



St Gregory's Catholic Primary School

*'Walking Together in the
Light of the Lord'*

Behaviour and Rewards Policy

Reviewed: February 2024

Review Date: February 2025



St Gregory's Catholic Primary School
'Walking Together in the Light of the Lord'

Behaviour and Rewards Policy

'Truly I tell you, whatever you do to the least of these brothers and sisters of mine, you did for me.'

Matthew 25: 40

Our Vision

At St Gregory's, we model and expect outstanding attitudes to learning alongside excellent relationships between 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, we follow the Five Pillars of Pivotal Practice which underpin everything we do:

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- 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.
- Beginning 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 classrooms 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 attitudes and learning behaviours.
- Providing opportunities for children to work independently using manipulatives and a range of resources.

This policy applies to all areas of school life including our Nursery, extra-curricular clubs, lunchtimes and while pupils are travelling to and from school wearing our school uniform.

Aims of Policy

Guided by St Gregory's school rules, we aim:

- 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 acceptable attitudes and behaviours are 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.

Implementation

The School Rules:

At St Gregory's, we have three school rules which are known and used by all.

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**:

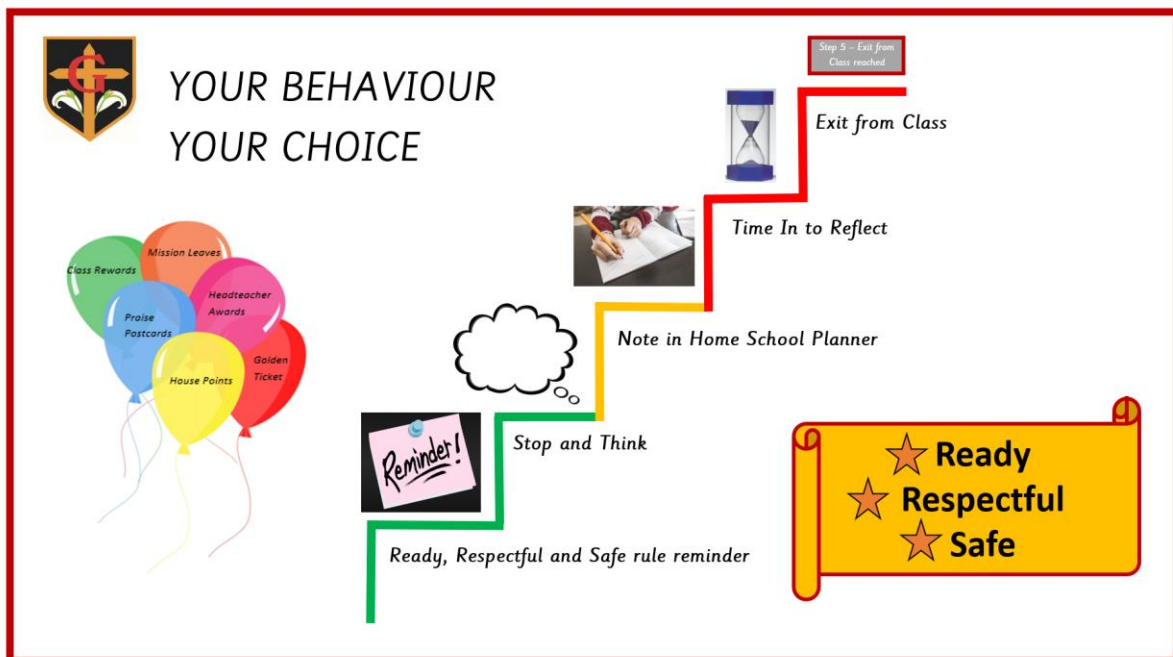
1. We walk in the corridors
2. We keep our hands, feet and other unkind words to ourselves

Rewards

Good behaviour is consistently and explicitly celebrated in our school. When we behave, a positive and purposeful learning environment is achieved where children can learn and succeed. Pupils are rewarded and recognised not just for the outcomes of making the right choices, but also for the effort and commitment they put in to making this happen. The list of reward examples is not intended to be exhaustive:

