



Exwick Heights Primary School

Behaviour, Rewards, Sanctions Policy

*“Tell me and I will forget.
Show me and I may remember.
Involve me and I will understand.”*

Exwick Heights Primary School believes that every member of its community has the right to feel valued and respected, and for all persons to be treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which the members of the school can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

This behavior policy has been written as a policy for the whole school. While it should be followed it should also be read in accordance with the school's duties under the Equality Act 2010 and should be read in that light together with other relevant policies. Where a child has (or may have) a disability then active consideration must be given to how the policy may be adapted to take into account a child's individual needs. This will include consideration about what reasonable adjustments may be made. Children and parents with SEN/disability should be encouraged to be involved in considering these points. Records should be made about any such changes and any staff who work with these particular children should be informed about any such changes (for example a supply teacher should be made aware of any potential changes). In addition to SEN/disability the policy should also take into account other protected characteristics such as race, religious belief or matters in respect of gender/sexual orientation. If staff have any questions they should seek guidance from a senior leader.

Rationale

We wish to ensure that children attending our school have clear guidelines for behaviour which are consistent throughout their time at Exwick Heights Primary School. They need to see that the systems in place are fair and equitable, devised for the good of the school community in order to nurture respect for others and for our resources. We know that good behaviour contributes to successful learning and outcomes for pupils.

This policy takes into account the most recent *DFE guidance – January 2016* and has due regard to the school's legal duties under the *Equality Act 2010*, in respect of safeguarding and in respect of pupils with special educational needs (SEND).

AIMS

- We aim for a positive, safe class and school environment at all times.
- To promote a caring and co-operative ethos for effective teaching and learning.
- To ensure that good discipline will be maintained at all times.
- To ensure all adults working and helping in our school are aware of the policy, that they are good role models for pupils and consistent in following the procedures.
- To prevent and deal promptly with any bullying and inappropriate behaviour by educating and changing attitudes (*see Anti-Bullying Policy*)
- To keep parents informed of the policy, and its principles and procedures for rewards and sanctions.

OBJECTIVES

The school will encourage and teach:

- Self control and self discipline.
- Accountability for one's own behaviour.
- Good manners.
- Respect for the rights of others.
- Fair and honest treatment.

There is a school system of rewards and sanctions (*see appendix 1 and 3*).

Strategies and Systems to support good Behaviour Management

As a whole School we devised a basic set of rules which we all subscribe to. These were developed in class meetings and school assemblies. These are **The Golden Rules** (*see appendix 2*).

Each September, at the beginning of the Academic year, each class negotiates with their teacher their own rules for use among their peers. We regularly revisit our rules through assembly and PHSE lessons.

We seek opportunities to praise good behaviour and achievements, within the individual class and as a whole school. Where needed, individual and differentiated approaches are used. Once a week we have a whole School Assembly which gives a wider view of children's achievements.

Our Approach to Rewards:

- Verbal praise, smiles and supportive comments given by all adults.
- Positive comments written on work
- Praising good behaviour as well as work
- Verbal and/or written comments to parents
- Giving children responsibility as a reward
- A weekly achiever per class chosen, name and reason for selection shared in the Friday afternoon assembly and certificate given
- At the Achievement assembly at the end of each term, the Headteacher awards special certificates to children as chosen by the class teacher
- Teachers use Open Evenings and the annual report to highlight specific successes
- Use of communal display areas to celebrate achievements and success
- The same standard of conduct and behaviour is expected whenever children are representing the school, whether on or off of the school site.

Positive Playtimes

We recognise that sometimes poor behaviour occurs at mealtimes and in the playground. As a response to that we employ mealtime staff who deliver and organise a range of stimulating activities and our grounds and facilities are designed to provide opportunities for a range of

activities to be undertaken. We have Play Buddies: older children who can support and facilitate play and activity amongst the younger children.

We encourage our School Council to be involved in decision making, reporting and putting forward ideas in respect of playtimes.

Resources

We ensure there is a good supply of play equipment and other resources at break times, whether these are outside or inside. This is regularly reviewed. The school council also has a small budget to spend on playground equipment.

Day-to-day Management of Behaviour

The teachers are initially responsible for the day-to-day management of the behaviour of children in their class. All children at the start of the academic year in Years 2 - 6, are given a **Red Badge**. This badge is a symbol of the fact that the child is responsible and trustworthy. Children do not have to earn this badge: it is an expectation that all children will be responsible and trustworthy.

Sanctions

If behaviour is less than the ideal, **The Number System** is employed. This is an effective system of behaviour management based on the choices and consequences model. It is a system in which class children also play an integral role.

We have also updated our 'Number System' that we use in school:

The Number System

	If you behave inappropriately, you will be reminded of the expectations for your behaviour.
1	This is your first formal warning. The adult will explain exactly why you are on a Number One and why the behaviour has been inappropriate.
2	This is your final warning. You will be asked to stay in after class to explain and apologise for your behaviour.
3	You will now be sent to another class for 10 minutes to think about your behaviour. You will also lose your red badge at this point and your parents will be informed.
4	You will be sent to the Assistant, Deputy or Headteacher to discuss your on-going inappropriate behaviour and miss play times as a consequence.

Children need to have maintained their red badge for $\frac{3}{4}$ of the term in order to be invited to participate in the red badge treat. Children can apply to have their Red Badge returned to their Class Council. The child can do this by writing a letter to the class and outlining recent examples where they have upheld the school's golden rules. They then ask the class to vote

for the return of the Red Badge. Only when their class peers vote in the majority for the badge to be returned, is the child entitled to wear the coveted Red Badge.

The Head Teacher (or Senior Leaders in their absence) is kept informed and becomes involved if the teacher consider the situation to require immediate or urgent support.

