

# **St. Gregory's Catholic Primary School**

## Behaviour and Rewards and Anti-Bullying Policy



Walking Together in the Light of the Lord

Reviewed: November 2019  
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## **Behaviour Policy**

“Whatever you do to the least of these brothers of mine, you do to me.”

At St Gregory’s we model and expect outstanding attitudes to learning and excellent relationships from every member of our school community in order to nurture an environment where everyone reaches their full potential. We all play a crucial role in teaching our children about choices and preparing them for the society in which they belong and ensuring children feel valued and safe. We ensure that the values of Christ are at the heart of our school and are part of our daily lives in order to create a Christ centred community. We recognise that every individual is made in the image and likeness of God and that God lives in every one of us.

At St Gregory’s our aims are:

- To praise and reward positive attitudes to behaviour and work to maintain fairness and consistency, whilst encouraging self-discipline. (READY)
- To create an atmosphere where children develop a moral awareness and are sensitive to the needs of others as well as showing respect and consideration for other people and property. (RESPECTFUL)
- To promote an environment in which children feel safe, know what is acceptable and what isn’t and the sanctions that will be applied in such situations. (SAFE)

The school recognises and promotes good behaviour as a way to encourage independence and to create effective learning environments. We recognise that high standards are best promoted when everyone (staff, parents and children) have a shared understanding of what is acceptable and unacceptable behaviour. A number of rewards are used across the school to promote and reward positive behaviours.

### **Rewards**

#### **What do we reward at St Gregory’s?**

- Excellent contribution to Spiritual life.
- Excellent effort made in independent work
- Consistently producing excellent quality classwork
- Being an excellent role model
- Showing compassion to others
- Excellent progress towards individual and school goals
- Going Above and Beyond expectations

### **House Points**

From Foundation Stage onwards, each pupil becomes a member of a House.

- Alban
- Becket
- Fisher
- More

Children have an individual house point card which they keep a record of house points they have been awarded. The adult who gave the house point must stamp the child's card. House points are awarded on a pupil House Point Chart.

Staff also record their house points collectively for their house in each class. The house points are totalled before our whole school celebration assembly each term and the winning house is announced and congratulated. The coloured ribbons of the winning house are tied around the trophy. The weekly scores are kept in order to determine an overall termly and yearly winner.

### **Praise postcards**

For exceptional work, children can be awarded a Praise Post card which equates to 5 House Points. These can be collected from the Head Teacher's office and need to be written and given to the school office who will send them home to the child.

### **Star of the Week**

Each Friday, children from each year group [FS– 6] are chosen by their class teachers for particular mention in whole school celebration assembly. One certificate is given for "Mathlete of the Week" (times table focus), one certificate for handwriting or spelling and one certificate for general achievement or effort throughout the week. These children are presented with their certificate in assembly and get a Head Teacher's award sticker.

At the end of each term, teachers award a Gold Star to the person who has embodied our values and expectations most keenly throughout the term. The child is awarded with a certificate and gold star to wear.

### **The School Rules**

At St Gregory's, we are Ready, Respectful and Safe.

#### **We are ready to learn:**

1. We have a positive attitude
2. We focus on our own learning and try our best
3. We complete our homework

#### **We are respectful:**

1. We are honest and tell the truth
2. We look after the equipment we are given
3. We look after our school
4. We care for each other
5. We listen to our teacher and other adults
6. We hold doors open for each other and greet each other
7. We listen to others and follow instructions

#### **We are safe:**

1. We walk in the corridors
2. We keep our hands, feet and other unkind words to ourselves

In the classrooms, our aim is to provide and sustain a positive and purposeful learning environment where children can learn and succeed. This is best achieved through a calming environment without distraction and a clear, structured approach that the children can rely on. At St. Gregory's, we follow the **Five Pillars of Pivotal Practice** which underpin everything we do:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

The following guidelines are an effective way of maintaining this atmosphere:

- Being in the classroom in order to welcome the children
- Having Reflection Slides or relevant activity on the whiteboard and calming music to focus the children on an activity.
- Begin lessons promptly
- Ensuring lessons are well prepared, clear and purposeful.
- Ensuring that work is set to an appropriate level for all children.
- Make the expectations clear for their work and behaviour.
- Motivate children; encouraging good organisation and independence.
- Keep your classroom an attractive, clean and tidy environment for the children to work in.
- Maintaining stimulating, interesting displays, which include examples of good practice and children's own work.
- Praise and reward examples of good behaviour
- Provide opportunities for children to work independently using manipulatives and a range of resources

