

## **School expectations**

A defined set of expectations ensures that everybody is sure of how they should behave at Gayton Primary School. The children are reminded of these expectations throughout the school year in assemblies, in the classroom (where they are displayed) and in the playground when it is necessary.

**The school is specifically targeting the following 4 expectations:**

**We will:**

- 1 Listen carefully**
- 2 Be kind and helpful**
- 3 Be polite**
- 4 Take pride in ourselves and our school**

### **Rewards and Sanctions**

#### **Rewards:**

- 1 Each class will have a tracking chart which will have weeks marked on it. The objective is for children to stay on 'green' for good behaviour for the whole half term/term as relevant.
- 2 At the end of each half term, children who have stayed within acceptable guidelines (ie they have stayed completely on 'green', or have stayed within a pre-determined number of yellow or red cards) will attend a whole school 'treat'. For example, in a 7 week half term children who attain 11 or above ticks, may attend the reward session.
- 4 Treat sessions will be planned for each half term. Children will be given choices of treat sessions to sign up to.  
Treat activities will be delivered by school staff. Activities will be varied, appealing and fun, for example- craft activities, football, ipad workshops, nail painting, outdoor activities, karaoke, zumba, mini-disco, pottery, badge making. Staff can choose their own activity. This session normally takes place in the final week of the half term.
- 5 All children who have stayed 'green' all half term also receive a certificate to highlight this fact.
- 6 Praise of positive behaviour is used consistently, additional stickers may be given out to younger children.
- 7 House points for work above the expected level are given by all staff. 'Dojo' awards may be given for behaviour that exemplifies very good adherence to the school expectations. Children receive certificates when they attain a set number of Dojo points.
- 8 Merit awards for special work/ behaviour are presented each week in a whole school assembly, with certificates issued and appropriate work displayed prominently.
- 9 For exceptional work outside the normal outlines above, staff are encouraged to bring children's work to the attention of the headteacher, for a special Headteacher's sticker award (usually placed in the book or on the work).

All children will have a set of cards (green, orange and red) within the 'Good to be Green' system. Their cards all begin on green. If a child chooses to not follow one of the four expectations (as outlined above), the following sanctions will be followed:

#### **Sanctions:**

- 1 A verbal warning will be given and an explanation will be given to the child about the choices available to them in terms of consequences.
- 2 If they again choose not to follow an expectation, the child will have a formal warning, tilting their card as a visual reminder that the next stage is a yellow card sanction. If their behaviour improves adequately, they return the card to green.
- 3 Any further reoccurrence results in the child turning their card to yellow, this is then kept for the rest of the day, as two previous opportunities to adapt behaviour have been given. The card will be turned back to green the next morning. The teacher will record reasons for the child going to yellow on the behaviour log and a child will miss part of playtime. Parents will be informed at the end of the day if a yellow card is issued. If an incident occurs at playtime, staff will send an explanation to the class teacher, having followed steps 1 & 2 above before a card is issued. If a playtime supervisor is not

sure about sanctions for the child, they will tell the teacher what has taken place, allowing the teacher to make the decision based on what they know about the child's previous behaviour that day.

3 If a child again chooses not to follow an expectation (having had a clear explanation of positive or negative consequences) or if a situation is deemed serious, the child will move to a red card, this will involve contact with SLT staff and parents. The reasons for going to red will be recorded in the Good to be Green folder.

4 Serious Incidents will be recorded and they will be reported to a senior member of staff. The results of such actions will be dealt with individually and will include more serious sanctions, such as: removal from play/lunchtimes, loss of privileges.

If removal from play or lunchtime is implemented as a strategy by staff, the following applies:

During a morning or afternoon playtime, the child is to be supervised by the class teacher or they will be asked to walk the playground with the supervising member of staff. The adult in charge will decide whether the child should miss part or all of the play period, depending on the incident.

If the child remains in the building, they will be asked to reflect on their behaviour and may complete written work such as:

- Writing about what they did wrong, how this affected others and how they will remedy this in the future.
- Completing work such as handwriting or basic maths.
- Copying out the school expectations or part of the sanctions and rewards policy (the child may be asked to write about what they actually mean).

A period of reflection and discussion about the incident will usually feature as part of the missed playtime. At lunchtimes, staff will volunteer to supervise any children that have to miss playtime; this will normally take place in the Dee Room.

The teacher will contact parents to discuss what led to the missed playtime so that we can work with families to prevent reoccurrence of incidents.

5 If yellow cards are repeatedly given (or a pattern emerges), teachers will contact parents.

6 If a child continues to disregard the expectations or their behaviour is deemed to be dangerous to others, a temporary exclusion may be considered in consultation with parents. Wirral guidance will be followed in respect of procedures.

7 In the most serious of cases, a longer term temporary or a permanent exclusion may be considered in line with local authority guidance.

*NB – At any of the above stages, if the teacher feels it is appropriate, a child may be removed from their immediate peer group, asked to work away from other children or taken to another classroom in order to diffuse poor behaviour which is significantly disrupting other children and the good conduct of a lesson. The child should be sent with appropriate work, preferably escorted by an adult, with an explanation of the reason for the child's removal from the classroom.*

As we place importance on the partnership between home and school, we will contact parents in order to discuss our concerns regarding repeated incidents or behaviour which seems out of character for the child, in case we are unaware of any possible reasons for this behaviour.

NB – Any very positive or negative playtime behaviour is communicated to class teachers at the end of a playtime. This can be done verbally or in writing, as a record to be kept in the 'Good to be Green' folder.

**A copy of this information, along with the school's anti-bullying policy can be viewed on the school website [www.gayton.wirral.sch.uk](http://www.gayton.wirral.sch.uk)**