



QEGS Junior School **Behaviour Policy**

(Rewards, Discipline and Sanctions)

All members of staff at QEGS hold pastoral care in high regard and devote much time to the welfare of all the boys.

Paramount among our ideals is the uniqueness of the individual and his safety and well being. QEGS Junior School strongly supports the 'Every Child Matters Agenda.'

As a school we continually promote the importance of a caring and considerate attitude towards one another. A sense of selflessness as opposed to selfishness is also encouraged. If all the school rules were to be crystallized to just one then it should be
'Think of others.'

The school adopts the following methods for dealing with examples of undesirable behaviour:

Detection

Discussion

An attempt to change the behaviour: In the form of helping the boy concerned to understand the consequences of their behaviour.

Punishment (where deemed appropriate)

Reparation for the injured party

Forgiveness on all parts

The pupils are encouraged to report openly upon any observed poor or anti social behaviour, especially bullying. They are also encouraged to interact with offenders in dissuading them from their actions.

Talking through the actions that offenders have carried out is essential in preventing repeats of their actions.

Why it is wrong

How it is wrong

How things should continue from this point onwards.

The main aim for discipline is that all the boys will behave well. The long term aim should be for the boys to demonstrate a self discipline. This will be made possible if there is a clear understanding on the boys part of what is acceptable and unacceptable behaviour.

It is vital that all the staff are consistent with their discipline and also have a clear understanding of the behaviour policy.

Discipline should always be well thought out and appropriate to the offence committed.

Rewards

There are many ways that we can reward both good behaviour and good work. Many teachers will use a wide array of stickers, stamps and certificates to illustrate their approval and recognition.

It is the responsibility of individual teachers to set the standards for these accolades. Even the most sophisticated boy will take great pride in achieving this. The importance of verbal praise must never be underestimated whether made publicly or quietly passed on when it is sincerely meant.

Formal Rewards

HOUSE POINTS

All boys are allocated to one of the four Houses usually on a random basis although brothers are usually allocated to the same House. The Houses are:

Bentley
Cave
Freeston
Savile

There is an ongoing competition which operates on a weekly basis. At the end of each week there is a winning House that will be presented with a certificate following a whole school assembly that has been led by the Head.

A termly cup is awarded to the House with the most House Points.

At the end of each academic year the House Cup will be presented to the House with the highest number of house points.

Throughout the year the boys will be awarded House Points in the form of House Point cards that will be posted by the boys in the appropriate House Posting Box.

If a House has been clear of any yellow or red cards in a week then a bonus score of 50 House Points will be added to their House total

ROLL OF HONOUR

When a teacher deems a piece of boy's work to be of an exceptional standard the pupil will be invited to present this piece of work to the Head who will in turn sign and record the pupils achievement upon a weekly Roll of Honour Record.

The Roll of Honour list will be read out during the Monday morning assembly to all boys. Each pupil having had their name read out on the Roll of Honour list will be invited to stand up and receive applause from the rest of the school.

A letter is then sent home to the boy's parents outlining what their Roll of Honour achievement was for.

REINFORCEMENT OF POSITIVE BEHAVIOUR

As far as possible all adults in the school must strive to accentuate the positive in relation to discipline and behaviour.

- Verbal praise
- Written remarks. Positive comments relating to children's work and behaviour is seen as vital when reinforcing achievement.
- House points can be awarded to recognise any positive aspect of school life.
- Roll of Honour
- Star of the week certificates
- Good to be Green

A House point could be awarded for the following, for example:

- Good work
 - Good manners
 - Helpfulness
 - Acting responsibly
 - An act of kindness
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- Class based rewards

A class who do not receive a yellow or red card in a week will be rewarded with a class award

Each teacher will develop their own reward systems e.g. Stars, stickers, stamps and certificates.

OPPORTUNITITIES FOR PUPILS TO TAKE RESPONSIBILITY

In the form of:

- Head Boy and Deputy Head Boy
- Prefects
- House Captains
- Form Captains
- Librarians
- Team Captains

It Is Good To Be Green – Rewards and Sanctions

Each classroom will have a cardholder displayed on the wall containing a Green card per pupil which each boy should strive to remain on. The classes with no yellow or red cards at the end of a week will qualify for a class based reward. Such rewards should be decided by the form teacher.

If a boy fails to behave in the appropriate fashion a warning should be given by the member of staff. A second act of poor behaviour should lead to the awarding of a

yellow warning card. A third instance of such behaviour in the same week should result in the awarding of a Red consequence card.

A boy would remain on the coloured card for the day it was given and all of the following day before returning to Green.

The staff within each year group should meet on a termly basis to discuss the guidelines for administering the system within their year group. This will be shared amongst the staff as a whole to ensure as much consistency as possible.

Every sanction that a boy receives must be recorded on the weekly record log and be handed in to the Deputy Head at the end of each week so trends of poor behaviour may be plotted.

SUSPENSIONS AND EXCLUSIONS

These are very rare occurrences because, when a boy falls short of our expectations on behaviour, our policy is to help and guide him towards meeting these expectations. These extreme sanctions will only be used as a last resort when all other avenues have been explored.

Suspensions are for fixed periods. The period may be extended if after further investigations a greater severity of behaviour is revealed. The Head of the Junior School is the person to administer this form of punishment.

PROCEDURES FOR DEALING WITH INCIDENTS OF UNACCEPTABLE BEHAVIOUR

It is essential that all staff deal with all problems and incidents relating to behaviour consistently.

Forgiveness should be the intended outcome.

Pupils must be allowed the opportunity to make amends.

In broad terms problems and incidents relating to discipline and behaviour fall into three categories:-

Minor Incidents: - For Example,

During lessons: Talking out of turn, disturbing other pupils work etc.

Procedure:

These must be dealt with at the time by the class teacher.
Remind the pupil concerned that their behaviour is deemed to be inappropriate.
Provide the pupil with a clear reason/s as to why.

More Serious Incidents: - For Example,

During Lessons: Persistent disruptive behaviour, rudeness, not completing work etc.

At Playtimes: Aggressive play, disobedience towards the duty teacher.

Procedure:

All of the above should be reported back to the class teacher.
Consider the awarding of a yellow warning card or a red consequence card.
If no signs of progress consider a weekly report card.
Consider the removal of break times.

Serious Incidents: - For Example,

Persistent disobedience, vandalism, bullying.

Procedure:

Child to be interviewed by the Deputy Head or Head if required.
Incident to be recorded in writing and the parents informed.

Responsibilities of Head and Staff

- Prompt start to registration, assemblies, lessons etc.
- To keep all pupils on task, motivated and interested.
- Mark all work promptly and constructively.
- Maintain a high standard of wall displays showing examples of children's work.
- Place a low emphasis on punishment and a high recognition for positive achievements.
- Set high standards of speech, manner and dress.
- Market the school in a positive fashion.
- Encourage self discipline.
- Provide necessary support for certain individuals.
- Make a clear distinction between minor and major offences. Avoid over reacting.
- Develop positive working relationships with the parents.
- Talk to pupils with respect and value their opinions.
- Never talk in a negative tone about a pupil or colleague in front of others.
- Promote a caring ethos towards each other.
- Expect good and orderly behaviour as pupils move around the school.
- Insist on good manners at all times.

Responsibilities of the Children:

- To walk around the school building quietly and sensibly.
- To be obedient.
- To have the correct equipment and kit required for lessons.
- To display a kind, caring and respectful attitude towards each other.
- To be responsible.
- To be organised.
- To be punctual.
- To set high standards for themselves.

