

'To walk hand in hand with God, loving Him, loving each other and loving ourselves, doing our best with the gifts He gave us to make the world a richer place.'



St Peter's Catholic Primary School

St Peter's Catholic Primary School, Waterlooville,

**Policy for
Recognising Effort and Encouraging Good Behaviour**

Document Control Box

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Author	N Pfiesser	Review Date	July 2018
Committee		Responsibility	Full Board of Governors

Introduction

At St Peter's Catholic Primary School we believe that every individual has the right to learn, work and play in a school environment which is safe and secure.

This policy supports and reflects the values and principles we uphold as a school. This policy is to be read in conjunction with the Learning and Teaching Policy, Special Educational Needs Policy, Equal Opportunities Policy and Anti-Bullying guidelines. The school acknowledges its duties under the 2010 Equality Act.

We believe that individuals succeed in many ways and that achievements should be acknowledged and celebrated. All members of the school community have a commitment to implementing the policy consistently.

We have considered three aspects within our policy: the St. Peter's code, the behaviour management system of rewards and sanctions and the development of Learning Behaviours that encourage all children to develop into more independent learners.

St. Peter's Code

READY

RESPECTFUL

SAFE

All members of the school community know the code and to remind us of the responsibilities we have towards each other.

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Rewards and Sanctions

All classes will have a behaviour management system involving five steps (red, amber, green, silver and gold).



Each day, all children's names will start on green. If a child demonstrates behaviour that disrupts learning or goes against the St. Peter's code, sanctions will be employed.

Sanctions

1. Verbal warning – remind child of school code
2. Move name to amber and ask child to make the right choice (clarify what this choice is). Teacher may ask child to move tables in the classroom.
3. Move name to red – child to take work to partner class, inform parents
4. If behaviour continues, child will be sent to the headteacher or a member of the senior leadership team and parents informed

The senior leadership team reserve the right to employ the following sanctions as they see necessary i.e. without following the order above. Children maybe asked to complete a reflection sheet to begin to reflect on their actions and the impact.

In cases of serious misconduct the child may be sent to the senior leadership team who will decide on the next course of action.

If necessary further sanctions will be issued, this may be in the form of internal or external exclusions. These may be necessary as a sanction in cases of repeated physical aggression towards other children, repeated refusal to follow instructions, resulting in concerns for safety of any member of the school community, and deliberate aggression, whether physical or verbal, directed at school staff.

For some children a specific behaviour reward system may be required on an individual basis. This can be a helpful strategy for changing behaviours and is developed in conjunction with the child and alongside the inclusion leader. Advice and support from external agencies eg educational psychology team, behaviour support team, will be sought at an early stage and parents are actively included in any process to support a child to modify their behaviour.

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Our school behaviour system is applied outside of the school grounds, for example for a class on a visit or a residential, the same behaviour code and expectations are applied. Teachers have a statutory power to discipline children for poor behaviour off site as well as on site. Parents will be informed as soon as possible of any significant issues, e.g. if a child was behaving so poorly on a visit that a decision was made for their own, or others' safety, to remove them from the activity, or visit. Unacceptable behaviour off site, for example when travelling to or from school or when wearing school uniform in a public place is also dealt with by applying the same behaviour reward and sanction system as in school.

Any accusations made against school staff will be investigated using the guidance in the management of allegations as set out by Hampshire county council. Malicious allegations by children towards staff members will not be tolerated and sanctions will be applied to any child making a malicious allegation, appropriate to their age and the allegation they have made. In such cases parents will be informed of the behaviour and the sanction applied.

The head teacher reports to the Governing Body on Behaviour and any exclusion made in the head teacher report at every full governing body meeting.

Rewards

Children will begin the day with their names on green. If they display outstanding attitudes to learning, including the St. Peter's code and 6Cs, they will move to silver, then gold.

1. Verbal praise
2. Move name to silver – praise pad, sticker or note in the diary to take home to parents
3. Move name to gold – add marble to jar, jigsaw piece to pot – for class reward
4. Sent to headteacher or member of senior leadership team

Golden Leaves

Each week class teachers will select one child to award the 'Golden Leaf' to in assembly. Golden Leaves are awarded to children who demonstrate aspects of our school mission statement:

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The leaf is added to the display in the school hall and the child's name included in the 'Golden Leaf Awards' section of the school monthly newsletter.

Learning Behaviours

An agreed set of Learning Behaviours for our school are taught and applied across the school. We want the children at our school to become more independent learners by developing thinking and learning skills such as determination, curiosity, cooperation and critical thinking. We want the children to realise that their ability is not fixed or predetermined, but that it can grow and develop

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with effort, application and perseverance. We want to teach the children skills that will enable them to learn effectively and achieve well.

Specific learning behaviours have been shared with the children since the introduction of the learning behaviours in 2015. These apply to lessons across the curriculum. During 2014-15 academic year, the badge system was introduced to acknowledge children who demonstrate particular learning behaviours, with the aim of becoming recognised as an independent learner. Therefore, we will not reward children for a 'good piece of work' but instead will recognise the behaviour that enabled them to learn and develop. In this way, we aim to encourage the skills that make someone a 'good learner'. Each class has a tick sheet for which the children can use to record any learning behaviour points they earn. When they have earned enough of each point they can receive their bronze, silver or gold badge which is presented in Golden leaf assemblies (3 points in each learning behaviour earns a bronze badge; 6 points in each learning behaviour area earns a silver badge; more than 9 points in each area earns a gold badge). Children can also earn points for their house when they are recognised for demonstrating one of the 6Cs. These house points are collected by monitors and the house with the most points each week has their colours tied to the house trophy in assembly.

