

Behaviour and Rewards Policy

Review Date	Reviewer	Approved by	Date approved	Implementation
September 2020	A Bartlett	Local Academy Council	September 2020	September 2020
September 2022	L Parks	A Bartlett	October 2022	October 2022
September 2023	Headteacher	Executive Head	August 2023	1 September 2023
September 2025				



REVISION HISTORY

Issue No	Date	Description
3	September 2020	
4	September 2022	Changes made in line with DfE Behaviour in Schools Guidance. Additional information on de-escalation techniques used. Additional information added regarding. smoking/vaping, weapons, mobile phones confiscation, allegations and bringing the Academy's name into disrepute.
5	September 2023	No changes.

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1. Introduction

We believe strongly that our children learn best when they feel safe, secure, and happy. In our school, we strive for warmth, mutual respect, and clear boundaries for behaviour. Our School Rules provide clear guidance, and our day-to-day methods are underpinned with strategies to motivate children to develop their self-control and consideration of others.

We fully accept that our children will make mistakes and at times demonstrate inappropriate behaviour. On these occasions, we will respond in a calm, consistent manner seizing the opportunity to further the child's personal and social skills, maintaining a safe learning environment.

Our policy is based on the belief that:

- Good behaviour is not automatically learned but needs to be taught and supported by parents/carers.
- Behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- Some pupils will need additional support.

2. Aims

As a whole school community, governors and staff believe a happy and effective primary school has the following aims:

- Value each other and develop mutual respect.
- Provide an orderly, fair, consistent, and safe environment.
- Provide an environment where effective teaching and learning can take place.
- Encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences.
- Develop a whole school approach to behaviour.
- Apply appropriate sanctions when pupil conduct falls below the standard which could be reasonably expected.
- Build a community where all feel valued, safe, and secure.
- Fulfil all legal requirements.

Behaviour standards and expectations are clear to pupils and will be applied fairly, proportionally and without discrimination. We work hard to ensure that discipline is consistent across the Academy and will also take into account Safeguarding, Anti-Bullying and Special Educational Needs and Disabilities (SEND) as well as the additional challenges that some vulnerable pupils may face.

The Academy will take all reasonable measures to ensure the safety and well-being of all pupils and will offer opportunities to promote self-esteem, confidence, and independence through:

- PSHE curriculum
- RE curriculum
- RE Curriculum
- Character Education
- Citizenship
- Assemblies
- Links with the community
- Rights Respecting Ambassadors Council

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3. Links to other Policies

This policy should be read in conjunction with the following Trust and Academy policies:

- Acceptable Use Policy
- Anti-Bullying Policy
- Attendance Policy
- Online Safety Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities Policy
- Uniform Policy

4. Behaviour expectations

The class teacher will discuss the Academy rules with each class and a copy of the rules are displayed in each classroom and around school. This will ensure that all pupils are aware of the standard of behaviour expected of them.

In Sacriston Academy we expect all pupils to:

- To follow school rules.
- Be polite and respectful to others.
- Be gentle and not to hurt others.
- Be kind and helpful – not hurt anybody's feelings.
- Listen and not interrupt.
- Work hard and do not waste their own time or that of others.
- Move around the school in a calm and quiet manner.
- Respect the environment and property of others.
- Try their best in all activities and allow others to do the same.

We expect all adults to:

- Maintain high standards of behaviour.
- Provide excellent role models.
- Manage behaviour in a calm and consistent way.
- Collaborate and support each other.
- Fully implement school rules.
- Provide a positive classroom climate in which all children can learn.
- Respect and value all children, display patience and listen carefully to children.
- Teach respect by example, treating children with fairness and consistency.
- Regularly communicate with parents and carers.

We expect our leadership team to:

- Advise and support staff to manage children's behaviour effectively.
- Regularly communicate with parents, carers, and governors.
- Provide effective support for teachers presented with extremely challenging behaviours.
- Liaise with external services for the benefit of staff and children.
- Ensure that appropriate curriculum is in place which will excite and motivate children.

