



Behaviour, Rewards and Sanctions Policy

Signed:

Chair: S. Phillips

Head: D. Beardsmore

Date: October 22

Review date: October 24



Churchfields Primary School

Behaviour, Rewards and Sanctions Policy

The Mission Statement for the school is:

“To be the best that you can be”

This naturally applies to the behaviour policy and is its basis. The policy was updated in 2021 (also in 2020, 2018, 2016, 2014, 2012)

The policy will be applied consistently by all, to allow effective teaching and learning to occur in classrooms and within a school with a positive and purposeful atmosphere. Children should be motivated by their opportunity to achieve and succeed – to be the best that they can be.

It is universally accepted that effective teaching and learning requires a safe, calm and peaceful environment. Children need to have a very clear idea of what is expected of them, not only in terms of academic achievement but also socially. Children expect to be treated fairly and consistently and be positively encouraged to work hard and behave well. To help encourage positive behaviour, all members of the school team should have a clear understanding of their roles and responsibilities, and have clear guidelines for what acceptable behaviour includes. Appropriate support should be given when needed.

Aims

At Churchfields Primary School we believe that good discipline and high standards of behaviour are very important. We believe that it is important to manage behaviour positively, clearly and fairly so that pupils feel secure and safe and can learn. It is vital that our systems are realistic, understood by all stakeholders, and used consistently by all staff throughout school. This allows teachers to teach, and children to learn.

Procedure

To allow the policy to work it is recognised that the school should have and operate a set of simple and clear school rules, a policy which is followed consistently by all, whereby there is a common system of rewards which motivate and encourage children to achieve, and a system of sanctions, understood and supported by pupils, parents and staff. Parents will be asked to sign the Home-School agreement accepting this policy.

All children and adults in school have rights and responsibilities

Rights

- to enjoy a safe and welcoming environment
- to have effort and achievement recognised and rewarded
- to be able to learn and teach without disruption
- to aim at a set of clear, realistic and challenging targets
- to recognise that all members of the school are individuals whose needs should be met

Responsibilities

- to attend school regularly
- to be friendly and kind to other people
- to work to the best of my ability everyday
- to take pride in all my work
- to show respect to others

In the classroom



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It must be recognised and accepted that it is the responsibility of all teachers to manage children within their classroom and to ensure that pupils behave by taking appropriate measures when necessary. Each classroom teacher has a responsibility to make lessons as positive as they can.

Basic guidelines to be recognised by staff, and which should be the entitlement of children, means that staff should:

- arrive on time for lessons, and whenever possible be ready to greet the class at the beginning of the lesson
- check pupil attendance by using ScholarPack to take a register
- apply the behaviour and reward policy consistently – firmly, but fairly
- work to a lesson plan which considers the various learning styles/needs of the pupils

A good lesson should have:

- a punctual and positive start, recapping on the previous lesson
- pupils working on task, and motivated to achieve
- behaviour in line with the class rules
- individual achievement recognised and rewarded
- a variety of teaching and learning methods appropriate to the class
- resources of a high quality which set standards to the pupils
- a safe environment with risk assessment for practical activities
- a high level of positive pupil/teacher interaction
- an opportunity at the end of the lesson to check if targets have been met

To support individual teachers, whilst recognising the need to allow personal approach for each member of staff, the following checklist may be of help in managing the classroom:

- start a lesson promptly, maintaining pace and challenge
- stand prominently whilst addressing the class but recognising that you can move around the room whilst teaching
- speak confidently with clear instructions, using voice control and using eye contact
- expect and reinforce good behaviour
- know and use the pupil's names
- develop and use a variety of strategies to overcome difficulties

Classroom Rules

At the start of each term the class teacher should establish with their class the rules that should be followed and these should be displayed clearly by the traffic light system. Any child who is moving through the traffic light system should be aware which one of the rules they have broken.

Referrals

The referral system on Scholarpack is a method of monitoring the behaviour of each individual child across the school. Staff must ensure that when a child moves to Stop and Think three times in one week, a referral is filled in on Scholarpack. All negative referral logs should be referred to the behaviour lead and parents/carers should be made aware of the negative referral log. This can be done at the end of the day by seeing them on the yard, calling the parent/carer or sending a message to the parent. Other staff can be informed if and when appropriate ie SENCO, headteacher, etc

Good to be Green

Every child starts every day/session on green. Children's names/photos will be on GREEN. GREEN is what we want, so it is wonderful if the children end the day on GREEN. This is to be applauded. Some children will be on GREEN throughout their time at our school and this is to be celebrated.