- Verbal Praise – *given by all, at all times, including phone calls home.*
- Class Rewards – *House Points, stickers.*
- Achievement Stickers – *awarded to children for...?*
- Headteacher Awards – *a certificate awarded to the child by our Executive Headteacher for learning, work or actions that can be considered as 'above and beyond!'*

- Star of the Week – a certificate awarded by the Class Teacher (Nursery-Year 6) in our weekly whole school celebration assembly to celebrate excellent effort, progress or achievement.
- Gold Star – Class Teachers award a Gold Star to the person who has embodied our values and expectations most keenly throughout the half term. The child is awarded with a certificate and gold star to wear which is given in our Gold Star assembly.
- Praise Postcards – celebrating excellent progress, effort, achievement or service
- Whole Class Attendance – the class with the highest attendance each week will receive a bonus playtime on the Adventure Playground.



Each child starts each session of the day on a clean slate; not on a step of the St Gregory’s Consequence Staircase. This ensures that children are able to quickly adopt correct and appropriate behaviour choices and can make a fresh start at each section of the day. If a child makes an unacceptable behaviour choice, they move onto the next step. Clear and consistent scripted language is used by all adults in our school to guide each transition.

At times, it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or a special educational need. Such adjustments will be discussed with the Senior Leadership Team and the child’s parents or guardian, but will not detract 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 of the St Gregory’s Consequence Staircase are described below, followed by the script used at each stage. All adults in school are familiar with and trained to use this script in a calm and consistent way. It is designed not to distract from the learning of others. The steps progress within a session - of which there are three in one day - where the child is choosing to repeat unacceptable behaviour, or where they choose to show other unwanted behaviours which do not follow the school rules: Ready, Respectful and Safe.

The St Gregory's Consequence Staircase and Steps Script

Step 1: Rule Reminder – A positive encouragement to follow the school rules: Ready, Respectful and Safe.

What are the three rules at St Gregory's? Which rule are you breaking? Name, I am giving you a rule reminder. Your behaviour is your choice. When you (describe behaviour here) you are not following our school rule of Ready/Respectful/Safe.

Step 2: Time to Think – An opportunity for the child to reflect on their behaviour choices before they move to the amber section of the St Gregory's Consequence Staircase.

Name, I am giving you time to think now. When you (describe behaviour here) you are not following our school rule of Ready/Respectful/Safe. You are choosing to be on Step 2.

Remember when (description of previously displayed positive behaviour by adult). That is the behaviour I would like to see.

Step 3: Note in Home-School Planner – A note is written in the Home-School Planner for adults at home to read and acknowledge. The note will inform parents of the school rule(s) which have not been followed. At this point, the child will receive a loss of privilege soon after e.g. five minutes of playtime.

Name, you are now choosing to be on Step 3 because you are not following our school rule of Ready/Respectful/Safe We will discuss this shortly. Name, you have chosen to be on Step 3 and I have written a note in your Home-School Planner. You are (describe loss of privilege e.g. currently missing out on your play).

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 in to Reflect – At this point, the child will sit away from the remainder of their class and will complete a reflection sheet about their behaviour choice. This reflection will be appropriate to their age and understanding and is generally led by an adult. The aim is to offer a restorative and reflective approach to their behaviour choices and re-emphasise their capacity to make the expected behaviour choices.

Name, you are now choosing to be on Step 4 because you are not following our school rule of Ready/Respectful/Safe. We will complete a reflection sheet when you are calm and ready to make things better.

Step 5: Exit from Class – In the event that poor behaviour choices continue to be made and the school rule(s) continue not to be followed in a given session, the children will be removed from class by a member of the Inclusion Team to ensure that effective learning is able to continue for the rest of the class. At this point, the child will not be reminded why they have to leave the classroom. Depending on the circumstance, the child may be sent to a member of the Leadership Team. The member of the Inclusion Team involved will complete a Step 5 Reflection Time Sheet and will decide on a necessary consequence.

