

Behaviour for Learning Policy

1. Policy statement

St George's aims to set high standards of behaviour, which will support teaching and learning by providing pupils and staff with a clear framework of rules, supported by rewards giving positive support and by using consequences that are fair and consistent.

2. Principles

This policy is designed to create a positive environment in our school – an environment in which effective teaching and learning can take place. At St George's, it is expected that all members of our community should:

- a. Behave in an appropriate manner with the health and safety of themselves and others as a priority
- b. Model the behaviour we want to see in others
- c. As students allow all to learn and teachers to teach
- d. Treat everybody with respect and consideration in all situations
- e. Treat their own property and the property of others with care
- f. Have the same high standards of behaviour in all school-related activities wherever they may take place.
- g. As teachers to follow the staff Behaviour for Learning code (see appendix1)

3. Aims

This policy aims to ensure that whole school principles are applied consistently throughout all parts of the school. It also allows each part of the school to develop procedures that are appropriate to the age of the pupils and physical environment.

4. Procedures

In each part of the school, Behaviour for Learning will follow a similar structure:

- a. A statement of rules
 - b. A reward structure
 - c. A consequence structure
- 4.1 St George's Junior School (La Storta)
 - 4.2 St George's Junior School (City Centre)
 - 4.3 St George's Senior School La Storta

La Storta Junior School Behaviour Policy

1. Aims and expectations

- 1.1 We aim to promote an environment where everyone feels happy and safe, valued and respected.
- 1.2 The Junior School has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

2. The Golden Rules

Within the La Storta Junior School we use The Golden Rules as an expectation for our pupils' behaviour from the Early Years to Year 6. Each phase of the Junior School has its own particular rules that are appropriate to the age range of the children. The class teacher discusses the school rules with their class. In addition to the school rules, each class also has its own classroom code, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class as appropriate.

The Golden Rules

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest

In addition to the Golden Rules, we have specific rules that help students manage their daily life in school:

Rules for good order

- Correct and tidy uniform must be worn
- Only considerate behaviour is acceptable
- Pupils must be in school by 08.45 every day
- A note signed by a parent or guardian, wherever possible in advance must explain all absence from school.
- Permission for extended absence must be sought in advance from the Head of the Junior School.

Rules for personal safety and good health

- The following are not allowed in school or on the buses: drugs (except brought for medical purposes and handed to the School office during the school day).
- No pupil may leave the school premises without their parents/guardian or a teacher during the school day
- Pupils should not run inside buildings
- Dogs should not be brought onto the school premises.

Rules to safeguard property

- Any theft, damage or defacement of the school or any individual's property is a serious offence
- All property, especially uniform must be marked with the owner's name
- Valuables should not be brought into school and the school can take no responsibility for lost

Property

- No pupil should go into another classroom without the permission of a member of staff.
- Litter must be put in a bin.

3. Rewards

We recognise and reward good behaviour in a variety of ways:

- Teachers congratulate children
- Teachers give children house points in Year 1 and above for effort in work and behaviour.
- To provide recognition for the children's efforts to behave well during the week, there will be a set 'Golden Time' within the class 6-day or weekly timetable. The class teacher and pupils will have agreed on a suitable reward activity.

Certificates and badges are presented for success in public events such as music examinations and for commitment and membership to the choir, orchestra, sports teams and so on.

- In Assemblies we acknowledge the success of individual pupils as well as groups in activities both in and out of the school.
- Displays in the classroom and elsewhere in the school are used to recognise children's effort and/or attainment

4. Consequences

The class teacher can encourage positive behaviour within the classroom in many ways. If these are not effective then we have agreed to use the following consequences to ensure a safe and positive learning environment:

- Teachers will use appropriate ways to communicate when behaviour is unacceptable.
- In Key Stage 2, the class teachers will log, (with dates and brief description) the names of children in their class whose behaviour is significantly inappropriate during the week.
- The Homework Diary is not usually used as a vehicle for class teachers to inform parents of behaviour issues. If a class teacher feels that this line of communication is necessary and helpful, it should be discussed beforehand with the Deputy Head and/or Head.
- The Deputy Head teacher will be kept informed of any persistent misbehaviour and will take the matter up with the Head teacher, who will, if necessary inform the child's parents, initially by sending home a letter and ultimately by requesting the parents to make an appointment with him/her in order to discuss the situation, with a view to improving the behaviour of the child.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part until they have

agreed to behave in a responsible manner. The Head should also be informed about such incidents immediately.

5. Monitoring

The Head of the Junior School, along with the staff, monitors the effectiveness of this policy on a regular basis and, if necessary, makes amendments for further improvements.

The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

St George's City Centre Behaviour for Learning Policy

SGN Dragons

The Rules

The Dragons have six Golden Rules. These are:

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

These Golden Rules are presented in a series of books, *The Golden Rules Series*, written by Donna Luck and illustrated by Juliet Doyle (Positive Press Ltd, 2005). The books are read in Dragon Assemblies and the children's understanding of these rules is consolidated through discussion in class PSD time.

