that lesson.

Amber Isolation in playtime / lunchtime: The child will be asked to have isolation with the adult dealing with the issue for a period of time that is adequate enough to give the child time to de-escalate and then reflect on how their behaviour needs to improve, the amount of time will be dependent on the individual child's own needs. This should be for a specific amount of time and made clear to the child. It should be no less than two minutes and no longer than the rest of that playtime.

Red Isolation in lesson time: The child will be asked to work in isolation in another supervised learning space in the school depending on the individual child's own needs. This should be for the rest of that lesson. If the issue is not resolved and continues into the next lesson, the isolation will immediately be reissued and extended to the rest of that half day (ie the rest of the morning or the rest of the afternoon).

If repetition of similar behaviours happens frequently in a short space of time (e.g. within a space of a few days within a week), further isolations will extend to a full day or days. Close communication with the child's parents will continue in order to ensure a swift and sustained improvement in the child's behaviour.

Red Isolation in playtime / lunchtime: The child will be asked to have isolation with a senior member of staff for the rest of that playtime or lunchtime. The member of staff will always ensure that the child has had reasonable time to eat, drink and use the toilet.

If repetition of similar behaviours happens frequently in a short space of time, (e.g. within a space of a few days within a week) further isolations will extend to lesson times and the child will be isolated to a learning space other than where their peers are learning. Close communication with the child's parents will continue in order to ensure a swift and sustained improvement in the child's behaviour.

Exclusions:

Fixed-Term exclusions from school may be issued in situations when a child has demonstrated a serious breach, or persistent breaches, of the school's behaviour policy. An example of this is if a child brought in a banned item into school (see the list of these in our behaviour policy). Another example would be if a child had repeatedly demonstrated targeted unkind behaviour to other children (see our anti-bullying policy).

Permanent exclusion from school may be issued in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Please see the Exclusions and Isolation Criteria in the School's Behaviour Policy Appendix for more detail.