



Behaviour and Reward Policy

Written Statement of Behaviour Principles

Worth Primary School's principles of behaviour to ensure the whole school community feel safe, face no discrimination and are free to learn:

- Embed our School and British values.
- Help pupils stay safe, healthy and happy.
- Raise pupils' self-esteem, enabling them to be confident of their right to be treated fairly.
- Help them to develop empathy and respect for themselves and others.
- Develop in our pupils a sense of appropriate behaviour, self-discipline and acceptance of responsibility for their own actions.
 - Ensure the individual and collective rights of the whole community.
- Empower staff to determine and request appropriate behaviour from everyone.
- Ensure that the Behaviour and Reward Policy is fully understood and consistently implemented throughout the school.

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our school ethos states that:

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated equally.

All the pupils and school adults of Worth Primary School agree to the following 5 School Values to achieve this intention.

1. Teamwork
2. Confidence.
3. Respect
4. Honesty
5. Empathy

Behaviour statement

This positive ethos underpins our behaviour system and it is based on positive reward for good behaviour as described above. Stickers and other rewards linked to our School Values will be distributed to children for positive behaviour reinforcement. Weekly awards will focus on these as well as awarding House Points for showing school values. In this way it is a restorative rather than a punitive system.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We communicate this effectively to the whole school community by ensuring all new parents have a copy of this policy and existing parents are reminded annually. We check that this is implemented when we review the policy.

We treat all children fairly and apply this behaviour policy in a consistent way. Equal opportunities are considered at all times so that the behaviour and reward system is fair to everyone in our school community.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. It is also designed so that children learn to self regulate their behaviours and consider others. This will help them grow into responsible citizens and good role models, achieving success in their adult lives.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This policy has been written following input from a multi-stakeholder meeting with governors and parents, alongside staff and child input.

Rewards and Sanctions

Positive behaviour

- Children are rewarded for good and helpful behaviour with verbal praise. Good behaviour is an expectation therefore an extrinsic reward is not given for this as we wish children to get fulfillment from knowing they have done the right thing. However, if the behaviour is over and above expectation a House Point may be awarded.
- All adults around school will consistently praise those behaving well and highlight them as good role models.
- House Points are recorded on a classroom chart. Children are placed into Houses- red, green, blue, and yellow when they first come into school. House Captains collect House Points each week from the classroom charts. During our Celebration Assembly on a Friday afternoon the number of House Points for each House is communicated to the children.
- House Point Rewards: 500 points = an extra 15 minutes playtime; 800 points = a ruler in team colour; 1000 points = non- uniform day for the team.

Poor Behaviour

- If a child is behaving poorly they are asked not to.
- If the poor behaviour continues the child is given a verbal warning that their behaviour is unacceptable and the correct way to behave is indicated.
- On the playground, if the behaviour does not improve the child/children are asked to take 5 minutes 'time out' on a bench to consider their behaviour and the effect on others. If this is in the classroom the teacher will follow the classroom sanction system, for example the child may have to complete any work missed during playtime. The class teacher will liaise with parents

if they have noticed a decline in behaviour so that school and home can work together to redress this.

- Significant poor behaviour is recorded in the behaviour book.
- If bad behaviour persists the Headteacher will become involved.
- For persistent bad behaviour the Head Teacher will invite the parents into school to discuss a behaviour programme that involves home and school.
- Where we know a child has barriers to being able to manage their behaviours well, for example where there are emotional and behavioural difficulties, the Head/SENCo will write a behaviour risk assessment for the child and share this with all staff. They will also be part of a multi agency approach to help the school to deal with these barriers as well as we can. There will also be a pastoral support programme where necessary.
- If all of the above measures have been taken and extreme poor behaviours occur that are a danger to the child or others exclusion may be a necessary last step. (see exclusions policy) All other options will be taken first, but at times it is necessary to think of the safety, wellbeing and learning of others.

The class teacher discusses the school values with each class (see the Whole School Expectations and ethos policy). In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The whole school ethos, expectations and reward/sanction system is a regular subject for assemblies.

Children sometimes lack understanding that, although they may not know the punishment another child has had, there has been one. This message is to be reinforced by all adults so that the children do not question the system of reward and punishment and know that it is fair and for the adults to deal with.

School council have reward and behaviour now as an agenda item for each meeting. This ensures child input, and so that children understand the way behaviour is managed. It also deepens the understanding that they are to leave behaviour to the adults to deal with.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers. Staff only intervene physically to restrain children or

to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

The class teachers in our school have high expectations of the children. It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher.

The class teacher liaises with the Senco who will contact external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The school has an open door policy to parents, who should make an appointment with the class teacher in the first instance to discuss any concern.

The role of the Headteacher

It is the responsibility of the Headteacher, under the Government White paper of November 2011, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour. These should be timed as well as dated and communicated to all staff involved.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. (see exclusions policy)

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and the expectation is that there is parental support.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The governors undertake regular training and monitor behaviour data annually in the summer term.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy.

Fixed-term and permanent exclusions (see exclusions policy)

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the

decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records incidents where a child has been sent to her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors inform class teachers or the Head Teacher of any incident as required.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. These records are subject to data protection legislation and will be minuted confidentially where necessary.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Prepared by working party: January 2017

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