

Faith, Caring, Hope, Responsibility and Respect – Core Values for St John’s Walworth CE Primary School

- The core values are Christian values.
- The core values are British values.
- The core values should be reflected in all behaviour demonstrated by children, staff and visitors to the school.
- Adults must demonstrate the core values through their behaviour at all times, every day, so that they are role models for all pupils.

The core values include the following elements:

Faith

belief, creed, confidence, trust, credit, conviction, assurance, dependence, reliance

Caring

loving, compassionate, kindly, warm, soft, sensitive, tender, sympathetic, responsive, receptive, considerate, warmhearted, friendliness

Hope

belief, confidence, expectation, longing, dream, desire, faith, ambition, aspiration

Responsibility

level-headedness, stability, maturity, common sense, reliability, rationality, reasonableness, dependability, trustworthiness, conscientiousness, sensibleness

Respect

regard, honour, recognition, esteem, appreciation, admiration, reverence, estimation, veneration, approbation, thoughtfulness, considerateness

All aspects of the Behaviour Policy have the core values as guiding principles.

For Pupils

The Classroom

- Pupils are expected to work sensibly with classmates, not annoying or distracting them.
- If pupils arrive late for lessons without good cause the time lost may be made up at playtimes. Playtimes are a privilege NOT a right.
- Homework must be completed by the time set by the teachers.
- Eating, drinking and chewing are not allowed during a normal school day unless it be water from a water bottle, or a designated food break.
- Toys, electronic gadgets, comics or any other distractions are not allowed unless specified by the teacher. They will be confiscated until an adult from home comes to collect the items.
- Pupils must not leave a lesson without permission from a responsible adult.
- The end of the lesson is decided by the teacher. If necessary children will work through playtimes. Again it is to be remembered that playtimes are a privilege NOT a right.
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The Playground

- Fighting and 'play fighting' are not allowed, this includes games, which involve pulling clothes, picking other children up and mock martial arts type kicking
- Pupils are warned that playtime is about to end so that they can get a drink or use the toilet before going into class
- Pupils will move towards their allotted lining up place when the signal is given at the end of playtime. Teachers should be in the playground ready to receive their pupils
 - For safety reasons pupils in class groups or groups with a large number of pupils will be led to the playground, and collected, at break times by the class teacher.
 - Pupils are not allowed down the stairs in large groups without an adult.

General Principles

- The five Core Values must be adhered to at all times by pupils towards each other and adults within the school: Faith, Caring, Hope, Responsibility and Respect

For Teachers

It is very important that the positive aspects of praising and rewarding should have great emphasis. Good discipline is based on mutual knowledge, understanding and acceptance of known standards. Children respond better to system which recognise their difficulties and strengths. Anything which recognises that they have achieved what was asked of them is desirable

- **Rewards.** The House Point system is now linked to the Core Value rewards. House points can be awarded by any employee in school. A silver token is given to the child and they place it in their house's tube in the corridor outside of the school hall. Exceptional demonstration of a core value will lead to a pupil being sent to a senior leader where they will receive praise, a house point, and a

St John's Walworth Core Value Sticker that states which core value they have demonstrated. All members of the school community are encouraged to ask the child, when they see them with the sticker, to congratulate them and ask them the reason for the award.

- Friday whole school assembly in church is a time for worship and celebration. A 'Star of the Week' is nominated by each class, and pupils are rewarded for demonstrating one or more core values, with a commendation written on a star by the class teacher. Stars are displayed in the playground for 1 week before being taken home.

Sanctions - Principles

- It is the primary responsibility of teachers and supervisory staff to deal with discipline in a calm manner, without hostility, demonstrating the core values. Doing so enhances the authority of that staff member.
- Arguing with children undermines an adult's authority.
- Although polite to do so, research shows that many children (particularly boys) consider a request to stop doing something a sign of weakness if the request includes the word 'please'. Requests should be in the form of a statement (e.g. 'I would like you to move over there', 'Pick up your things and go and sit over there'). 'Thank you' can be used as praise after the order has been carried out. This can be followed up with praise in front of others regarding the way in which the child responded correctly to the request.
- Calmness and thoughtful use of body language aid in the task of reprimanding a child. Detentions after school can only be for a maximum of ten minutes if required.
- Early Years, Key Stage One and Key Stage Two have variations in the use of sanctions which are appropriate to the children's developmental stage and maturity
- Apply rules firmly and fairly without hostility.

Golden Rules

- greet and be greeted
- speak and be spoken to
 - smile and relate
 - communicate

DO ALL YOU CAN TO AVOID...

Humiliating It breeds resentment
Shouting.....It diminishes you
Over-reacting The problem will grow
Blanket punishmentsThe innocent will resent them
'Over punishments'Never punish what you can't prove
SarcasmThe lowest form of wit, it damages you
Pupils should never be left outside rooms...The 'problem' needs a solution, not complicating
seek help if needed

DO ALL YOU CAN TO

use humour It builds bridges
keep calm It reduces tension
listen It earns respect

Remember:

Animosity towards authority figures are not personal attacks.

Use punishments sparingly for greater effect

Removal of privileges is an effective strategy, but so called 'fun' curriculum subjects (PE, Computing, Art, etc) should not be used as a sanction unless there is a safeguarding reason to do so. Teaching of all subjects in the National Curriculum, plus RE, is a statutory requirement.

Sanctions – practice

Minor behavioural issues: We are teaching behaviours for learning and preparing pupils to be contributing citizens when they reach adulthood. Therefore minor behaviours, such as slouching, rocking on chair, whispering, turning around, running in corridors, etc should be checked with a reminder of expectations.

'Severe' Behavioural issues: Deal with offenders, to ignore is to condone. However, fairness must be ensured and is one of the main factors that will gain you respect from children.

And at the centre of all this are the Core Values, Our Christian Values...Faith, Caring, Hope, Responsibility and Respect

Appendix 1

Example of structured sanctions for an individual in class

1st behavioural issue = Name on board

2nd behavioural issue = 1st warning

3rd behavioural issue = 2nd warning

4th behavioural issue = Time out.

The Child Development Institute recommends... A general guideline can be: 6-8 years of age, 5 minutes; 8-10 years of age, 10 minutes; 10-14 years of age, 10 to 20 minutes. Some double the time-out period for such offenses as hitting, severe temper tantrums, and destruction of property. (Note: ADHD children may benefit from shorter times than those suggested above).

SEVERE SANCTION: ½ or full day exclusion from class with work, no play, letter home, possibly eating lunch in isolation.

Appendix 2

Some examples of structured sanctions/rewards for a class.

Start week with row of maths bricks (e.g. 20). Take a brick away every time behaviour of class is not acceptable. Children try to win back bricks so that are still 20 on the Friday or at the end of the day for younger ones.

Start with an empty jar, fill up with marbles, bricks etc., as the week progresses. If full on Friday or at the end of day for younger ones, reward given.

Have favourite story/poem read to them

5 minutes extra play supervised by the teacher

Listen to favourite music at end of day.

Use of star charts, but with short-term rewards e.g. name displayed outside class for others to see, mention at Friday assembly, certificate taken home etc.

Child allowed to make own celebratory badge at end of day (I've been good, I'm great! I made my teacher's day, etc) using read prepared disc.

The internet is full of ideas!