



## Behaviour and Reward Policy

### **Aims and expectations**

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.*

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.

All the pupils and staff of Worth Primary School agree to the following five School Values to achieve this intention:

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

In addition the pupils and staff of Worth Primary School have also agreed to the following four Curriculum Values to achieve this intention:

1. Resilience
2. Relevance.
3. Reflection
4. Relationships

## **Behaviour statement**

This positive ethos underpins our behaviour system and it is based on positive reward for good behaviour as described previously. Stickers and other rewards linked to our School and Curriculum Values will be distributed to children for positive behaviour reinforcement. Weekly awards will focus on these as well as awarding House Points for showing appropriate 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.

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 have access to the policy on the school website.

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 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 multi-stakeholders including governors and parents, staff and pupils.

## 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 or congratulatory note home 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 chart in each classroom. 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.

At the start of each new school year, classes decide the rules for their classroom to ensure it is a happy and safe place to learn, by creating a Class Charter. All children in the class will agree to abide by their Class Charter. This will be on show in the classroom to remind children of the class expectations for learning and behaviour.

### 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 class behaviour book. Parents may also be informed via a telephone call or conversation with a staff member at the end of the day.
- If bad behaviour persists the Head of School will become involved.
- For persistent bad behaviour the Executive 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 SENCo will write a behaviour assessment and plan for the

child and share this with all staff. This may involve being part of a multi-agency approach to enable the school to deal with these barriers as effectively as possible. A pastoral support programme may also be 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 and curriculum values with each class. 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, values, expectations and reward/sanction system is a regular subject for assemblies.

School Council discuss reward and behaviour strategies during their termly meetings. This ensures child input and ensures our children understand the way behaviour is managed in our school. It also deepens the understanding that behaviour problems remain for 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 classroom, and that the children in their class behave 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 Head of School.

The class teacher may liaise 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 over the year. 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 Head of School**

It is the responsibility of the Head of School, 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 Head of School to ensure the health, safety and welfare of all children in the school.

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

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

The Executive Head Teacher 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 Executive Head Teacher 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 expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents 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 of School.

### **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 Head of School in carrying out these guidelines. The governors undertake regular training and monitor behaviour regularly.

The Head of School has the day-to-day authority to implement this Behaviour and Reward Policy.

### **Fixed-term and permanent exclusions (see Exclusions Policy)**

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

If the Executive Head Teacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Head Teacher 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 Executive Head Teacher informs the LA and the governing body about any permanent exclusions, 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 Executive Head Teacher.

The governing body has members allocated to consider any exclusion appeals on behalf of the full governing body.

If the governors' appeal panel decides that a pupil should be reinstated, the Executive Head Teacher must comply with this ruling.

## **Monitoring**

The Head of School 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 Head of School records incidents where a child has been sent to her on account of significant bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes. Lunchtime staff inform class teachers or the Head of School of any incident.

The Head of School 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 annually. 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 Head of School: January 2020

Agreed by Governors: February, 2020

To be reviewed: February, 2021