



# BEHAVIOUR POLICY

Revised Jan 2018 ML

**Name of School: ST PETERS COMMUNITY PRIMARY SCHOOL**

**Date this policy was approved by the Governing Body: 1<sup>st</sup> February 2018**

## **Contents**

- |            |                                        |                |
|------------|----------------------------------------|----------------|
| <b>1.</b>  | <b>School Vision Statement</b>         | <i>page 3</i>  |
| <b>2.</b>  | <b>Rationale</b>                       | <i>page 4</i>  |
| <b>3.</b>  | <b>Rights and Responsibilities</b>     | <i>page 5</i>  |
| <b>4.</b>  | <b>The Golden Rule</b>                 | <i>page 6</i>  |
| <b>5.</b>  | <b>Attachment Difficulties</b>         | <i>page 7</i>  |
| <b>6.</b>  | <b>Sanctions</b>                       | <i>page 8</i>  |
| <b>7.</b>  | <b>Statutory Guidance on Exclusion</b> | <i>page 9</i>  |
| <b>8.</b>  | <b>SMSC</b>                            | <i>page 12</i> |
| <b>9.</b>  | <b>Celebrations</b>                    | <i>page 13</i> |
| <b>10.</b> | <b>Appendices</b>                      |                |
|            | ➤ Appendix A - The Golden Rule         |                |
|            | ➤ Appendix B - Learning characters     |                |

# OUR VISION STATEMENT



At St Peter's our vision is to create a school community where everyone can learn with zest in order that they may become healthy, confident, caring and successful citizens.

Through the use of a creative curriculum, we will provide a stimulating, positive and challenging learning environment where children can take risks with their learning and all can achieve.

Our learning experiences will promote independence and creativity and develop life-long learners with inquisitive minds, a joy of discovery and a sense of wonder. We will enable them to develop skills that allow them to solve problems, make informed choices and communicate effectively.

In a safe, secure and nurturing environment we will encourage self-confidence and will value the uniqueness of the individual to promote high expectations, a sense of self-worth and pride in our achievements.

By promoting positive attitudes and relationships we will value and respect the diversity of our community, learning from and accepting our differences and establishing a sense of identity and belonging.

This vision statement is key to everyone who has a role to play at St Peter's Community Primary School.

## Rationale

At St Peter's we recognise that this policy should relate to the behaviour of and relationships between all members of the school community. We feel that positive relationships are the root of positive behaviour and attitudes to learning and we all have a part to play in building that positive foundation. The policy should be regarded as a "live" document; it should be readily available and be referred to as needed.

This policy has been written after consultation and through discussion with staff, parents, governors and pupils and it reflects the values and principles that we collectively consider are important to the school.

Values underpinning the policy are:

- 1) All members of the school community are responsible for their own behaviour and for fostering positive relationships and communication with others. We firmly believe that children learn by example and adults must act as positive role models in their behaviour and relationships.
- 2) We believe that we all respond better to encouragement and support than to a negative response. By focusing on positive behaviour and relationships and on the gifts and capacity that each member of the community brings to the school, we can support each other to make St Peter's a truly inclusive school where all members are equally valued.
- 3) We believe that teaching, learning and behaviour are inextricably linked. We strive to ensure all pupils have full and equal access to a creative curriculum and know that by teaching social, moral, spiritual and cultural skills to our pupils we will make it easier for them to do so.
- 4) We are all members of a learning community and celebrate shared learning and supporting each other. We strive to create a community where all members feel safe to learn whatever their role.
- 5) This policy along with all policies in school will be applied equally to all members of the school community regardless of their gender, race, religion, sexuality or any disability. (Please refer to the school's Equal Opportunities Policy for further details).
- 6) St Peter's Community Primary School is committed to promoting Disability Equality. When considering a pupil's behaviour and planning sensitive and appropriate support staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils. In understanding and supporting behaviour, and promoting good relationships this could include

devising individual support programmes, helping behaviour management through visual symbols or prompts, adapting behavioural expectations, reward systems or sanction criteria, differentiating the language we use or the degree of physical support.

## Rights & Responsibilities:

At St Peter's we feel that all members of the school community have rights and responsibilities. The following charter sets out what these are.