Rewards

Positive reinforcement of the Golden Rules is achieved by verbal praise. Staff are careful that their language highlights effort, improvement, progress and achievement and that the praise is linked clearly and specifically to how a child has behaved or what a child has said or done e.g.

"Well done. You are learning to tidy your table by yourself after snack without me asking you to do this. I can see that you are being helpful and are looking after the classroom".

"I'm really pleased you tried to write that word by yourself. I can see that you have sounded it out. You have been working very hard today and haven't wasted your time".

In addition we encourage pupils to be self-reflective and identify their own progress with putting these rules into action. Once in every six day cycle during class Circle Time the children reflect on the previous six days and share with their class what they are proud of having done or tried hard to do using the Golden Rule language as a term of reference. In Red Dragons the staff guide the children with identifying and verbalising what they feel proud of. Green Dragons find this concept easier, especially as the year progresses. The Green Dragons' "proud of" statement is recorded with each child in his or her own Learning Journey every six day cycle.



In Dragon Assemblies achievement and progress with learning behaviour is celebrated by entering some children's names each week in a special Assembly Book, called "What we are proud of ". All children have an entry in the book at least once each term.

Consequences

If a child is behaving inappropriately the child is given a verbal warning. The child is reminded about the relevant Golden Rule and is told what he/she is doing that is breaking that rule. The expectation is that the child will modify the behaviour straight away. If the child does not do so he/she is warned that the staff member will count to three and that if the behaviour is not modified by the count to three, then the child will be given time out.

Time out. If time out is required the child is told to move to the time out place and it is expected that the child will spend a few minutes (a maximum of 5 minutes) sitting out of the activity or situation. In the front playground this is on the step. In the back playground this is on the central well. In the classroom it is a designated place (e.g. on a carpet square), or a chair may be placed in a quiet spot away from other children. At the end of the time out period the member of staff who gave the child the time out will return to the child to discuss the inappropriate behaviour calmly.

If the inappropriate behaviour is repeated (or is of a serious nature e.g. biting/bullying another child) the child's parents will be informed, the Key stage Co-ordinator may also come to talk the problem through with the child and the Head teacher is informed.

Key Stage 1

GOLDEN RULES

We are gentle.

We are kind and helpful.

We listen.

We are honest.

We work hard.

We look after property.

'Golden Time' has been included in each class weekly as part of our school positive behaviour policy. With 'Golden Time' children are rewarded for behaving well. 'Golden Time' ensures that the majority of children who behave well are rewarded.

Before implementing 'Golden Time' each class is introduced to a set of 'Golden Rules' which is a short well-defined list of positive behaviour statements agreed on by both staff and pupils. These rules apply in the dining room and playground and will be displayed in the classrooms and around the school.

Children who are in danger of breaking one or more of the rules in class or elsewhere in school or the playground are usually given two verbal warnings. This is followed by a visual warning which means the child moves his/her peg on the 'Golden Time' display and they lose an allotted period of 'Golden Time' usually a 5 minute block. Children are given the opportunity to 'earn back' their time before the next 'Golden Time'. In this way, the message we are giving the children is that if they are sensible, cooperative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum.



Ideally, those children who have a tendency towards disruptive behaviour will be less inclined to continue if they are risking the loss of a privilege, which they had a part in deciding on. Children who need time out will sit on the steps outside the school building during their playtime for the minutes agreed by the teacher.

Key Stage 2 Our Playground Rules



Years 3 and 4

These rules have been written in consultation with the current Year 3 and 4 cohorts. They will explore the meaning behind these rules at the beginning of the year and revisited through PSHE lessons. The rules will be shared with parents and displayed in the classroom.

The Golden Rules

1. We will be active learners who try our best
2. We will listen
3. We will be kind and helpful
4. We will be ready for learning
5. We will look after property
6. We will be honest

Rewards

The children will be praised verbally for good behaviour for learning by their class teacher and other pupils. Children will be sent to the Lower Key Stage 2 co-ordinator, Deputy or Head to share their achievements.

Consistently good behaviour or progress in behaviour will be shared with parents through the school's homework diary.

House points

House points may be given for

1. Producing a good standard of work.
2. Behaving well according to the **Golden Rules**.
3. Has put in significant effort on a piece of work or project.
4. Has achieved a standard higher than expectations.

House points are collected on a weekly basis and counted up. Winning house is announced at assembly. A collective prize is awarded to the whole house at the end of each half term.

Consequences

If a pupil does not comply with the **Golden Rules** in the classroom the child will be given a verbal warning. The child is reminded about the relevant Golden Rule and is told what he/she is doing that is breaking that rule. If the child continues to behave inappropriately, a teacher can apply time -out during break time or lunch time supervised by the teacher.

Parents will be contacted if children persistently break the class rules.

Procedures for Dealing with Major Breaches of Discipline

- Records are kept by teacher and parents are informed if child repeats behaviour after warnings.
- Head of Junior School will speak to the pupil or pupils concerned. Communication or meeting with parents informing them of the problem may be necessary.
- In cases of repeated poor behaviour, the Headteacher may suspend a pupil.
- In extreme cases the Principal may permanently exclude a pupil.