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BLUE/OUTSTANDING

Occasionally, the children will be outstanding in terms of the school values and their learning. So, they will end the session/day on BLUE. If they do, they have a BLUE card and a sticker will be added. Each child will have a BLUE collection card.



Everytime they are moved to blue, they will receive a mini sticker on their collection card. Once they have collected 10 mini stickers, they are sent to the behaviour leader to collect a certificate and a prize. Continuing with the same card, once they have received 20 mini stickers, they can then collect a prize from the deputy head. They then receive another prize once the card has 30 stickers from the headteacher. This card sits in the card holder behind the name and Good to be GREEN card.

On a weekly basis, the children have REWARD time. This is 15 minutes of fully supervised activities that the adults organise to reward those children who remain on GREEN (or achieve BLUE, naturally). Those children who do not take part part or all of the REWARD time are also thoroughly supervised and given mundane/perfunctory tasks to do – depending on the age of the children.

In years 1 - 6 the behaviour information will be displayed on the wall in the classroom on the Behaviour and Reward chart.



To ensure continuity throughout the school, we use the following graded system to respond to low level inappropriate behaviour: **(These methods must be consistently applied by all staff working in school, to ensure that the whole school policy is effective.)**

1. Show disappointment by the use of body language/expression – ‘the look’!
2. Positively point out the behaviour expected – “it’s time you sat down and started your work. Do you need me to help you?”
3. A quiet verbal warning – “Stop annoying the other on your table and start your work now, please. **This is your warning.**”
4. Following the **warning**, if the behaviour continues, the member of staff must clearly state what the child is doing that is wrong and say ‘I have already warned you that you must/must not’ – **This is considered to be the second warning.**
5. **you are now on the Stop and Think** stage and insert the stop and think card into the slot behind the child’s name.
6. If the child does indeed **Stop and Think** about what they have done and seeks to improve their behaviour in y1-6 the **Stop and Think** card is turned over to show **Road to Recovery**. If this behaviour continues to improve, at the start of the next session, the child returns to **GREEN**. It is assumed, at this point that the **Stop and Think** was a blip and everything is back on track. In EYFS, the same procedure is followed, but the child’s name goes on the bottom of the **Back on Track** chart and they work their way back up to **GREEN**.
7. If the inappropriate behaviour continues, the member of staff repeats the warnings again and if there is no improvement, moves the **RED/CONSEQUENCES** card **behind the** child’s name, but in front of the **Stop and Think** card.
8. If a child has received a **Stop and Think** card more than three times in a two week period, this becomes a **RED/CONSEQUENCES** referral. **This needs to be inputted, manually onto the Scholarpack system under conduct.**

On **RED/CONSEQUENCES**



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(these actions apply from Rec to Y6)

Firstly, and this should always be emphasised, 'Red is Rare'

- Once the pupil's name is on the red traffic light they miss the following break-time or 15 minutes from lunchtime, depending upon the time of day they reach red.
- At breaktime it is the class teachers responsibility to keep the child in.
- At dinner-time the child can be sent to a member of the Senior Leadership Team (who is on duty during that lunchtime)
- The parent must be informed by the end of the day, if their child has been on

RED/CONSEQUENCES

- Where child reaches **RED/CONSEQUENCES** more than 3 times in 2 weeks the pupil will be:
 1. Excluded from the classroom for a period of time
 2. Excluded from school for 1 day
 3. Excluded from school for more than 1 day
 4. The Behaviour leader may work with the child, parents and class teacher

Once **RED/CONSEQUENCES** is reached:

- If the pupil continues to behave inappropriately even though they are on **RED/CONSEQUENCES**, they are sent to the Behaviour leader/Deputy Head/ headteacher.
- The Behaviour Leader/ Deputy Head / headteacher will then:
 1. Discuss the behaviour with the child and place the child in another class to work for the rest of the session.
 2. Telephone the child's parents/carers to discuss the child's behaviour and set up a behaviour support programme if appropriate.

More serious behaviour

Sometimes. children exhibit more serious and/or inappropriate behaviour and accelerated progression through the stages is required.

On Call and the Buddy System

It has already been stated that each teacher has a responsibility to manage lessons in a positive manner, and that the first line of support comes from the teaching buddy on the flow chart. This should allow staff to work together to support one another and ensure that where pupils need to be disciplined it can be done in the most effective way.

In the event of a serious emergency arising, which cannot be dealt with by the normal systems, there will be a member of staff on call to deal with such an event. The "on-call" system must be accessed by notifying the school office that support is required.

