



Behaviour Policy

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|  | <p>As St. Walburga's school family we walk in the footsteps of Jesus by ...</p> <ul style="list-style-type: none">• welcoming all• learning to be the best we can• joining together in prayer• serving God and one another. |  |
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The purpose of our behaviour policy at St Walburga's School is to promote and celebrate good behaviour. We want our pupils to develop an understanding of right and wrong, in an environment that promotes justice and compassion. We want our pupils to learn that they have rights and responsibilities, and that they are responsible for their behaviour through making good choices. Our system acknowledges and accommodates those children who may find it harder to make the right choice. It is firmly rooted in the belief that each individual is unique, and made in Christ's image. Through our behaviour system, we aim to live out our Mission Statement which calls us to walk in the footsteps of Jesus by welcoming all, serving God and one another, learning to be the best we can and joining together in prayer.

In the area of behaviour our specific aims are:

- to promote mutual respect between all members of the school community;
- to encourage and reward good behaviour;
- through consultation agree, and regularly review, a fair set of rules and sanctions;
- to provide a safe and secure environment for all members of the school community.

GUIDING PRINCIPLES

The school's Behaviour Policy rests on the following principles,

- that every child should feel valued as an individual with a unique contribution to make; this to be fostered by positive encouragement and guidance;
- all staff should endeavour to:
 - value every pupil irrespective of ability, race, gender, age, achievement or behaviour;
 - have high expectations of behaviour and work from all pupils;
 - encourage children to respect themselves, others and the environment;
 - provide a safe environment;
 - encourage independence and self-discipline;
 - respond immediately to children who do not conform to the agreed standards of work and behaviour;
 - provide a discipline that is consistent, fair and firm, but kind;
 - give all children equal access to their time and attention;
 - form positive relationships with all pupils
 - be aware of the model they present to pupils, remembering that all contact, formal and informal, contributes to standards of behaviour;
 - provide opportunities for all pupils to experience success;
 - value and promote partnership between home, school and parish.
- the school should always promote;
 - a love of God;
 - a sense of well being and concern for others;
 - a respect for the world God created;
 - a respect for the individual as a person uniquely created by God;
 - an atmosphere for healing and reconciliation;

OUR VISION

The vision and values of our school are summed up in 6 key words, underpinned by scripture. We believe that every member of the St Walburga's family should aim to be:

- HONEST – 'Blessed are the pure in heart, for they shall see God.' (Matthew 5:8)
- COLLABORATIVE – ' Help each other- when you do this you truly obey the Lord'. (Galatians 6:2)
- BRAVE – The Lord is with me, I will not be afraid' (Psalm 118)
- COMPASSIONATE – 'Clothe yourself with compassion, humility, gentleness and patience'. (Colossians 3:12)
- RESPECTFUL – 'So in everything you do, do to others what you would have them do to you.' (Matthew 7:12)
- INDEPENDENT – 'I can do all things, through him who gives me strength'. (Philippians 4:13)

OUR SCHOOL AND CLASS RULES:

In this school:

- We love one another – we are kind and show respect to the adults and children in our school.
- We welcome all – we are friendly in our words and actions. We take care of our classroom to make it a welcoming place where everybody feels safe.
- We serve God and one another – we help the adults and children in our school and our community.
- We learn to be the best we can - we always try hard with our work
- We join together in prayer – we show respect when we spend time talking to God.

- We follow in the footsteps of Jesus by trying to live as he taught us

REWARDS AND SANCTIONS

The school offers a wide range of rewards and sanctions. These are progressive in order for children to have a higher reward to aim for, and for teachers to have further sanctions to apply.

A list of the current rewards and sanctions available in the school can be found in Appendix A.

BULLYING

Bullying is not tolerated in our school. Please see our Anti-Bullying Policy for further details.

Policy Reviewed: September 2025

Next Review: September 2026

APPENDIX A

REWARDS and SANCTIONS

Green, Yellow, Orange and Red Cards:

In both Key Stages, our system of rewards and sanctions for behaviour is based on a card system. Cards can be given by any adult in the school.

A behaviour expectation poster showing how children earn cards is displayed in each classroom.

Once given, a card cannot be taken away (either green or a sanction)

In Key Stage 1, green cards are counted up each Wednesday and the two children with the greatest number in each class are given a certificate and a prize from the box in Key Stage 1 assembly.

In Key Stage 2, green cards are counted each Tuesday. There is a prize for the child with the greatest number in each class. Green cards are then exchanged for raffle tickets, and a further prize is awarded in Key Stage 2 assembly on a raffle basis.