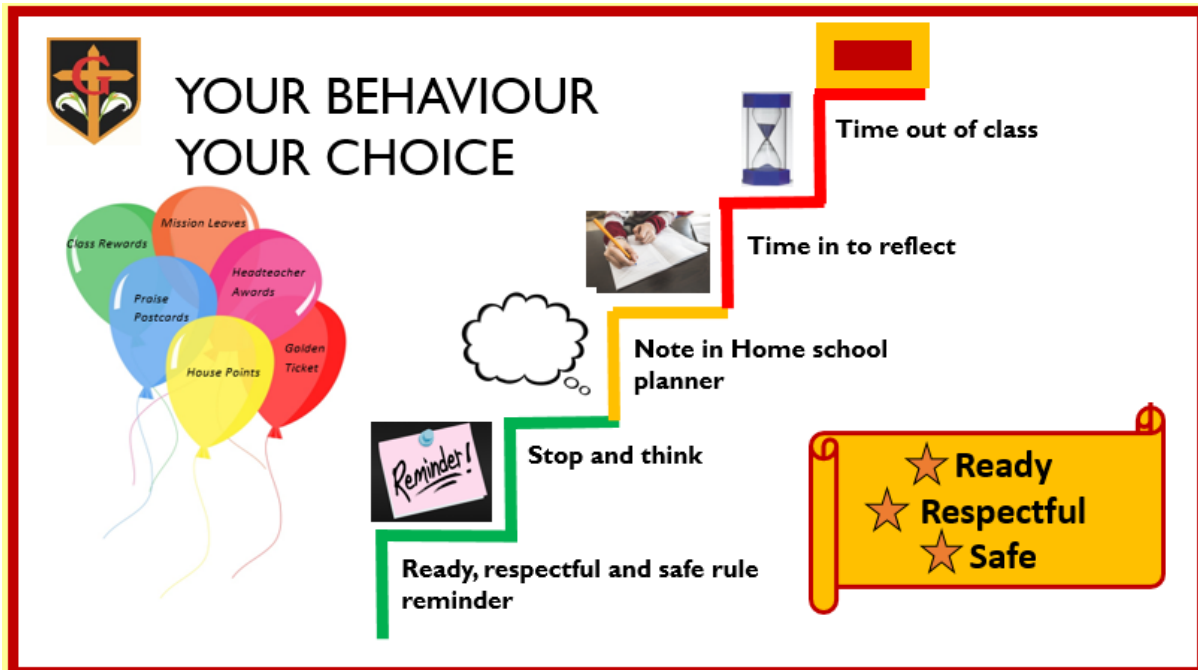
### **Foundation Stage Behaviour System**

Each class in Foundation Stage and Nursery uses a behaviour system involving a visual sunshine, cloud and thunder storm to highlight both positive and unacceptable behaviour. This system promotes positive behaviour and reinforces the classroom rules throughout the day. Each child starts their day on the sunshine and they are only placed on the cloud for misbehaviour. The children are given a warning before being placed on the cloud which enables them with the opportunity to reflect on their behaviour choice to support them to remain on the sunshine. Children are rewarded in many ways including having their own sticker chart, prizes, praise postcards and Star of the week.

## Key Stage One and Two Behaviour System

### Consequence Staircase:

Aspects of behaviour which do not meet our school rules have clear and consistent consequence. The school's **Consequence Staircase** (sitting alongside a visual representation of the many rewards on offer for good behaviour) enforces to children that "Your behaviour is your choice" and so too are the related rewards or consequences.



The St Gregory's Consequence Staircase is used to provide children with five progressive levels of consequence – demonstrating to children that behaviour choices which do not follow our School Rules are not acceptable and will not support themselves and their peers in "Walking in the Light of the Lord".

If incorrect behaviour choices are made, the next level of the Consequence Staircase is used with clear scripts guiding each transition.

**The Consequence Staircase begins again each session**, ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of sessions and days.

At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. Such adjustments will be discussed with the Senior Leadership Team and the child's parents or guardian, but will not distract away from the ultimate purpose of this policy: to ensure that all children have the opportunity to enjoy, achieve and learn in a stimulating and safe Christian environment.

**The five steps on the Staircase are described below, followed by the script used by an adult at each stage. The script is delivered calmly and clearly and is designed to not distract from the learning of others. The steps progress within a lesson / play or lunchtime, where the child is choosing to repeat the unwanted behaviour, or where they choose to show other unwanted behaviours which do not follow the School's Rules.**

**Step 1 –Rule Reminder** – A positive encouragement to follow the specific Golden Rules.

- Script (as used by adults): Name, I am giving you a rule reminder. When you (describe behaviour here) you are not following our School Rule of (name rule here).

**Step 2 – Take Time to Think** – An opportunity for the child to reflect on their behaviour choices, before they go on to the ‘amber’ part of the staircase.