The learning behaviours, which are embodied in our Learning Heroes designed by the children are:

Curiosity, Commitment, Critical thinking, Collaboration, Courtesy and Creativity – the '6 C's'.

The children are taught the learning behaviours alongside the curriculum as well as through specific lessons which aim to develop one of the 6C's. Explicit links may be made through subjects such as Science where the children are developing their curiosity through asking questions and finding out answers.

Criteria for achieving the 6'C's

To achieve the Bronze award the children would show attributes as follows:

Show **Curiosity**: Try new things with the help of others; Have new ideas with the help of others; With help, develop ideas; Respond to questions about ideas; Begin to ask questions in order to find out more. Act on some ideas; Demonstrate a desire to extend learning beyond the classroom; Ask questions

Show **Commitment** - Work hard with the help of others; Enjoy the results of effort in areas of interest; Begin to push past fears; Begin to try to do something more than once; Try to carry on even if a failure causes upset.

Show **Collaboration**: Show an awareness of someone who is talking; Listen to other people's point of view; Listen to people who try to help; Take encouragement and advice from others when working in a group or as a team; With support, begin to seek help from a familiar other when needed.

Show **creativity**: Begin to show imagination; Show a willingness to try new things; Begin to have new ideas; Enjoy completing tasks of interest

Show **Critical thinking**: Choose one thing to improve; Make a small improvement with help; With support analyse work; Begin to show signs of open-mindedness; With support, reflect on own work; Begin to recognise when there is a problem; Ability to make a decision.

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Show **Courtesy** – Be ready to listen/learn, ready to answer questions, offer to help others, opening doors, Let others go first, showing good manners through 'sorry', 'please', 'thank you' etc. Smile 😊

To achieve the Silver award the children would show attributes as follows:

Show **commitment**: Enjoy working hard in a range of activities; Reflect on how effort leads to success; Begin to encourage others to work hard; Show a willingness to overcome fears; Push past fears and reflect upon the emotions felt afterwards; Keep trying after a first attempt; Show the ability to stick at an activity.

Show **curiosity**: Try new things when encouraged; Have new ideas when encouraged; Enjoy having new ideas; Shows a desire to want to learn more; Ask some questions in order to develop ideas; Show enjoyment in trying out new ideas

Show **creativity**: Show imagination and expressiveness in most areas of work; Show a willingness to try new things and risk failure; Have new ideas; Show passion and commitment when the task is of interest.

Show **collaboration**: Listen to others, showing attention; Describe the points of view of others; Begin to take encouragement and advice from others; Begin to encourage others when working in a group or as a team; Seek help from familiar others when needed; Respond positively to opportunities to extend their learning

Show **critical thinking**: Identify a few areas for improvement; Attempt to make improvements; Analyse work and make a simple evaluation; Show signs of open-mindedness; Reflect on own work; Recognise when there is a problem and attempt to resolve the problem; Ability to look at different options and make a decision; Finds alternative ways if the first attempt does not work.

Show **Courtesy** – Listen to everyone and find ways to help others, open doors for all adults in the school, let others go first and sharing, Learning the names of all staff so you can greet them, help others during learning opportunities, be positive and celebrate each others achievements. Smile 😊

To achieve the Gold award the children would show attributes as follows:

Show **commitment**: Understand the benefits of effort and commitment; Continue to practise even when accomplished; Encourage others by pointing out how their efforts gain results; Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances; Push oneself in areas that are not so enjoyable.

Show **collaboration**: Listen first to others before trying to be understood; Describe and understand others' points of view; Listen to others who encourage and help, thanking them for their advice; Encourage others and offer constructive advice when working in a group or as a team; To independently seek help from others when needed.

Show **Curiosity**: Enjoy new things and take opportunities wherever possible; Have new, original ideas and act on those ideas; Know which ideas are useful and have value; Shows a desire to want to learn more and acts on this desire; Ask lots of questions; Act on ideas.

Show **creativity**: Show imagination, expressiveness and originality in all areas of work; To feel confident to try new things and risk failure; Have lots of new ideas; Show passion and commitment when working on a task.

Show **critical thinking**: Identify areas for improvement; Make improvements; Analyse and evaluate work, acting on this evaluating accordingly; Be open-minded; Be reflective, both reflecting on own

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work and of others; Recognise when there is a problem and take steps to resolve that problem; Ability to look at different options and make a decision in a difficult situation; Reflect upon the reasons for failures and find ways to bounce back.

*Show **Courtesy**: always ready to listen and learn, always ready to answer questions, always offer to help others, opening doors for all members of our school community, always thinking about letting others go first, always showing good manners through 'sorry', 'please', 'thank you' etc. to all members of our school community. Smile 😊*

Policy Monitoring and Review

This policy will be reviewed every three years by the governors. However, if new guidance or legislation is introduced the review will be moved forward.

Staff will review this policy every year, or more frequently if the need arises.

The drafting or review of this documentation will be delegated to appropriate members of staff prior to wider consultation and discussion.

Governors will:

- Approve and discuss the policy and review it every three years
- Receive and discuss reports concerning the implementation of the behaviour policy

The Head teacher will:

- Monitor the implementation of the policy
- Establish that staff have the necessary expertise and support to promote positive behaviour management.
- Make certain that staff have access to relevant documentation, updates and advice concerning behaviour management.

All staff will:

- Promote positive behaviour in the school.
- Implement the policy and consult current guidelines and with the Team Leaders, Head teacher, Special Educational Needs Co-ordinator, Gifted, Able and Talented Co-ordinator, Emotional Literacy Support Assistant if they have any concerns over particular children.

Parents will be expected to:

- Encourage and support their children in behaving appropriately at school.
- Support decisions concerning the effective implementation of the behaviour policy.
- Support children's enthusiasm and efforts to develop their learning through Home School Learning