Lunchtimes

Naturally, the same high standard of behaviour is expected at lunchtimes. The school rules are also followed at lunchtimes. Pupils who do not behave well at lunchtime will attend "time out" the following day during lunch. Where serious incidents occur, the pupil will be escorted by a Midday Supervisor into school to the person who is on call.

If a pupil continually behaves inappropriately lunch time exclusions may be necessary. A member of the Senior Leadership Team is available each dinnertime to support with any behaviour incidents.

The role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, 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



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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 and in some cases an individual behaviour plan when appropriate. The headteacher keeps records of all reported serious incidents of misbehaviour. 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. Both these actions are only taken after the school governors have been informed and have had an opportunity to share in this decision.

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 we expect parents to read these and support them. We expect parents to support their child's learning, and to cooperate 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 make an appointment to discuss the issue with the headteacher. If these discussions cannot resolve the problem, the school governors will become involved and a formal grievance or appeal process can be implemented.

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 headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

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. Fixed period exclusion of 5 days or less - unless the exclusion will result in the pupil missing a public examination, the Headteacher is only required to report such exclusions to the governors and LA once a 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. When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.

Monitoring



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The headteacher monitors the effectiveness of this policy on a regular basis. S/he 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 on ScholarPack. The headteacher records those incidents where a child is sent to him/her on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Rewards

The majority of our children behave well and are a credit to themselves, their parents or carers, and the school. Rewarding pupils is vitally important to achieve desired behaviour and pride.

Rewards include:

Daily

- Verbal praise – used frequently, throughout the day and whenever possible.
- Team points – awarded for a variety of reasons; e.g. manners, helpfulness, good work, effort.
- Stickers
- Positive referral for moving to blue plus sticker on collection card
- Special work is sent to other members of staff for additional praise
- Star of the Day – awarded to the child nominated by the class teacher

Weekly

- Star of the Week – awarded to children nominated by the class teacher
- Mystery Prize draw – children earn tickets from collecting team points- randomly drawn at the end of the week
- Headteacher's award – the child who has been recognised for their outstanding contribution to school that week
- Praise postcards – are awarded when the need arises. These are awarded for excellent work, consistent effort or other particularly impressive achievement

Termly

- Star of the Term – a child who has been recognised from each class who has worked exceptionally well all term
- Class attendance of the term

Annually

- Prefects – Upper Key Stage 2 pupils are chosen at the beginning of the school year to be Prefects for the year. They are chosen for being responsible, well behaved and setting a good example to others. They are given duties to complete throughout the week.
- Leaders – as above but from other years
- Progress – year group (Years 1 – 5)
- Achievement – year group (Years 1 – 5)
- Citizenship – year group (Years 1 – 5)
- English award – KS1, LKS2, UKS2
- Mathematics award – KS1, LKS2, UKS2



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- Science award – KS1, LKS2, UKS2
- Nursery/reception – Graduation from the year group

Senior Awards

- Headteacher award – pupil in KS2 who is outstanding when following the school values
- Deputy Head award – pupil in KS1 who is outstanding when following the school values
- SLT team award - pupil in EYFS who is outstanding when following the school values
- Governor's award – for academic excellence