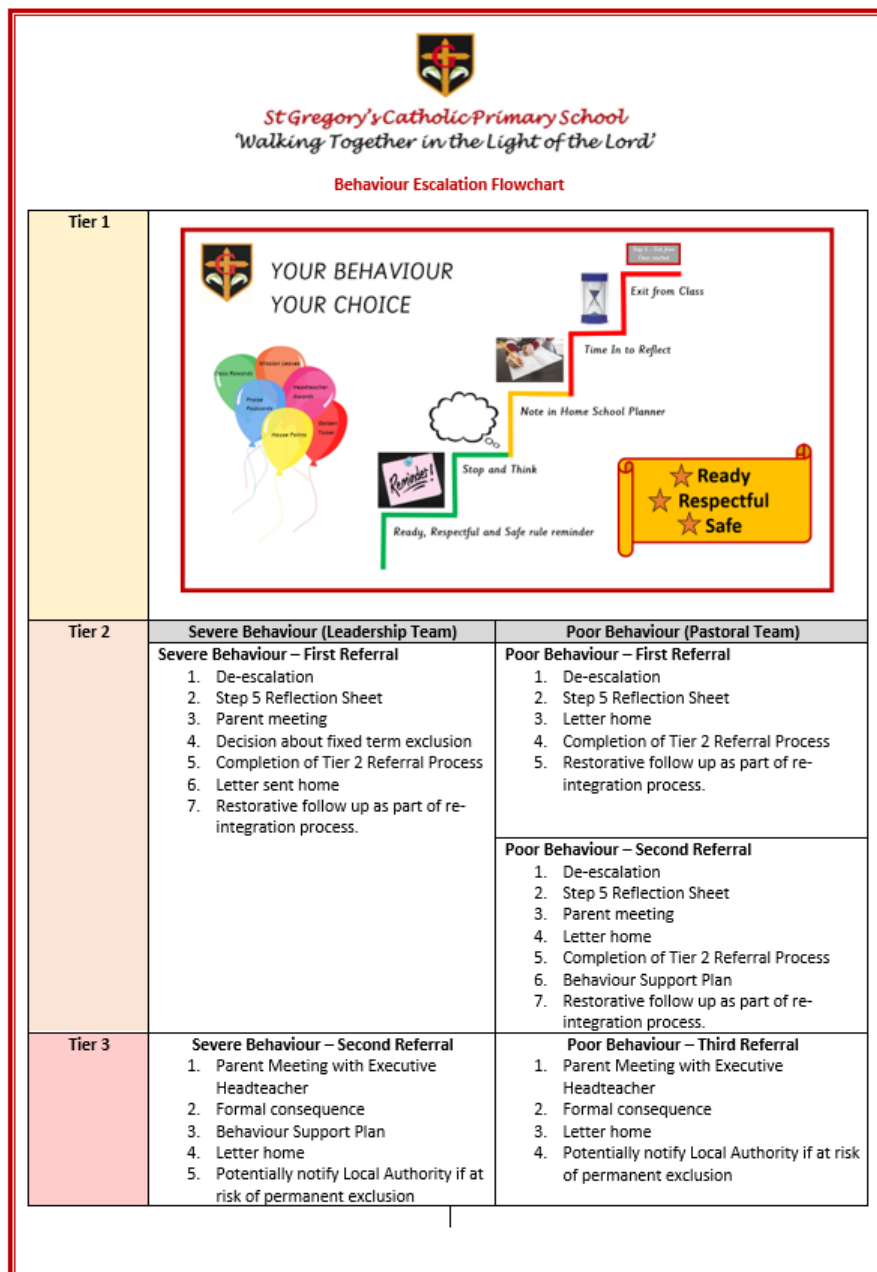
Name, you are now choosing to be on Step 5 because you are not following our school rule of (name rule here). I will now ask an adult to take you to another room so that we can enjoy, achieve and learn.

Severe behaviour requires immediate escalation to Tier 2 (beyond the Consequence Staircase) and requires the intervention of the Leadership Team. Repeated poor behaviour will also be escalated to Tier 2.

St Gregory’s Catholic Primary School defines severe behaviour as:

- Any wilful violence.
- Use of aggressive or discriminatory language or threats towards or about others.
- Stealing or theft of any property.
- Wilful damage of school or others’ property.
- Possession of inappropriate and/or illegal items.
- Any action which could be deemed criminal.
- Any other behaviour the school deems to be severe.