In Key Stage 1, a yellow card will result in 5 minute of playtime lost. Repeated yellow card behaviour will result in an orange card and 10 minutes of playtime lost. Red cards, resulting in whole minutes of playtime lost should be used very rarely. When a red card is given, the teacher should inform the parent verbally at the end of the day.

In Key Stage 2, the sanctions are increased.

A yellow card will result in 10 minutes of playtime lost.

An orange card is given for repeated yellow card behaviour – if a child already has a yellow card in the chart for that day, they will receive an orange card should their behaviour continue. An orange card will result in the loss of an entire playtime. An orange slip will be sent home, stating the reason why the child received the card. This slip will be signed by parents and returned to school the following day. If the slip fails to be returned, the child will continue to miss break times until it is returned to school. The slip will also be signed by the member of staff who has given the card.

Red cards are given for serious offences in which parents need to be seen by the teacher. A red slip will be completed and kept by the class teacher as a record of the incident. The child will miss two days' break times and the teacher will contact the parent directly.

If a teacher has had to meet with parents on more than one occasion due to a child receiving red cards, a meeting will be arranged with a member of the leadership team present to discuss next steps.

Awarding Housepoints

On entry to school each child is placed in one of four houses:

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| St. Anne | - | Blue |
| St. Bernadette | - | Red |
| St. Francis | - | Green |
| St. Joseph | - | Yellow |

As far as possible siblings are put into the same house.

House points can be awarded by any member of staff – teaching or non-teaching. Examples of things house points may be awarded for can be found below.

House points are awarded for **good work**. Generally children will be awarded **one house point** at a time. This may be for

- full marks in a spelling or other test
- completing a good piece of work
- extra effort towards a piece of homework
- a notable contribution to a class discussion

Occasionally you may feel a child deserves **two house points**. For example

- an exceptional piece of work for the individual child
- a very good piece of homework, perhaps doing more than was asked for, possibly some additional research

Very occasionally you may feel a child should be given **three house points**. This should be in exceptional circumstances only (*the 'WOW!' factor*).

From Year 2 children will be responsible for keeping their own individual record card. In Reception and Year One it is suggested there is a class record displayed in the classroom.

House points count towards a child's individual collection and also to the overall house team collection.

Individual House Point Certificates

There are four levels of awards:

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| Bronze | - | awarded after a child acquires | 25 house points (10 for Y1 and YR) |
| Silver | - | awarded after a child acquires | 50 house points (20 for Y1 and YR) |
| Gold | - | awarded after a child acquires | 75 house points (30 for Y1 and YR) |
| Headteacher's | - | awarded after a child acquires | 100 house points (40 for Y1 and YR) |

The total carries on at the end of each term. When a child has reached 100 they begin again and collect a second Bronze, Silver etc.

By the end of an academic year it is hoped that all children will have attained at least 1 of each certificate. Bronze, Silver and Gold Certificates will be presented at Key Stage Assemblies and the Headteacher's Certificate will be presented at the Friday Assembly. If a child loses their individual record then they will start again at the beginning of the level they were on.

House Team Competition

House points will go towards the team competition. The weekly tally is given out each Friday and the cup presented to the winning team. In addition a running total will be kept. At the end of each half term the winning team for that half term will be given a reward such as extra playtime or the chance to wear clothes in their house colour.

At the start of the next half term the running total is zeroed and points go towards the next half-termly total.

At the very end of the year the six half-termly totals are added together to find out the name of the overall House Points Champions. The winning team will be awarded the House Points Shield and a treat.

Points will be collected each Thursday afternoon by children from Year 5.

'Star of the Week'

In addition to the house points rewards system each classteacher is asked to nominate two 'Stars of the Week'. During the assembly on Friday the teacher will explain briefly why they have been nominated and the children will receive a certificate, a star to place on the 'Star Board', and a badge to wear for the following week. Again, as with the house points system the nominations should be for a wide range of reasons, not only academic achievement.

Lanyards

These are used to show that a child has permission to be out of the classroom, for example to go to toilet or return the register. Adults in school should challenge a child who is in the corridor without a pass.

Further sanctions may be used in consultation with a member of the SLT, these include:

Buddy System (Time Out)

We recognise that a limited time out of the class room in a pre arranged supervised environment can be of benefit, it is important to inform the other supervising teacher of the circumstances and to provide work.

Behaviour Contract

Behaviour Contracts are to be negotiated with the children, teacher and parents if necessary.

Removal to another classroom

A planned time out of the classroom, for example a day, may be appropriate.

Fixed Term Exclusion

A Fixed Term Exclusion is available to the Head teacher.

Permanent Exclusion

As a final option permanent exclusion would be considered and where appropriate used.