<b>STAFF</b> (Boxes 1-3 also relate to any other adults working in school)	
<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• To be appropriately supported by peers and managers</li> </ul>	<ul style="list-style-type: none"> <li>▪ To support peers and managers in return</li> <li>▪ To seek appropriate support when needed</li> </ul>
<ul style="list-style-type: none"> <li>• To be listened to</li> <li>• To professionally share opinions</li> </ul>	<ul style="list-style-type: none"> <li>▪ To listen to others</li> <li>▪ To respect others' opinions</li> </ul>
<ul style="list-style-type: none"> <li>• To be treated courteously by all others in school community</li> </ul>	<ul style="list-style-type: none"> <li>▪ To treat others in the school community courteously</li> </ul>
<ul style="list-style-type: none"> <li>• To be made fully aware of the school's systems/policies/expectations</li> </ul>	<ul style="list-style-type: none"> <li>▪ To make themselves fully aware of the school's systems/ policies/ expectations and to support them in their practice</li> </ul>
<ul style="list-style-type: none"> <li>• To receive appropriate training to increase skills and knowledge in all required areas of professional life</li> </ul>	<ul style="list-style-type: none"> <li>▪ To take up, disseminate and put into practice any training received</li> <li>▪ To actively seek their own professional development opportunities</li> </ul>

<b>CHILDREN</b>	
<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>• To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>▪ To treat others with respect</li> </ul>
<ul style="list-style-type: none"> <li>• To be actively taught social and emotional skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ To try and use these skills as they grow and develop</li> </ul>
<ul style="list-style-type: none"> <li>• To have a rules which ensure safety in school and be taught how to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>▪ To follow the rules and therefore work and play safely</li> </ul>
<ul style="list-style-type: none"> <li>• To feel that they can safely tell adults about their worries and concerns</li> </ul>	<ul style="list-style-type: none"> <li>▪ To tell adults about their worries and concerns so that they can be addressed</li> </ul>
<ul style="list-style-type: none"> <li>• To learn in a positive and supportive atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>▪ To make the most of their learning opportunities and allow others to do the same</li> </ul>
<ul style="list-style-type: none"> <li>• To make mistakes in a safe emotional climate</li> </ul>	<ul style="list-style-type: none"> <li>▪ To learn from their mistakes and support others when they make mistakes</li> </ul>

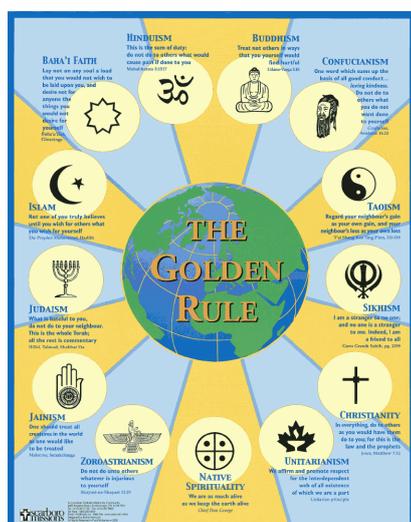
<ul style="list-style-type: none"> <li>To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others and allow others to listen</li> </ul>
---------------------------------------------------------------------	--------------------------------------------------------------------------------------------------

PARENTS/CARERS	
RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> <li>To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>To treat all others in the school community with respect</li> </ul>
<ul style="list-style-type: none"> <li>To be kept informed about their child's social and academic progress, be informed of any circumstances that may arise and have measures put in place to support their child</li> </ul>	<ul style="list-style-type: none"> <li>To attend parents' meetings, maintain 2 way communication, inform the school of any circumstances that may affect their child and support any measures put in place to support their child</li> </ul>
<ul style="list-style-type: none"> <li>To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>To listen in return</li> </ul>
<ul style="list-style-type: none"> <li>To have access to information on the school's policies and practice</li> </ul>	<ul style="list-style-type: none"> <li>To read documentation provided and adhere to the school's policies and practice</li> </ul>
<ul style="list-style-type: none"> <li>To have concerns taken seriously, have them investigated and if necessary, have measures put in to place</li> </ul>	<ul style="list-style-type: none"> <li>To take the school's concerns seriously, find out the facts of any issues and support any measures that are put in place</li> </ul>

## THE SCHOOL RULES - "THE GOLDEN RULE"

At St Peter's we follow a core set of values. All members of the school were involved in establishing the Golden Rule. The rule is displayed in every classroom and communal areas within the school. The ethos of the Golden Rule is explicitly taught through Circle Time activities and forms a basis for a number of whole school assemblies.

*The Golden Rule is to treat others the way you want to be treated.*



The premise of the rule is that it requires a person to empathise with others. The Golden Rule has a long history and has its roots in a wide range of world cultures and religions.