We want our parents and carers to:

- Support the work of the school.
- Be well informed about their child's achievement and behaviour.
- Support the school to ensure that their child adheres to school rules.

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- Inform us of any circumstances which may affect their child's learning and behaviour.
- Maintain regular contact with the school.
- Attend school events, parents' evenings, and special meetings.
- Celebrate pupil's successes.

5. Our School Rules

Our five Golden Rules provide clear guidance to all our children. They are as follows:

- Show respect.
- Care for others.
- Be honest.
- Always listen and value opinions.
- Never give up – be a SACRISTON STAR!

Children will be regularly reminded of the rules and reasons why we have them. At the start of the school year these will be the subject of school assemblies and a key part in the class establishment plans of each teacher. They will be revisited throughout the school year to remind children of their importance and assist children who transfer into our school.

6. Pupil's Contribution

We believe that children need to be active participants in their own education and to feel that their opinions will be heard in the wider school community.

At Sacriston Academy, we therefore seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school. We believe that this will make a positive contribution to the school environment and ethos.

There is a wide range of approaches that we are developing at Sacriston Academy to support pupil participation and promote pupil voice:

- Rights Respecting Ambassadors
- Playground Leaders - peer to peer support
- Sports Leaders - peer to peer support
- Pupil Leadership roles
- Fundraising campaigns (both teacher and pupil initiated)
- Consultations on teacher/school led projects e.g., re: drafting policies relating to behaviour or anti-bullying; evaluation of learning activities/the creative curriculum.
- Pupils with additional learning needs are involved in decisions that affect their learning and well-being through their IEPs. Pupils are also consulted when they have Annual Reviews.
- Pupil questionnaires. Pupils are informed of the outcome of their involvement.

7. Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across three elements of self, others, and curriculum.

Relationship with self – A pupil who does not feel confident as a learner or a view that they cannot succeed will be more likely to challenge learning or be more inclined to present unwanted behaviour.

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Relationship with others – All behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by their interactions with others as by factors internal to the child.

Relationship with the curriculum – Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Learning behaviour applies to teachers and adults as much as it does to children. We follow an assertive discipline approach which is based upon recognising and praising good behaviour to reduce negative behaviour. It is based around rewards for the right choices and consequences for unacceptable behaviours. High expectations and positive learning behaviours are expected throughout the school; however, these may be presented in many ways including:

Magnet eyes	eyes on adults
Stop signal	raise hand and wait for everyone to be quiet
Listening ears	listening to others
Ready to learn	sitting still and listening
Wiggly fingers	put down equipment and look at adult (EY/KS1)
Attitudes to Learning	how you think and behave – a positive attitude is important
I cannot do it –yet!	this is about having resilience and courage
Turn to your partner	Share your ideas with a friend and listen to their ideas too

Classroom displays have a bearing on expectations and how children behave. Every classroom will have displayed:

- School rules
- Traffic lights

8. Rewards

Good behaviour is consistently recognised and rewarded. The attention given to good behaviour is just as significant as that given to unacceptable behaviour. Children are taught the school rules with a full understanding of why they are necessary – for following them diligently, children are rewarded in a variety of ways.

Traffic lights

Traffic lights are displayed in every classroom and used consistently across the school to ease transition through year groups.

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Colour	Meaning
Gold	Exceptional achievement, consistent good behaviour, and attitude
Silver	Super effort, trying hard, being kind and considerate, being polite and well mannered, positive attitudes to work and play
Green	Green is good. A fresh start – our pupils start here every day
Amber	Anything which prevents children from learning
Red	Consistently poor behaviour and an unwillingness to move up to amber and back to green. Class consequences apply

Dojo / House Points

Class Dojo is an online behaviour management system intended to foster positive pupil behaviors and classroom culture. Pupils earn 'Dojo Points' based on their classroom conduct. Children across school are awarded 'dojo points' for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort.
- Displaying good manners.
- Demonstrating a caring attitude towards others.
- Staying on task.

