

*'...those who hope in the LORD will renew their strength.
They will soar on wings like eagles; they will run and not grow weary,
they will walk and not be faint.'* Isaiah 40:31

connect | nurture | aspire | learn | excel | hope



Reculver Church of England Primary School



Behaviour and Rewards Policy

Date adopted by Local Governing Body: April 2016

Date of next Review: April 2018

Behaviour For Learning Policy

Why Do We Need A Behaviour For Learning Policy?

The law requires schools to have a written behaviour policy. Ofsted reports that schools are most effective where the behaviour policy is applied consistently.

Our behaviour for learning policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents and carers in the development of their child.

Our behaviour for Learning Policy reflects the school's Christian Anglican Values, is fully inclusive, reflecting the school's SEN policy, and promotes equality of opportunity for all pupils and staff regardless of their sexual orientation, race religion or disability.

School Expectations

We expect that our pupils to show outstanding behaviour at all times reflecting our school Christian Values:

- Love
- Endurance
- Compassion
- Forgiveness
- Hope

And will reflect the principles of Every Child Matters

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution
- Achieve economic well-being

What Are The Principles Of Our Behaviour For Learning Policy?

- To raise pupils' self-esteem
- To promote/develop empathy and respect for self and others
- To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To encourage pupils to value the school environment and its routines
- To ensure that pupils are confident of their right to be treated fairly
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive, proactive reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented throughout the school
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy
- To ensure the rights and responsibilities of all members of the school community

How Do We Implement The School Behaviour For Learning Policy?

1. School Ethos
2. Expectations of the school community
3. Curriculum
4. School Systems
5. Rewards
6. Sanctions
7. Support Systems for Individual Pupil Need
8. Support Systems for Staff
9. Support Systems for Parents/Carers

Acknowledging Our Responsibilities with Children with SEN (Equality Act 2010)

At Reculver Church of England Primary School, we recognise the need to make adjustments for pupils with disabilities. For example, a pupil on ADHD medication will not receive sanctions if their medication has not been taken or taken effect yet, similarly if a pupil has Tourette's, they will not be sanctioned for making inappropriate comments/words. Please refer to our SEN&D policy.

School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies, in PSHE and Citizenship lessons and through modelling good social behaviour from all adults within the school community.

Expectations of The School Community

Staff and The Governors

To lead by example, following the guidelines for adult's booklet

To be consistent in dealing with children

To encourage the aims and values of the school and local community among the pupils

To have high expectations

To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support

To encourage regular communication between home and school

Pupils

To respect, support and care for each other both in school and the wider community

To listen to others and respect their opinions

To attend school regularly, on time, ready and equipped to learn and take part in school activities

To take responsibility for their own actions and behaviour

To do as instructed by all members of staff (teaching and non-teaching) throughout the school day

To be tolerant of others, irrespective of race, gender, religion and age

Parents and Carers

To be aware of and support the school's values and expectations.

To ensure that pupils come to school regularly, on time with the appropriate equipment.

To keep pupils at home when they are ill and provide the school with a reason daily, for any absence. This can be done by phoning the school and leaving a message on the absence line, speaking to a member of the office staff or via email.

To take an active and supportive interest in your child's work and progress.

To provide the school with an emergency contact number.

Adults

We recognise that adults in our school make an immense contribution to the behaviour of our children.

An additional booklet has been developed, designed to give guidance to all adults and ensure that the expectations for adults are clear and easily accessible.

Curriculum

At this school, through our curriculum, we teach pupils the above mentioned principles. PSHE and citizenship lessons (please refer to PSHE and citizenship policy) address our ethos and expectations directly. We believe that an appropriately structured and differentiated curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives that are understood by the pupils and personalised to meet the needs of a range of abilities. Verbal feedback, marking and record keeping can be used as supportive activities, providing positive feed-back to pupils on their progress and achievements and as a signal to them that the pupils' efforts are valued and that progress matters.

School Systems

Our Golden Rules

(These expectations cover all aspects of school life including lunchtimes):

- Do be gentle, don't hurt anyone
- Do be kind and helpful, don't hurt others' feelings
- Do be honest, don't cover up the truth
- Do look after property, don't waste or damage things
- I will work hard and play co-operatively, so I never spoil people's fun
- Do listen to people, don't interrupt
- Do speak kindly, don't use unkind words

If children do not follow our Golden Rules for the school then the consequences system should be used. Each class Teacher has the use of Class Dojo in their classroom where children's names can be given points according to their behaviour and sanctions used according to our policy.

Banned Items

For the safety and wellbeing of all pupils the school does not permit pupils or adults to bring the following items onto the school site:

- Knives or weapons
- Alcohol
- Tobacco in any form
- Controlled Drugs
- Stolen property
- Fireworks

Head teachers and authorised school staff have a specific statutory power to search pupils without consent for specific items – knives/weapons, alcohol, illegal drugs and stolen items. Children should also not bring skates, shoes with integral wheels or scooters into school unless this is part of a class project. In this case children should only use such items in lessons not on the playground.