If a pupil reaches Tier 2, the following flowchart will be applied:



At times, it may be necessary for further sanctions to be put in place such as time spent in isolation or, in rare cases, a fixed term suspension 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 suspension from school may be given for the following:

- Serious fighting;
- Verbal or physical assault of another pupil or adult;
- Threatening or intimidating behaviour towards other pupils and/or adults;
- Bullying behaviour, including racism;
- Use of derogatory language towards another pupil or adult;
- Defiance towards any authorised adult in the school community;
- Damaging school or others' personal property;
- Persistent and repetitive disruption of learning;
- Extreme misbehaviour, which is deemed outside the remit of the usual range of sanctions.

Only the headteacher can exclude a child from school and this must be on disciplinary grounds – this can be for incidents that occur on or off the school site. Decisions regarding exclusion and whether it will be temporary or permanent will be made according to the details of the incident following the '*DFE Guidance on the suspension and permanent exclusion of pupils (Sep22)*' (Refer to the Suspension & Permanent Exclusion Policy for further details)

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Our proactive strategies include:

- We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to address any incidents of bullying observed.
- The issue of bullying will be raised regularly in order to maintain awareness of the issue through school assemblies and prominent pictorial displays and posters.
- Every opportunity to promote whole school initiatives such as anti-bullying week, and external speakers will be taken.
- The School Council will include bullying as an agenda item regularly. Peer support systems for students will be promoted and training provided for both staff and students.
- Parents are actively encouraged to discuss any worries or concerns with their child’s class teacher who will pass the relevant information onto the senior leaders if necessary. Any complaints will be dealt with immediately by the school and noted.
- Our lunchtime supervisors are proactive in preventing bullying and are aware of the ways in which they should deal with any situations should they arise.
- The Governing Body and SLT will monitor bullying via staff meetings, auditing complaints from pupils and parents.
- Staff will use the information recorded about bullying to inform their teaching. Issues surrounding bullying will be addressed within the PSHE and RE curriculums. It may also be addressed throughout other curriculum areas such as dance, drama, story etc.
- Our responses to different types of bullying may vary from time to time, depending on the type of bullying, where it occurs (i.e. at home via cyberbullying) and the level of severity.
- Where parents report incidents of bullying that have occurred outside of school hours but involve other students in the school, the staff will support the parents as and when they can to come to a positive outcome for all involved.

Confiscation of inappropriate items

Ensuring school staff and children feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure everyone’s welfare is protected and helps schools establish an environment where everyone is safe. The DfE guidance on Searching, Screening and Confiscation outlines the power of staff to conduct a search if they have reasonable grounds to suspect that a child is in possession of prohibited items, or items which contravene school regulations, and/or could potentially cause harm to the child themselves, others or school property.

The list of prohibited items includes:

- knives and weapons;
- alcohol;
- illegal drugs;

- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

School Policy also states that a request to search and/or confiscation can be made for items that are detrimental to maintaining high standards of behaviour and/or a safe environment. This includes, but is not limited to:

- any item that does not comply with the school's uniform policy e.g. jewellery
- mobile phones where this has not been handed in as per policy.
- any item that can cause distraction to learning in class
- any item that may cause social disagreement and fall outs
- any items that are deemed unsafe or could affect in-school safety procedures e.g. aerosols, lighters

St Gregory's does not endorse and will not undertake a physical search of any child's person unless there are reasonable grounds to suspect that a child is in possession of prohibited items.

If required, searches will be conducted by two authorised member of staff who should always seek the cooperation of the pupil before conducting a search and explain the reasons why. Where necessary, a child will be asked to remove their coat and/or jumper, empty all pockets, open or empty their bags. Possessions and items of apparel that have been removed may then be searched by the staff present. If undesirable items are discovered the school will use its power of confiscation to retain the offending item(s). Parents/carers will be contacted to explain what has been found and any subsequent sanctions that have been applied. Where appropriate, parents/carers will be invited to retrieve the offending property and asked to ensure that they are not brought to school again.

In the event that illegal items are discovered then the Police will be informed immediately.

Only the Headteacher and authorised school staff may use such force as is reasonable given the circumstances when conducting a search without consent for prohibited items. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

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 to become the person they have been created to be.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Exclusions Policy
- Health and Safety Policy
- Anti-Bullying Policy