According to Marc H. Bornstein, and William E. Paden, the Golden Rule is arguably the most essential basis for the modern concept of human rights, in which each individual has a right to just treatment, and a reciprocal responsibility to ensure justice for others.

*See Appendix A*

**CLASS RULES** At the start of every autumn term, each class will look at the Golden Rule and discuss how they transfer to life in the classroom. They shall take the Golden Rule and break it down into a set of guidelines for the classroom.

## **ATTACHMENT DIFFICULTIES AND THE BEHAVIOURIST MODEL**

When working with a child who has Attachment Difficulties we will not necessarily be following the traditional behaviourist model which forms the basis for St Peter's Behaviour Policy. We will seek advice from the Complex Needs service in how best to support such a child according to his/her individual circumstances and needs.

Children with Attachment Difficulties are likely to be highly anxious and their difficulties can manifest themselves in a variety of ways from violence to introversion. Depending on the nature of the child's behaviour/needs, a 1:1 key worker may be employed to support the child when their need is at its greatest. The key worker will be inducted by the school SENCO and supported to work with the child by the SENCO and Class Teacher.

It is vital that the child be kept safe - emotionally and physically - as well as the other children and adults in the school.

### **Strategies**

Strategies will vary from child to child. However, below is a list of ideas which can be helpful for children with all types of Attachment Difficulties.

- Meet and greet each morning with a consistent adult.
- Individual, Visual timetable to be talked through at the start of each day - possibly as part of the 'Meet and Greet'. It is important to pre-warn the child of any changes in terms of staff, activity, structure of the day etc.
- Explain class activities as they are about to happen. Remind the child that they will be able to do the activity and help is there if they need it.
- A safe space can be created so that the child may take some calming down time if needed. The child may choose to use a symbol or signal to show that he/she needs some calm time.
- Makaton/visual signs to be used to prompt correct behaviours with the child to reduce 'nagging'/repeated verbal reprimanding thereby reducing negative attention giving and raised anxiety levels.
- Sensory breaks: physical activities such as balancing, catch, skipping etc. can be used alongside Brain Gym and Jump Ahead programmes to support coordination and confidence.
- Relationship building activities: calm time and games played with key adults to support the development of a trusting relationship.
- An attachment programme will be written to ensure all provision, strategies and support are consistent, clearly recorded and shared with all members of staff. The programme is to include:
  - ✓ Calm Box. A box of small activities that calm and re-focus the child. The box should be made by the child and their key worker and filled with activities that he/she can do with an adult to talk to. This box can be used whenever a child is feeling unsettled, or his/her anxiety level is rising. The calm box is not a treat or a sanction.
  - ✓ A set place to go to when the child is agitated i.e. a safe space. The Calm Box could be based there.

- ✓ A common script. A phrase that can be used to say that everything is okay e.g. Let's go and calm/we can work this out etc., so that all adults are giving consistent support by using the same phrases.
- ✓ Wondering aloud: this means the adult will voice what is happening as if creating a commentary, including a 'wondering' about what the child might be feeling. This is helpful for children with a limited emotional vocabulary and can allow them the opportunity to understand what they are feeling and then deal with it.
- ✓ Debrief after incidents/problems. Talking through incidents is helpful, including a discussion about 'finding' where the behaviour could have been altered. 'What could he/she have done instead?'
- ✓ Training for staff in using the above strategies as required.
- ✓ Maybo training if required.

Further information on Attachment Difficulties are available in a number of books and websites. We have a range of literature on the subject in school which can be accessed upon request.

## **SANCTIONS: BREAKING THE GOLDEN RULE**

Everyone at St Peter's will know the Golden Rule. It is important that the children know what will happen if they break the Golden Rule or their own classroom rules, and that sanctions are seen to be fair.

If a child is breaking the Golden Rule/classroom rule they will be advised by the teacher of what they should be doing, then given a warning and asked to correct their behaviour.

If the child continues in a behaviour which is affecting either their own learning or that of classmates, they will be asked to correct their behaviour and given a second warning.

If the behaviour is not corrected, then the child will be given a 'Time Out' sanction. This means that at the next opportunity for example a class playtime or Brain Break, the child will be sat either on a Thinking Spot, Thinking Chair or another space designated by the teacher for a length of time to consider their behaviour. They should sit for an amount of minutes in line with their age e.g. 4 years old: 4 minutes thinking time.