- Script (as used by adults): Name, I am giving you time to think now. When you (describe behaviour here) you are not following our School Rule of (name rule here). You are choosing to be on Step 2. Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you for listening.

**Step 3 – Note in Home-School Planner** – A note is put into the Home School Link for parents to read and acknowledge. The note will inform parents of the Golden Rule or Rules which have not been followed. At this point, the child will receive a loss of privilege soon after e.g. five minutes of playtime.

- Script (as used by adults): Name, you are now choosing to be on Step 3 because you are not following our School Rule of (name rule here). We will discuss this shortly. Thank you for listening.
- Script continued (as used by adults): at playtime, lunchtime or at a point in which independent learning has commenced. Name, you have chosen to be on Step 3 and I have written a note in your Home-School Link. You are (describe loss of privilege e.g. currently missing out on your play). Do you remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see. Thank you for listening.

**Step 4 –Time to reflect**– This is a time when children will sit away from the remainder of their class and will complete a reflection about their behaviour choice. This reflection will be appropriate to their age and understanding and generally is led by an adult. The aim is to offer a restorative and reflective approach to their behaviour choices and re-emphasises their capacity to make excellent behaviour choices.

- Script (as used by adults): Name, you are now choosing to be on Step 4 because you are not following our School Rule of (name rule here). We will complete a reflection sheet when you are calm and ready to make things better. The reflection sheet will be signed by the parent, filed by the class teacher.

**Step 5 – Exit from Class** – In the circumstance that the Rule or Rules continue to not be followed within a given lesson, the child will be removed from the classroom to ensure that effective learning is able to continue. At this point, the child will not be reminded why they have to leave the classroom. Depending on the circumstance, the child will be sent to their Key Stage Leader, Deputy Headteacher or Headteacher. The Senior Leader involved will complete a Reflection Time sheet, and will decide on a necessary consequence.

- Script (as used by adults): Name, you are now choosing to be on Step 5 because you are not following our School Rule of (name rule here). I will now ask an adult to take you to another room so that we can enjoy, achieve and learn.

At times, serious incidents require escalation to step 4 – the red section of the behaviour chart. This is generally as a result of harm being caused to another person or property or bullying. Persistent behaviour of this kind requires the intervention of the Headteacher and at this stage parents will be invited into school for a meeting. At times, it may be necessary

for further sanctions to be put in place such as time spent in isolation or, in very rare cases, a fixed term exclusion from school. If this is the case, parents will be involved in resolving the issues that led to this sanction and it is likely that support from outside agencies will be sought. A child will only be given a fixed term exclusion if their behaviour threatens the safety of a member of our school community.

At all times we seek to deal with behaviour issues in a restorative way. We recognise that all behaviour is communication and we seek to ensure that every child is supported and challenged to become the person they have been created to be.

## **Anti - Bullying Policy including Cyber-Bullying**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those who are being bullied to defend themselves. Some forms of bullying are aimed not only at the individual, but also at the group to which he or she may belong.

Bullying can take many forms, but the most common are:

- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – exclusion from social groups, being made the subject of rumours and stories
- Cyber-bullying – the use of ICT by an individual or group in a way that is intended to upset others whether it be as a result of direct or indirect action

At St Gregory's we work together to create a happy, caring and safe learning environment in partnership with parents and carers. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility within our school community to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Our aims are:

- To provide a safe, caring environment for the whole school community
- To instil in our children that bullying is unacceptable and that reports of bullying will be listened to and taken seriously
- To carry out a full investigation following any report of bullying with detailed records kept of incidents and conversations
- To take appropriate action, including exclusion in cases of severe bullying.
- To communicate with parents when a complaint of bullying is made ensuring they are kept informed

### **Our approach to investigating bullying**

In dealing with bullying, we ensure that we listen to any accusation of bullying, including where a child has expressed a feeling of being bullied. In response to a complaint of bullying, a full investigation will be carried out and records kept. The behaviour policy should be applied when sanctions are given.

In school, the procedure for dealing with bullying is:

1. Discuss the nature of the bullying with the 'victim', recording all the facts on specific incident forms that are found in the Inclusion Files in every classroom
2. Talk to any children or adults who may have witnessed any of the incidents. Record on incident forms.
3. Discuss the incident(s) with the alleged bully/ies. Make them aware of the investigation that has so far taken place. Obtain their side of the story.
4. If the bully owns up, make it understood that bullying is not acceptable at St Gregory's. Apply sanctions relevant to the type of bullying after discussion with key stage leader.