Concerns about the behaviour of any child should be referred to the SENDCo, who will assess the situation and consult with parents and other agencies as appropriate.

In some cases, in addition to the Number System, the child will have a Behaviour Care Plan. This document is specific to the child and will give an overview of the successful strategies to manage that particular individual's behaviour. This plan is shared with all relevant members of staff and is updated weekly with amendments and edits. The ultimate aim of the Behaviour Care Plan is to allow the child to re-join the peers within the universal behaviour management system.

The Head Teacher (or Senior Leaders in their absence) is kept informed and becomes involved if the teacher considers the matter cannot be dealt with under the school's normal number system. If they have concerns about the behaviour of any child in particular they should refer their worries to the SENCo, who will assess the situation and consult with parents and other agencies.

The instances of needing to go to another class or senior leader are monitored closely by the Head Teacher and parents are informed if necessary.

Staff Meetings

We have a regular agenda item for pastoral issues, when staff discuss matters of behaviour and its management

Exclusions (see TWMAT Exclusions Policy)

As a final resort: these are at the discretion of the Head Teacher (see Exclusions Policy).

Three forms of exclusion are used.

1. **Lunchtime exclusion** –these will occur because of persistent inappropriate behaviour at lunchtimes. Parents will be given the responsibility of the child during the lunch break.

2. **Fixed Term Exclusion:** this is used for continuous disruptive behaviour over a period of time or a one-off incident which is considered dangerous or completely inappropriate (see Devon County Council notes of guidance). The maximum period of fixed - term exclusion is 45 days per year. It must also be reported to the Area Education Office and the chair of Governors; parents have a right of appeal to the governing body.

3. **Permanent Exclusion:** this is only used in extreme cases after other forms of exclusion may have failed to solve problems of behaviour with a child. It must be reported to the Area Education Office and the Chair of Governors. Parents must be informed by letter and have the right to appeal to the discipline committee of the governing body.

A record is kept of all exclusions. Please refer to Exclusion Policy for further information.

Malicious Accusations Against School Staff

When there has been an allegation of inappropriate conduct made against school staff, we will follow the statutory guidance provided by the Department of Education and a quick resolution will be a clear priority for all those involved. Allegations about staff will be referred to the LADO.

Following an investigation, if pupils are found to have made malicious allegations against staff, we will consider an appropriate sanction, which could include a fixed-term or even permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)

Teacher's Powers (which include all paid staff) Include;

The ability to discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher including school visits.

In certain circumstances when misconduct occurs outside a school. The school may consider use of sanctions in circumstances such as online or cyber bullying.

According to DFE guidance 2013, teachers can search pupils and confiscate pupils' property.

This guidance, adopted by Exwick heights Primary School, also gives power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property and to maintain good order. The school's approach to this is outlined in the positive handling policy.

HOME SCHOOL LINKS

We will make parents aware of the Behaviour and Discipline Policy and procedures through publication on the school's website.

EQUALITIES ISSUES

See Equalities Policy

LINKS WITH OTHER POLICIES

SEND, Equality, Anti Bullying, Teaching and Learning, Child Protection, Absconding, Positive Handling and Safeguarding.

MONITORING AND REVIEW

This policy will be monitored by the Headteacher in consultation with staff and governors. It will be reviewed 3 yearly by the governors Teaching & Learning Committee.

Appendix 1

Rewards

RATIONALE:

Adopting a positive rewards system towards good behaviour, academic effort and achievement reinforces the school's belief in its aims and '**Golden Rules**'.

PURPOSES:

1. To make clear the reward system which operates in each class for academic performance and good behaviour, so that any member of staff operating in that class can use it.
2. To ensure continuity of a reward system throughout the school.
3. To recognise, reinforce and reward -
 - a. academic effort and achievement, and
 - b. considerate, polite and caring behaviour towards others.
4. To empower all adults working in the school to use the reward system for good behaviour.
5. To encourage children to be intrinsically motivated
6. To make allowances for age, ability and maturity of the pupils in the school.

GUIDELINES:

1. Rewards for academic achievement are of a personal nature and are best made in class. Criteria for these need to be made clear.
2. The rewards to be given are the decision of each individual class teacher, eg stars, stickers, Wow points, Learning Hero points etc.
3. These rewards will be given by the class teacher on an individual and class basis.
4. Rewards for achievement and good behaviour can be given by any member of staff.
5. Awards or certificates are presented in class and in assemblies.
6. Parents are informed of this reward policy so they can reinforce the praise at home.

Appendix 2

The Golden Rules for Exwick Heights Primary School

- Be honest and truthful.
- Be proud of yourself and your behaviour.
- Be kind and helpful towards others.
- Be polite and well-mannered towards everyone.
- Be well prepared and always do your best.
- Look after your school.

These rules are displayed in each classroom. These rules are revisited at the start of every new academic year with a whole school assembly.

Appendix 3

Sanctions at Exwick Heights Primary School

Sanctions should be

- applied calmly - pupils should see the teacher/member of staff is in control of the situation.
- critical of the behaviour not the child.

Class based sanctions should be:

- immediate - given as soon as possible after the problem behaviour has occurred
- clear to the child - accompanied by a short explanation as to which rule has been broken and the behaviour that is expected in the future.
- fair - try to avoid punishing the innocent as well as the guilty
- appropriate - try to link punishments to the problem behaviour. e.g. repairing a library book which has been damaged or picking up litter by a child who has dropped it or staying in five minutes at break for arriving late.
- Punishments usually in these categories:
 - denying privileges
 - doing extra activities (e.g. tidying up)
 - reparations (repayment, apologising, repairing)
 - formal reprimands.