At the end of the thinking time, the child should be reminded by the teacher of why they had their time out, and discuss what the child can do to manage their behaviour in a more appropriate way the next time. The teacher should ensure that the child has a good understanding of why they were given a time out, and that they are able to take responsibility for that behaviour.

If children break the Golden Rule while on the playground they should be given two warnings, then an immediate time out if necessary. The member of staff on duty must inform the class teacher.

Serious issues will be dealt with by the Head teacher and parents will be informed.

## EXCLUSION

### **Statutory guidance and regulations on exclusion**

New arrangements for school exclusion came into force in September 2012. These apply to any pupil excluded on or after 1 September 2012 from a maintained school, academy school / Free School, alternative provision academy / Free School or pupil referral unit in England.

Revised regulations and guidance for those with legal responsibilities in relation to exclusion have been issued.

### **Overview**

The process for challenging a school's decision to permanently exclude a pupil has changed. The old system of independent appeal panels has been replaced by independent review panels.

Where requested by a parent, an SEN expert needs to be appointed by the local authority or academy trust to advise the independent review panel.

The independent review panel can uphold the decision to permanently exclude a pupil; recommend that the governing body reconsider its decision; or direct the governing body to reconsider its decision. A direction to reconsider is limited to circumstances where a panel decides that the school has acted illegally, irrationally or where there are significant flaws in procedure.

Where a governing body decides not to offer to reinstate a pupil following a direction from a panel to reconsider its decision, the panel is expected to require an adjustment to a school's budget or payment of £4000 towards the cost of alternative provision.

Where a parent alleges discrimination (under the Equality Act 2010) in relation to a fixed period or permanent exclusion, they are able to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).

### **Key responsibilities Headteachers**

- Headteachers' powers to exclude remain unchanged but there are new statutory guidelines on the use of these powers.

### **Governing bodies**

- Governing bodies perform the key role of determining whether an excluded pupil should be reinstated. This involves reviewing the decision of the head teacher and considering the outcome of any independent review panel hearing.

## **Local authorities / academy trusts**

- Where requested by a parent, local authorities or academy trusts need to arrange an independent review panel to consider the decision of a governing body to uphold a permanent exclusion.
- Panel members need to be trained in how to perform their role.
- Local authorities or academy trusts also need to appoint a special educational needs expert to advise the panel, where requested by a parent.

### **Local authorities**

- Local authorities need to oversee adjustments to a school's budget or payments by a school, where a school does not offer reinstatement following a direction by a panel to reconsider its decision to permanently exclude a pupil.
- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil's educational needs.
- Schools should have a strategy for reintegrating pupils that return to school following a fixed period exclusion, and for managing their future behaviour.
- All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion, and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.
- Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).
- An independent review panel does not have the power to direct a governing body to reinstate an excluded pupil. However, where a panel decides that a governing body's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing body to reconsider its decision. If the governing body does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school

makes an additional payment of £4000. This payment will go to the local authority towards the costs of providing alternative provision.

Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of a SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.

- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

**(Taken directly from** Improving Behaviour and Attendance: Guidance on Exclusion from Schools and PRUs by the DFES)

A decision to exclude a pupil should be taken only:

- a) In response to serious breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the head teacher, (or, in the absence of the head teacher, the acting head teacher) can exclude a pupil.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There will, however, be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) Serious actual or threatened violence against another pupil or a member of staff
- b) Sexual abuse or assault
- c) Supplying an illegal drug
- d) Carrying an offensive weapon

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community.

In cases where a head teacher has permanently excluded a pupil for:

- a) One of the above offences; or
- b) Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug on school premises.

The Secretary of State would not normally expect the governing body or an Independent Appeal Panel to reinstate the pupil.

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school. However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

The Headteacher may exclude a pupil permanently. In all cases the Headteacher will promptly

- inform the pupil's parents of the period of the exclusion, or that the exclusion is permanent.
- give the reasons for the exclusion.

At St Peter's we seek to make every effort to support the child in avoiding formal fixed term exclusion. These take place only for very serious incidents or when other strategies have been tried and have failed over time. In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies e.g. the Educational Psychologist and Brighton and Hove Inclusion and Support Service

In very serious circumstances, a pupil may receive an internal seclusion. This is when pupils are sent to another class, in another year group, or 1:1 with a designated adult for part or all of the school day. This would be recorded by the school but not recognised as a formal exclusion. Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A fixed term exclusion is where the child is not allowed to be in school for a fixed period of time. This sanction is extremely serious and is normally from between one to five days in length. In very exceptional circumstances a pupil can receive a permanent exclusion if they accumulate more than 45 fixed period exclusion days in any one academic year or for cases of extreme behaviour.