The dojo points are accumulated at the end of the week and a total for each house (earth, fire, lightning, water). A trophy is presented to the winning house team during the weekly presentation assembly on a Friday.

Class of the week

Class behaviour is monitored closely during breaks and lunchtime. Behaviour around school is also monitored closely by all staff and reported to the Senior Leadership Team. Results are announced in the presentation assemblies and the class who have demonstrated they have followed school rules and expectations in FS/KS1 and KS2 receive the 'Class of the Week' certificate and an additional playtime.

Headteacher awards

Headteacher awards are dedicated for the praise and recognition of children who have made particular progress for Attainment, Achievement or Attitude. Each year group nominates one recipient each week to be presented with a special certificate.

Always Children

These children ALWAYS:

- Give 100% in everything they do.
- Follow school rules.
- Are kind and considerate to others?
- A great friend.
- Polite and well mannered.

Our ALWAYS children receive a special certificate, personalised school bear, their photograph in our hall of fame and finally afternoon tea with the Headteacher at the end of each half term.

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9. Consequences

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. Pupils are encouraged to take responsibility for their own behaviour, actions, and consequences. In addition to the school Rules, each class creates their own class rules and a class charter. Pupils identify, discuss, and agree consequences for inappropriate behaviour which are signed by every pupil, laminated, and prominently displayed in class.

Reminders

A verbal reprimand and reminder of the expectations of behaviour in school. Moving down the classroom traffic light system.

Thinking Time

An opportunity to reflect on their behaviour and discuss the alternative choices they could have made. This may include a loss of privileges for instance, missing breaktime. This is to support pupils to understand and meet the behaviour expectations of school.

Snug

Removal from playground at break or lunch. Work alongside adults to discuss and take account of their behaviour through reflective conversations.

Partner Class



If repeated disruption in class takes place, the pupil will be moved to a partnership class to complete their work. Removal from the classroom is considered serious and should only be used when all classroom behavioural strategies have been used. Removal ensures:

- The safety of all pupils.
- Disruptive pupils can continue education in a managed environment.
- To allow the pupil to regain calm.

Parents will be informed if their child is removed from the classroom.

Behaviour report card

If a child frequently fails to follow the rules or class charter, they will receive a behaviour report card. This is a home school liaison tool which records the child's behaviour at all times of the day in order to monitor when their difficulties are most apparent and the effectiveness of our interventions.


My Behaviour Monitoring Record


Name: _____ Date: _____

Target	I will avoid distracting my friends				I will not use inappropriate language				My Comments	My Teacher's Comments	My Parent's Comments
	Morning		Afternoon		Morning		Afternoon				
	L1	Bk	L2	L4	L1	Bk	L2	L4			
Mon											
Tues											
Wed											
Thurs											
Fri											

Daily reward: 10-11 ticks = 5 mins choice
 12 ticks = 10 mins choice

Time Out: after 3 warnings - 5 mins in 'Quiet Place'
 Time Out failure = lose daily points up to that time
 2 x Time Out failures = lose all daily points

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Pastoral Group

If the pupil continues to disrupt lessons, senior leaders will be involved. This is the Academy's multi-agency forum, which meets to discuss those pupils with problems relating to behaviour, attendance, social and emotional difficulties, and bullying. The Pastoral Group may refer a pupil to other outside agencies, such as the One Point, or Social Services. The group may also recommend statutory assessment by the Academy's Educational Psychologist.

Parents/carers are invited to the meeting and where a referral has been made because of a pupil's poor behaviour, the group will establish an Individual Behaviour Plan (IBP) for the pupil.

Individual Behaviour Plan (IBP)

This behaviour tool allows staff to recognise and review a particular pupil's behaviour and agree the appropriate action plan, specific support, and way forward for a child. The pupil will be set several behavioural targets and the plan will run for approximately sixteen school weeks. A review will take place after eight weeks, and a final evaluation after sixteen weeks.

