



**St. George & St. Martin Catholic Academy**  
**'Growing Learning & Loving; United in play, Prayer and Peace.'**  
**Behaviour Policy**

**Introduction**

This policy was formulated during the Autumn term 2011, in response to the use of the Jenny Mosley model of Golden Time and Quality Circle Time. This policy was co written by all staff, both teaching and support.

**Rationale**

The establishment of a calm and orderly learning environment in school and in the classroom is key to effective learning and teaching in our school. Effective learning and teaching are dependent on positive relationships through inter-actions between staff and pupils, and between pupils themselves. Our Policy at St. George & St. Martin is based on an overwhelming positive approach towards managing behaviour. A major part of our policy is based on the emphasis on Incentives, Golden Rules, Golden Time and when required the use of agreed sanctions. Circle Time and the use of SEAL are used as a starting point for all of these.

**At St. George & St. Martin we aim to:**

- Provide a well disciplined Christian environment with rules which are meaningful and relevant.
- Encourage teachers and pupils to learn, play and co-operate in an atmosphere of mutual respect and courtesy.
- Enable the children and staff to have a high level of personal self esteem.
- Encourage the children to be aware of their responsibilities as members of a class and the school community.
- Enable the children to understand and accept the consequence of their actions.
- Reinforce positive behaviour and give children responsibility.
- Encourage children to take a pride in themselves, their uniform and their school.
- Recognise the effort and attainment of all pupils whilst also valuing their diversity both in academic and non-academic achievements.

### Circle Time

This forms an essential element of our Positive Behaviour Policy and each class holds regular class meetings or Circle Times. These are times when the class come together for thought, discussion, fun and self-congratulation. Problems can be discussed openly and solved with the participation of the whole class. The school has adopted Jenny Mosely's 'Quality Circle Time' approach.

### Golden Rules

The following rules have been developed in consultation with the School Council and form part of our school reward system:

We are gentle - we don't hurt anybody.  
We are kind and helpful - we don't hurt anybody's feelings.  
We listen - we don't interrupt.  
We are honest - we don't cover up the truth.  
We work hard - we don't waste our own or others' time.  
We look after property - we don't waste or damage things.

These Golden Rules can be applied throughout the school and will apply during break and lunch times. The positive aspects of the Golden Rules will be displayed in all classrooms and throughout the school. The Golden Rules are incorporated into the Home School Agreement and at the start of each academic year the children sign up to and agree to follow the Golden Rules.

### School Reward Systems

Praise and raising children's self-esteem is at the heart of the school policy.

### Strategies to encourage good behaviour

The strategies to encourage good behaviour include to:

- Recognise and reward examples of good behaviour or good work.
- Recognise and reward effort to behave/work well.
- Display children's work in a prominent place.
- Give children classroom/school responsibilities.

Each class may have their own in-class reward system, but the following are whole-school strategies:

### Golden Time

- 'Golden Time' is a 30 minute session of a special activity that the children have chosen e.g. art, board games, bingo, parachute games, singing, etc.
- The aim of 'Golden Time' is that children who always stick to the rules will be rewarded for their good behaviour.
- Children who break any of the 'Golden Rules' make the choice of whether to continue their rule breaking or return to keeping the rules.
- If a child continues to break a rule, they will lose 1 minute of their 'Golden Time'.
- If a situation arises where a child has lost all of their minutes, they may earn back up to half of their minutes by completing a set task, e.g. helping someone
- It is important to negotiate with the children what special activity it is that they want to do. Classes may partner up on occasions and Teacher Support Assistants may be used to lead an activity.

### House Points

- Children are awarded house points for effort in all areas.
- The children in each house achieving the most house points in one week to be awarded stickers in Foundation and Key Stage 1 and star badges in Key Stage 2. These names to be included in a lucky dip for a termly prize.
- The house cup will be awarded weekly at the school assembly. The house cup is the Jean Clarke Trophy in memory of a member of staff.
- The house with the most points at the end of term is awarded extra playtime.

### Headteacher's Award

- Each week teachers nominate a child for the Headteacher's Award which is presented in assembly on Friday.

### Green Cards

- Green cards are awarded to children for excellent work or behaviour in Y3-Y6. This is recorded by the class teacher. The individual with the most green cards each term wins a reward for their class. In KS1 special prizes are awarded for exceptional effort and behaviour.

### Citizenship Badges

- Each week, a child from each class is awarded a Citizenship badge for demonstrating that they are a good citizen. The badge is in memory of a parent and governor, Mr Kelsall. Alongside the badge the child is awarded a certificate which can be kept in their Record of Achievement. (see appendix A)

### Letters to parents

- Each half term, a letter recognising good work/behaviour, is posted to the parents of children who have been nominated by their class teacher. [Appendix B]

### End of the school year

- At the end of the school year prizes are awarded to children in each class for:
  - The child showing most overall improvement/attainment
  - The child who made the most overall contribution to school life (Y6 only).