There are clear regulations regarding issuing exclusions. Only the Head Teacher (or HT's representative in their absence) is allowed to issue exclusion. There are legal procedures to follow for informing parents/carers of their child's exclusion and their right of representation. A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying including homophobic bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

The Head Teacher can exclude a child for

- a fixed period exclusion of 5 school days or fewer in one term

- a fixed period exclusion of more than 5 and up to and including 15 school days in total in one term -the Head Teacher will arrange education for the child at a neighbouring school from the 6th day if necessary
- a fixed period exclusion of more than 15 school days in total in one term
- a permanent exclusion

St Peter's will adhere to national ('Improving Behaviour and Attendance: guidance on exclusion from schools and pupil referral units' 2008) and Local Authority guidance, always using the standardised documentation recommended. In the first instance it is probable that a single day exclusion would be used. If this is unsuccessful and it eventually becomes necessary to permanently exclude the child, then the school has a agreement under Day Six Exclusion Protocol with St Nicolas C.E Primary School

**Information for parents/carers on the statutory regulations surrounding school exclusions is available from the 'School Discipline and Exclusions' area of Direct.Gov: [www.direct.gov.uk](http://www.direct.gov.uk) and the Advisory Centre for Education (ACE) website: [www.ace-ed.org.uk](http://www.ace-ed.org.uk) The Governors have an appeal panel that will consider any exclusion matter.**

## **SMSC: Spiritual, Moral, Social and Cultural Education**

The principles of SMSC run through every part of our school life at St Peter's. At St Peter's we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn, achieve and manage their own behaviour. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures in the United Kingdom and the wider world. We include this in the curriculum, and the way we treat each other as a school community inside and outside of the classroom. We aim to always demonstrate respect for each other, recognise and celebrate diversity, show empathy, cooperation and a commitment to equality.

Our PSHE (Personal, Social, health and Emotional) curriculum working alongside the SEAL resource (Social and Emotional Aspects of Learning) supports the teaching of SMSC with lessons and activities designed to encourage the development of positive relationships, self-discipline, conflict resolution, assertive communication and democratic group processes alongside the skills of speaking, listening, observing, thinking and concentrating.

This often includes a 'Circle Time' in which the children meet in a circle to engage in exercises, games and discussions. The sessions promote trust, respect, empathy and understanding which offers participants the security and freedom to explore issues and find ways forward.

Circle Time often follows this structure:

- ☺ **Opening game** - pulls the group together, provides a sense of fun and enjoyment, used to teach learning skills, moral values and codes of conduct
- ☺ **Round** - gives everybody a chance to speak. A speaking object such as a conch can be used to enable a focus on the speaker and indicate that all others must listen. It is this section of Circle Time where scripted sentences are often used. Examples

might include: *I find it easiest to work in class when...I get fed up when...I was pleased with myself when...*

- ☺ **Open Forum** - an open, free discussion phase which can be used to discuss and solve problems and set targets
- ☺ **Celebration of successes** - a chance for pupils to thank others, both children and adults, for acts of kindness etc. Closing game - brings a sense of closure and bridges into the next part of the school day

The structure is designed to build a sense of class community and the teacher acts as a non-authoritarian facilitator, encouraging co-operation and creating a climate of emotional safety.

## **CELEBRATION AND REWARDS**

- ☺ Directed and clear praise is given fairly in response to effort made in any area, to increase motivation and self-esteem in accordance with the school Assessment for Learning Policy.
- ☺ Opportunities for the exercise of responsibility are essential for the development of responsible attitudes.

Within these maxims, each teacher will have their own systems within their classroom for rewarding particular achievements. Children can be sent to the Headteacher to show and share a piece of work at any point in the school day.

### **Monday Merit Assembly**

There is an opportunity for children to show and be rewarded for their efforts in learning and learning behaviours.

- Each class will issue three children with a merit certificate every week. Each merit certificate will explain which learning behaviour the child has excelled in that week. (appendix 2) The children may show their learning if appropriate in the assembly.

### **Golden Pupil Assembly Birthdays**

- Each class will also issue a Golden Pupil Certificate. The children are chosen randomly to spend a week as the class 'Golden Pupil'. During that week, they sit on a golden or special cushion and show the class how amazing they are at keeping the Golden Rule! The class then create a list of reasons to celebrate that child which are put onto their certificate to be read out in the Friday assembly. Parents are invited to join in the celebration, and the children have their picture taken for the Golden Pupil display.