Parents/carers will receive a copy of the plan and will also be able to read the comments made at the review and evaluation stages. Parents/carers and the pupil will be asked to sign the IBP. An offer of an Early Help referral will also be made to parents/carers. Pupils might be asked to complete a PIP as an additional supportive measure. A further offer of an Early Help Referral will also be made to parents/carers. Pupils may also be asked to complete a PIP as an additional supportive measure.

10. Exceptions

There are certain behaviours which we will not tolerate. For example;

- Bullying
- Physical aggression
- Verbal aggression
- Offensive language
- Racism

On these occasions, children will move directly to a school leader who will take over the management of the unacceptable behaviour. Parents/carers will be notified immediately and engaged in planning the appropriate and sufficient consequence. Incident details will be recorded on the behaviour tracking system immediately.

11. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

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Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Further details of the Academy's approach to preventing and addressing bullying are set out in the Anti Bullying Policy (a copy is published on the Academy website, or a hard copy is available on request from the school office).

12. Intervention

De-escalation

Sometimes, when children become extremely overwhelmed or they are experiencing sensory overload, they have a meltdown where they lose control over their behaviours.

The success rate of prevention is far greater than that of de-escalation. However, sometimes it is unavoidable. The following de-escalation strategies are used in school.

- Use a calm and quiet voice.
- Validate a pupil's feelings but not their actions.
- Respect personal space.
- Be aware of body language and facial expressions.
- Speak to the pupil on their level.
- Distraction.
- Reflect on pupil's wants and needs.
- Acknowledge the pupil's right to refuse.
- Answer their questions but ignore targeted aggression.
- Be silent.
- Offer a movement break or a walk.
- Always act in a non-judgemental way.
- Decrease stimulation – find calm space.
- Avoid saying 'no.'
- Use calming visual inputs.
- Deep breathing exercises.

Positive Handling

In extreme cases, school staff have a legal power to physically restrain a child if they have refused to leave a classroom, they are disrupting a school event, visit or trip, if they are attempting to leave the classroom or school, or they are posing a health and safety risk to themselves or others. If physical restraint has occurred, the incident will be recorded on a Team Teach report (TTR) and parents will be informed.

Positive Handling should only be used when both verbal and non-verbal de-escalation strategies have been utilised and exhausted.

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is Reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
- causing personal injury to, or damage to the property of, any pupil (including him or herself).

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- prejudicing the maintenance of good order and discipline at Academy or among any pupils receiving education at the academy, whether during a teaching session or otherwise.

The Trust does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff employed by the Trust have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the pupils.

13. Specific Defined Incidents

Mobile Phone

Mobile phones may be brought to school by home walkers in Y5 and Y6, but they must be handed in to a class teacher before school begins. The phone will be stored safely, and pupils will need to collect their phone at the end of the school day.

- First breach – if the mobile phone has not been handed in, it will be confiscated, and the phone will be returned at the end of the school day.
- Second breach – the mobile phone will be confiscated. The phone will be returned at the end of the school day.
- Third breach - the mobile phone will be confiscated and returned to the pupil at the end of the day. A letter will be sent to the pupil's parent/carer.
- Any further breaches of these this rule will result in other disciplinary sanctions being used. These sanctions will include a temporary ban from bringing the phone on to the Academy premises will also be considered.
- If all the sanctions have been used and the pupil continues to breach this Academy rule, the pupil will be banned permanently from bringing the phone on to the Academy premises.

Sacriston Academy will take very seriously instances where a mobile phone has been used to film, photograph or record staff or pupils without their permission. If this occurs, the mobile phone will be confiscated, and the pupil's parent/carer will be required to come to the Academy to collect it. The pupil will be given a formal warning. Should the pupil be involved in another incident, a two-day suspension will be given.

Leaving the Academy Premises

If a pupil chooses to leave school without permission, staff will react in the following way.

- Search the immediate school grounds for the pupil.
- Contact Parents.
- If a pupil cannot be found contact police.
- Once a pupil returns to school, any time wasted absconding will be made up.