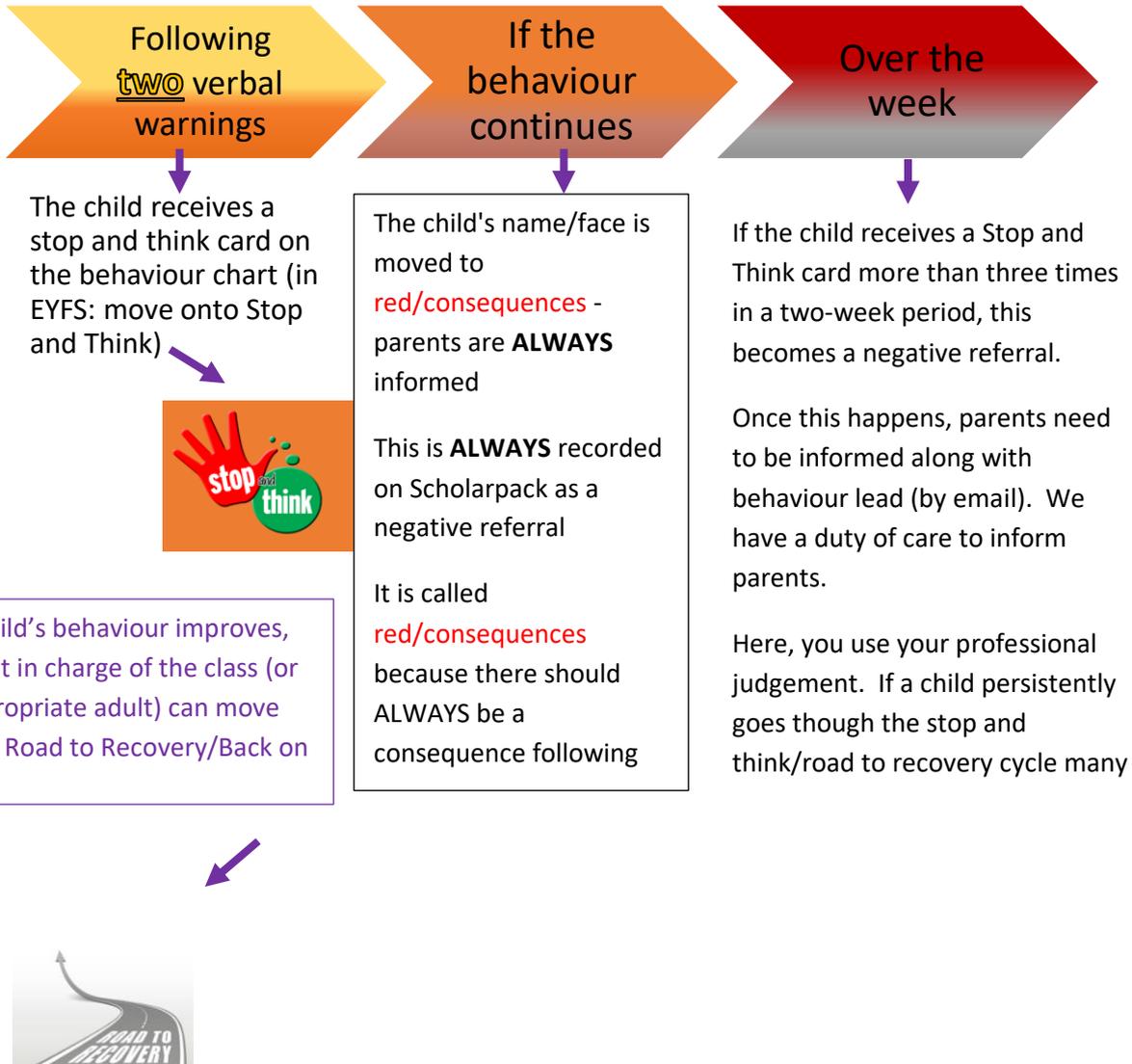


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Behaviour and Consequences Flow Chart

To ensure continuity and consistency throughout the school, we use the following graded system to respond to low level inappropriate behaviour

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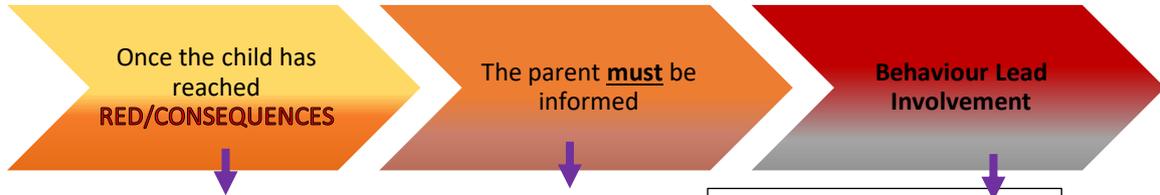




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On Red

(Red is Rare)



The child misses the following break time - this is supervised by the class teacher or they miss 15 minutes of lunch (depending on the time of day).

The behaviour lead is informed (via email).

This must be recorded on

- . . .

If a child has moved to **red/consequences**, the parents/carers **must** be informed.

If this is consistently happening, then the behaviour lead will become more involved and suggest ways forward.

Persistent poor behaviour in class = ways forward

Removal from the classroom:

If child displays persistent poor behaviour, removal from classroom should be considered.



Use a buddy:

The child can be removed and placed in another year group class - using the buddy system

(The arrow shows where they go)

Nursery > Reception

Reception > Year 1

Year 1 > Year 2

Year 2 > Year 3

Year 3 > Year 4

Year 4 > Year 5

Year 5 > Year 6

Year 6 > HT/DHT



Where the behaviour is aggressive or overly disruptive send for a member of the SLT team

Under no circumstances should a child be sent to the office for their behaviour to be dealt with