If the allegation of bullying is denied, investigate further and discuss with key stage lead. If there is sufficient evidence that the bullying occurred, apply relevant sanctions. Sanctions for the bully include:

- Loss of play times for a period to be determined by the key stage leader or deputy Headteacher
- Excluded from school during lunchtimes for a period to be determined by the Headteacher

5. Hold separate discussions with parents of bully and victim.

6. Discuss with Inclusion Team relevant strategies to put in place to support both the victim and bully. Continue to monitor interactions between the children/groups.

### **Creating an anti-bullying culture in school**

Our school's Behaviour Policy explains how we promote positive behaviour in school to create an environment where pupils behave well; where pupils take responsibility for each other's emotional and social well-being; and where they include and support each other. We also draw on the school's Curriculum, including our A Mind to Be Kind programme, and promote appropriate behaviour through direct teaching, including the safe use of ICT equipment, and by creating an emotionally and socially safe environment where these skills are learned and practised. Our aim is to create a climate where bullying is not accepted by anyone within the school community.

Our curriculum is used to:

- Raise awareness about bullying and the ways in which reporting incidents is made
- Increase understanding for victims and help build an anti-bullying ethos
- Teach pupils how constructively to manage their relationships with others
- Educate children on the positive impact technology can have on their lives and how to use it appropriately and what happens when it isn't

Throughout the school we use tools such as Circle Time, assemblies, role-plays and stories to show what pupils can do to prevent bullying, and to create an anti-bullying climate in school. Our School Council offers a forum in which concerns about bullying can be discussed on a regular basis. We regularly ask children to complete a "Pupil Voice" questionnaire to ask pupils whether they feel safe in school and we will try to eliminate any unsafe areas which they report to us. Our anti-bullying ambassadors lead assemblies and support the implantation of our policy.

Cyber-bullying and the misuse of ICT devices, including mobile phones, are taught as part of e-safety lessons on an annual basis. Children in Key Stage 2 also learn about the power of social media and the ways in which it can be misused and what to do if you are subjected to this. As a school we also take part in safer internet day, a key reminder to our children about the importance of how to use ICT equipment safely and the positive ways in which it can be used. Any allegation of cyber-bullying will be investigated using the guidelines set out in this document. Children also have the use of the 'confide' button on each of our computers if they would rather speak to someone online rather than face-to-face.



## St Gregory's Behaviour Record Form to be signed by the parent

### **Time IN**

If a child receives a Time IN sanction, then a letter will be sent home to their parents/carers and they will be asked to sign and return the slip at the bottom. The child will also need to complete a reflection on their actions during their **Time IN** over break-time or lunch-time.

Date \_\_\_\_\_

Dear Parent of \_\_\_\_\_,

I am writing to inform you that today your child was given the sanction of:

**Time In:** for failing to follow our **School Rules**

**Reason:** \_\_\_\_\_

**This letter has been issued in accordance with our Positive Behaviour Policy.** Your child's class teacher will discuss this letter with you in more detail.

We would appreciate your support in reminding and encouraging your child to behave appropriately whilst at school and to make the most of every learning opportunity.

We will keep you informed of your child's progress in this area.

Yours Sincerely,

\_\_\_\_\_

Class Teacher Signature

\_\_\_\_\_

Return Slip – please ensure you return this part of the letter the following day. A record of this letter will be kept.

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_

**I have read the letter regarding my child's behaviour and will speak with them about it as detailed in The Positive Behaviour Policy.**

Signed \_\_\_\_\_ Date \_\_\_\_\_



**St Gregory's Behaviour Record Form 2 - to be signed by the parent**

***Pupil Time in to reflect***

To be completed by the child: (name) \_\_\_\_\_



I have been given the sanction of **Time in** today for the following reasons:

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I will improve my behaviour in future by:

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Signed by the child: \_\_\_\_\_

***Parents Return Slip – please ensure you return this part of the letter the following day.  
A record of this letter will be kept.***

Child's Name: \_\_\_\_\_ Class: \_\_\_\_\_

***I have read the letter regarding my child's behaviour and will speak with them about it as detailed in The Positive Behaviour Policy.***

Signed \_\_\_\_\_ Date \_\_\_\_\_



# Time Out Record

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

I was not:      Following Rules      Being Respectful      Being Safe      Being Ready

(Circle all that apply)

And \_\_\_\_\_  
Describe what happened

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I should have \_\_\_\_\_  
What should you have done differently?

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If I had done this \_\_\_\_\_  
What would have been different?

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So from now on I \_\_\_\_\_

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My Signature \_\_\_\_\_ Senior Leader \_\_\_\_\_

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**Dear Parent,**

In accordance with our Behaviour and Rewards Policy, we ask that you discuss with your child's their inappropriate behaviour and sign that you have seen this document.

**I have seen this document and have discussed this with my child**

**Parent's Signature.....**