Years 5 and 6

The agreed Golden Rules will be placed on the wall in the classroom and will be discussed with the pupils at the beginning of the year.

GOLDEN RULES

1. Listen to and do not disturb others.
2. Always work hard at home and at school (Complete assignments including homework)
3. Be kind and gentle with others.
4. Look after and share property.
5. Be honest.

Rewards Policy

A pupil is praised verbally by the teacher or sent to the Head if they achieve the following

- Works well consistently.
- Behaves well according to the **Golden Rules**.

House points

House points may be given for:

1. Producing a good standard of work.
2. Behaving well according to the **Golden Rules**.
3. Has put in significant effort on a piece of work or project.
4. Has achieved a standard higher than expectations.

House points are collected on a weekly basis and counted up. Winning house is announced at assembly. A collective prize is awarded to the whole house at the end of each half term.

Consequences

If a pupil does not comply with the **Golden Rules** in the classroom the child will be given a verbal warning. If the child continues a teacher can apply time -out during break time or lunch time supervised by the teacher or misses out on time or activities important to them.

Procedures for Dealing with Major Breaches of Discipline

- Records are kept by teacher and parents are informed if child repeats behaviour after warnings.
- Head of Junior School will speak to the pupil or pupils concerned. Communication or meeting with parents informing them of the problem may be necessary.
- In cases of repeated poor behaviour, the Headteacher may suspend a pupil.
- In extreme cases the Principal may permanently exclude a pupil.

Monitoring

The Head of the Junior School, along with the teaching staff, monitors the effectiveness of this policy on a regular basis and, if necessary, makes amendments for further improvements.



St George's Charter



St George's Senior School Behaviour for Learning Policy

1. The St George's Charter

The St George's Charter outlines our intrinsic expectations of our students. In a multi-cultural international community such as ours, respect in all aspects of school life is fundamental. The Charter also acts as a guide for staff and students in allocating 'rewards and consequences'. The Charter is displayed in every classroom in the school as a reference point for all of us as to how we should conduct ourselves in school life (see Charter).

2. Rewards

2.1 We aim to develop in students a clear appreciation of the intrinsic value of high achievement in all areas of school life. In addition, we can reward achievement in the following ways:

- verbal praise
- written comment on work or in Student Diary
- House Point and House Point Certificates
- contact with parents
- senior staff comment

2.2 Teachers will focus their recognition of positive achievement in each of the 6 areas of the Charter.

When a student achieves 'above and beyond' what might normally be expected of them as an individual, a House Point should be awarded using SIMS.

2.3 The awarding of House Points will be monitored for consistency by heads of department, heads of year and senior leaders.

3. Consequences

Unacceptable behaviour at any time will be dealt with by staff, recorded using SIMS and appropriate consequences applied to the student. The following aspects of behaviour are not acceptable. They are divided into low and high level for recording on SIMS:

Low Level	High Level	
Failure to complete classwork/homework	Bullying	Alcohol at school
Misbehaviour	Cheating	Illegal substances
Lack of equipment	Damage to property	Smoking
Lateness to lesson	Theft	Truancy
Uniform/jewellery	Fighting	
Out of bounds	Insolence	



3.1 The following consequences should be used by staff in proportion to the level of unacceptable behaviour:

- warning to stop unacceptable behaviour
- move student within room
- time out of room (5 mins max)
- detention (break or lunch)
- contact with parents
- contact with senior staff (Head of Department/Year, Deputy Head)
- suspension (Headteacher)
- permanent exclusion from school (Principal)

4. Monitoring

The Head and Senior Leadership Team along with all staff monitors the effectiveness of this policy on a regular basis and, if necessary, makes amendments for further improvements.

Appendix

Staff Behaviour for Learning Code

This code is based on the work of Charlie Taylor (UK government's advisor on behaviour in schools 2011)

1. The Role of Senior Leaders

- a. Ensure clarity of understanding for all staff, students and parents of the expected standard of behaviour for pupils.
- b. Ensure behaviour expectations, rewards and consequences are clearly displayed throughout the school.
- c. Ensure recording systems for behaviour data work effectively.
- d. Ensure data concerning behaviour is used effectively to reward good and improve poor behaviour across the school.
- e. Monitor planning for individual students to ensure clear plans are effective and supported by parents.
- f. Be a visible presence at key times around the site.
- g. Ensure the site is clean and well maintained.
- h. Model the behaviour you want to see.
- i. Praise the behaviour when you see it.

2. The Role of Teachers

- a. Know names.
- b. Meet and greet at start of lesson.
- c. Display, refer to and follow the code, rewards and consequences.
- d. Plan for individual needs (and ensure other adults know the plan).
- e. Differentiate in your planning.
- f. Have clear routines that you teach the pupils.
- g. Stay calm.
- h. Praise the behaviours you want rather than criticise those you do not want.
- i. Let parents know the good as well as the bad.
- j. Have high expectations at all times.
- k. Treat all children with respect and understanding

3. The role of Parents

- a. To work collaboratively with the school so children receive consistent messages about how to behave.
- b. To understand and support the school rules.
- c. To engage in a supportive dialogue with the school so that issues of behaviour and welfare can be dealt with immediately.