Rewards

This school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour. Incentive schemes are in place to recognise attendance and achievements. We praise and reward pupils for good behaviour, social skills and work throughout the school day in a variety of ways including:

- Verbal praise
- Effort cups
- School/class reward systems in line with the Dojo Points software
- Stickers, Certificates
- Special privileges
- Notes from teacher to HT/DHT /Leadership Team on individual achievements
- Letters to parents and carers
- Peer praise/awards (i.e. Play Leader stickers/awards) Golden time

Sanctions

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied
- It must be made clear what changes in behaviour are required to avoid future sanctions
- Group sanctions should be avoided as this breeds resentment
- There should be a clear distinction between minor and major offences
- It should be the behaviour rather than the person that is sanctioned

Sanctions Used in School Include:

- Movement from the Green band on the class traffic light system parallel to class dojo
- Verbal reprimand
- Reduced play time
- Time out in another classroom (children within a team to their team leader's class, children within team leader's class to another team leader's class)
- Reduced golden time
- Reduced privileges

We divide unacceptable behaviour into three broad bands:

Level 1

Misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or lunch time leader/mid-day supervisor (individual school sanction system, i.e. 5 minutes loss of privileges, verbal reprimand). At lunch times the support staff will write a note to class teachers about any incidents that merit further investigation by teaching staff.

Friendship difficulties can lead to inappropriate behaviour. Adults will talk to children to help them to resolve their difficulties.

Older children will benefit by being introduced to a formal friendship circle, initially led by an adult, where they first give a positive statement about each member of the circle and then outline difficulties and what they would like to happen to improve the situation. Each child is encouraged to take responsibility for this improvement.

Level 2

More serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. Class teachers may involve parents who will be contacted in person, by telephone or by letter. This can include lunchtime behaviour that has been reported to the teacher by a lunch time leader/mid-day supervisor. Notification of other staff and informal involvement of Leadership Team / Head teacher who will instigate individual behaviour management/anger management, loss of break/lunch time etc.

Adult witness of incidents should be recorded on the appropriate sheet. It is helpful to identify what led to the incident.

A copy of this is given to the class teacher and Head Teacher.

Level 3

Very serious misbehaviour or persistent level 2 behaviour.

Formal involvement with the Head Teacher or Deputy Head Teacher and parents with a formal written record being kept.

At this point pupils may be put on report. Signed for every session for a week. Parents are informed of this and the final outcome when pupils are no longer on report.

Additionally outside agencies may become involved.

To prevent exclusion a PSP plan will be developed by HT / DHT / with the Inclusion Manager

As a last resort possible short or longer term exclusion will be applied.

Recording

All recording will take place on Sims. When the pupil has a detention with JAJ, SC or AC, the class teacher will record this electronically on Sims. Reports will be run termly to provide information on the behaviour in school.

Support Systems for Individual Pupil Need

Children who have behaved in a way that is inappropriate will be given an opportunity to reflect on their behaviour through:

- Discussion
- Completion of a written reflection, which enables them to record how they would respond in a similar situation in the future with positive outcomes

If there is a persistent problem the class teacher and Team leader will work to address this in the first instance. Children will be supported through discussions with the class teacher, and, if needed, the Team Leader. They may be supported through a record of behaviour which is shared with the team leader. Many behaviour records which focus on identifying good behaviour have a positive outcome for the child. This can be reinforced when sent home weekly to the child's parents / carers.

The Deputy Head Teacher and the Head Teacher may be involved to praise a good record, or support when this has not been achieved.

Children whose behaviour identifies social skills difficulties at non-contact times will be allocated support from the pupil learning mentor at lunch / playtimes and will then be gradually reintegrated into non supervised play.

Children who are having a problem with behaviour at non-contact times are discussed at Monday Briefing meetings to enable all adults to be aware of the need to observe the child and support their behaviour.

Children with persistent behavioural difficulties who have not responded to support.

The class teacher and the Inclusion Manager will draw up an Individual Plan (or Pastoral Support Plan) to support the pupil, in partnership with parents/carers. All staff working with the pupil will be informed of this, including lunch time leaders/midday meals supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers (i.e. nurture room, regular support from learning mentor, positive structured play, structured social skills work, circle of friends, peer buddies/mentors, counselling etc).

Support Systems for Staff

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the school's safeguarding policy. All staff have a copy of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to their team leader, the Inclusion Manager or a member of the Leadership Team.

Support System for Parents and Carers

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed to discuss the issue fully. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the entire school community, including pupils, parents, school staff and the Governing Body.

This document is freely available to the entire school community. It will be available via the school web-site and school prospectus.

This policy will be reviewed on an annual basis.

The school will be flexible and further review the policy on a more frequent basis where necessary.

Policy Links:

PSHE& Citizenship

Safeguarding

SEN&D

Teaching and Learning

Confidentiality

Anti-Bullying

Exclusion

Expectations and guidance for all adults to promote outstanding pupil behaviour (booklet) for staff

Signed..... Date.....
(Chair of Governors)

Signed..... Date:.....
(Head Teacher)