There are also special certificates awarded at the discretion of the staff for specific achievements e.g. completing a four week reading programme.

Parents of the children who are celebrating a birthday at the Friday Assembly will be invited to attend.

### **Class Assemblies**

These are an opportunity for children to share with their parents, through a performance, the learning they have been doing in class. Governors are also invited to these important celebrations of children's efforts.

### **Learning Share**

At the end of every term we have Learning Share. This is an important celebration of the children's learning during that term. Families are invited into class to look at what the children have produced in their books, alongside work in classroom displays. The children

evaluate their learning and discuss favourite parts of their term as well as what they are looking forward to getting better at next term.

**THE GOLDEN RULE**

**BABA'I FAITH**  
Lay not on any soul a load that you would not wish to be laid upon you, and desire not for anyone the things you would not desire for yourself  
*Baha'u'llah, Cleanings*

**HINDUISM**  
This is the sum of duty: do not do to others what would cause pain if done to you  
*Mahabharata 5:1517*

**BUDDHISM**  
Treat not others in ways that you yourself would find hurtful  
*Udana-Varga 5:18*

**CONFUCIANISM**  
One word which sums up the basis of all good conduct... loving kindness. Do not do to others what you do not want done to yourself  
*Confucius, Analects 15:23*

**ISLAM**  
Not one of you truly believes until you wish for others what you wish for yourself  
*The Prophet Muhammad, Hadith*

**TAOISM**  
Regard your neighbour's gain as your own gain, and your neighbour's loss as your own loss  
*T'ai Shang-Kim Yung I'ien, 213-218*

**JUDAISM**  
What is hateful to you, do not do to your neighbour. This is the whole Torah; all the rest is commentary  
*Hillel, Talmud, Shabbat 31a*

**SIKHISM**  
I am a stranger to no one; and no one is a stranger to me. Indeed, I am a friend to all  
*Guru Granth Sahib, pg. 1299*

**JAINISM**  
One should treat all creatures in the world as one would like to be treated  
*Mahavira, Sutrakritanga*

**CHRISTIANITY**  
In everything, do to others as you would have them do to you; for this is the law and the prophets  
*Jesus, Matthew 7:12*

**ZOROASTRIANISM**  
Do not do unto others whatever is injurious to yourself  
*Shayast-na-Shayast 13:29*

**NATIVE SPIRITUALITY**  
We are as much alive as we keep the earth alive  
*Chief Dan George*

**UNITARIANISM**  
We affirm and promote respect for the interdependent web of all existence of which we are a part  
*Unitarian principle*

**scarboro missions**  
A Canadian Catholic Mission Community  
2665 Kingston Road, Scarborough, ON M1W 1K4  
Tel: (416) 291-7122 Fax: (416) 291-0600  
Toll Free: 1-800-269-4815  
Email: [missions@scm.on.ca](mailto:missions@scm.on.ca) Web Site: [www.scarboro-missions.com](http://www.scarboro-missions.com)  
Designed by Kathy Vancovich  
All Rights Reserved • Paul Makanna • 2000

Successful learning		
Concentrate	Concentrating Crocodile 	Manage distractions Get lost in the task Do one thing at a time Break things down Plan and think it through Draw diagrams, jot down thoughts or things which help you think
Don't give up	Persevering Penguin 	Work hard Practise lots Keep going Try new strategies Ask for help Start again Take a brain break
Be respectful	Respectful Rabbit 	Listen to others Say when you don't understand Be kind when you disagree Explain things to help others Be tolerant Respect our environment
Be curious	Curious Cat 	Ask questions Notice things Look for patterns and connections Think of possible reasons Research Ask 'What if...?
Have a go	Have a go horse 	Have a growth mindset Don't worry if it goes wrong Jump into the pit! Learn from mistakes Be excited to try new things
Use your imagination	Creative Caterpillar 	Be creative Let your imagination go Think up new ideas and questions
Keep improving	Be better Blackbird 	Keep reviewing your work Identify your best bits Improve one thing first Try to be better than last time Don't compare yourself to others, only yourself! Take small steps
Enjoy learning	Learning Lion 	Feel proud of your achievements Feel your neurons connecting! Imagine your intelligence growing by the minute Use what you have learned in real life Know you can do it if you have input and you practise