Smoking/Vaping

This is a non-smoking site, a rule which applies to staff and pupils alike. There will be serious consequences for any pupil who chooses to breach the no-smoking/vaping rule repeatedly. These consequences are outlined below:

- The parent/carer will be invited to attend a meeting with a senior member of staff to discuss the problem.

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- If the incident reoccurs the pupil will be placed on an Individual Behaviour Plan at a meeting of the Pastoral Group. The IBP will state explicitly that the pupil must not smoke/vape on the Academy premises.
- If the pupil already has an IBP, a new one will be established. The IBP will state explicitly that the pupil must not smoke on the Academy premises.
- If there is a further breach the pupil will be given a two-day internal exclusion and the parent/carer will be invited to attend a meeting to discuss the worsening situation.

E-cigarettes are not allowed on the Academy premises. If one is confiscated from a pupil, the pupil's parent/carer will need to come into the Academy to collect it. Any pupil who repeatedly breaks the no-smoking/vaping rule will be offered the opportunity of speaking to the school nurse for advice on how to quit smoking.

Making a false allegation against a member of staff

Any pupil who is found to have made a malicious and/or false allegation against a member of staff may be excluded. This will be a suspension or permanent exclusion depending on the circumstances.

Bringing the good name of the school and/or staff into disrepute

Any pupil who brings the good name of the school and/or staff into disrepute in the public domain may be excluded. This will be a suspension or permanent exclusion depending on the circumstances.

Weapons

A pupil bringing a weapon on to the Academy premises is likely to be permanently excluded. A judgement will be made as to the level of threat the weapon itself represents to the health and safety of the other pupils. Weapons include knives, darts, guns of any description, including air pistols and BB guns.

In all cases of a weapon being brought on to the Academy premises, the police will be informed.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil). Weapons and knives and extreme child pornography must always be handed over to the police, otherwise the Academy has the right to decide when and if to return the confiscated item.

14. Suspension and Permanent Exclusions

The Trust and the Academy do not wish to exclude any child from school, but sometimes this is necessary. The Trust's Exclusion Policy, which is compliant with the statutory legislation for Excluding Pupils from School would be followed should the Headteacher believe there is no alternative strategies available to deal with a pupil's behaviour.

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15. Monitoring

The Headteacher, Deputy Headteacher and SENDCo monitor all recorded incidents of behaviour and bullying. Class teachers are required to log incidents of behaviour. Lunchtime supervisors use a duplicate book to alert teaching staff to incidents which have occurred over lunch break and also how they were resolved. The Headteacher uses the book to record concerns on a half termly overview sheet. This allows for patterns of behaviour from specific children to be monitored. Where this is a concern, parents and carers would be invited into school to discuss the matter. Senior leaders ensure teaching staff are reminded to check back with children that the issues have not occurred again.

As with behaviour, bullying is monitored. The Headteacher and Deputy Headteacher are notified of all behaviour incidents and are required to action as soon as possible. Action will include discussions with parents and carers to ensure effective communication, as well as home and school working together. As with behavioural incidents, senior leaders conduct catch ups with the child who felt they were being bullied to establish how they are feeling and check there have been no further incidents.

Sacriston Academy collects and analyses behaviour data. Analysis includes identifying factors contributing to behaviour, system problems and implementing support. This includes:

- Behaviour incident data, including removal from the classroom.
- Attendance, permanent exclusion, and suspension data.
- Use of pupil support units and managed move.
- Incidents of searching.
- Anonymous surveys for all pupils, parents and staff on their views and experiences of school behaviour.

The Headteacher will report on the effectiveness of the policy to the Local Academy Council and where necessary, make recommendations for further improvements ensuring it is meeting its duties under the Equality Act 2010.

16. Staff Development

All staff should be equipped with the skills to understand and effectively manage pupil behaviour. Providing regular training, which links classroom practice to an understanding of children's social and emotional development is key. Training and coaching are made available to all staff taking up new posts at the school and form part of an ongoing training programme for existing staff. We have a thorough induction programme to ensure consistency in approach.

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