## Sanctions

Whilst attempting to be positive wherever possible, there will inevitably be occasions where children may behave in a disruptive or anti-social manner.

### Loss of 'Golden Time' Application of Sanctions linked to Golden Time:

1. General reminder of Golden Rule
2. Positive prompt (eg Well done to all those children who are...)
3. Individual warning (If choose to carry on breaking the rule you will...)
4. Move to the middle, time for thinking.
5. Observe desired behaviour - move back to the start or continue to break the rule and lose a minute.
6. If a minute is lost, move immediately back to the start. Children only allowed to complete steps 4 and 5 twice in any session.

### Loss of lunchtime

Children in Key Stage 1 and those in Key Stage 2 whose behaviour is causing constant disruption will lose their lunchtime their following day. A staff rota is in place to ensure the children are supervised at all times. A letter is sent home to parents to explain the reasons for the loss of lunchtime [Appendix C]

### Red Cards **KS2??**

A red card is given to children who deliberately misbehave or cause a physical injury to another person.

If a child receives 1 red card they are sent to the Key Stage Leaders who record the incident in the Incident Book.

If a child receives 2 red cards in a term they are sent to the Headteacher.

If a child receives 3 red cards a formal written invitation requesting parents to see the Headteacher is issued. [Appendix D]

If a child receives 4 red cards in a term they are put on report. [Appendix E]

At the beginning of each term, all red cards are wiped clean.

Serious offences

- Any form of racist behaviour/bullying will not be tolerated. This should be reported directly to the Headteacher. (See anti bullying policy)
- Where a child is displaying repeated anti-social behaviour they should be referred to the SENCO who in consultation with the class teacher will place the child on the appropriate stage of the SEN register and provide the child with an appropriate IBP/PSP (See SEN Policy).
- Liaison with outside agencies, if necessary.
- Withdrawal of privileges. Any children kept in during playtimes must be supervised.

For severe breaches of discipline:

- Temporary exclusion for either lunchtimes or a stated number of days.
- Permanent exclusion.

(These may only be applied by the Headteacher after referral to the Academy Committee).

Class Teachers will:

- Ensure children are aware of school and classroom rules and explain why they are necessary.
- Always be consistent in their approach to behaviour.
- Plan and organise both the classroom and lessons to keep pupils interested and thus minimise the opportunity for disruptive behaviour.
- Emphasise positive behaviour.
- Be alert to signs of bullying.
- Involve parents at the appropriate stage - always try to gain their support.
- Be strategically placed when children are leaving the premises and when they are moving from the playground to the classroom or other areas of the school.
- Use the agreed school system of record keeping and pupil profiles to identify potential learning and behavioural problems at an early stage.
- Be available, by appointment, to parents outside school hours.

**Agreed by the Staff on.....**

Agreed by the Academy Committee on .....

**Appendix A**

**Appendix B**

Dear

I have been informed by your child's class teacher that .....  
has worked really hard this half term. Please offer my congratulations to  
..... I hope he/she continues to work very hard at school.

Dear

I have been informed by your child's class teacher that .....  
has been really well behaved this half term. Please offer my  
congratulations to ..... I hope he/she continues with his/her  
excellent behaviour.

**Appendix C**

Date:

Dear Parents,

Your child \_\_\_\_\_  
has not behaved

appropriately today. They have  
\_\_\_\_\_  
\_\_\_\_\_.

As a result, they will miss their lunchtime playtime tomorrow.

Our Golden Rules are:

We are gentle - we don't hurt anybody.

We are kind and helpful - we don't hurt anybody's feelings.

We listen - we don't interrupt.

We are honest - we don't cover up the truth.

We work hard - we don't waste our own or others' time.

We look after property—we don't waste or damage things.

Please do not hesitate to contact me if you have any further questions.

Thanking you for your support,

Mrs D Farmer  
Headteacher



I acknowledge receipt of behaviour letter.

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

**Appendix D**

Dear

You are aware that there is a disciplinary procedure within the school.  
Your child.....has now received three red cards during  
this half term.

Please make an appointment to see me so that we can work together to  
resolve this problem.

Yours sincerely,

Headteacher

**Appendix E**

Dear

Your child ..... has now received four red cards and  
he/she is now going to be placed on report for a limited period of time.

Please make an appointment to see me so that this matter can be  
discussed further.

Yours sincerely,

Headteacher