

# BEHAVIOUR AND REWARDS POLICY

Review Date	Reviewer	Review Completed	Adopted	Implementation
				November 2017
September 2018	A Inkster	September 2018	September 2018	September 2018
September 2019	A Bartlett	September 2019	September 2019	September 2019
September 2020	A Bartlett	July 2020	September 2020	September 2020
September 2021				



## **Introduction**

Our policy is based on the belief that

- Good behaviour is not automatically learned but needs to be taught and supported by parents
- Behaviour can change and that we as teachers can assist children to manage their behaviour more effectively
- A child with problems is the school's problem not an individual teacher's problem.

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.

## **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
- Citizenship
- Assemblies

- Links with the community
- School Council

## **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:

- 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 don't waste their own time or that of others
- Look after property and the property of other
- 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:

- 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
- 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

## Our 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.

## 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

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:

<b>Magnet eyes</b>	eyes on adults
<b>Stop signal</b>	raise hand and wait for everyone to be quiet

<b>Listening ears</b>	listening to others
<b>Sitting still</b>	ready to learn
<b>Motivation</b>	understand what makes you happy and wanting to learn
<b>Attitudes to Learning</b>	how you think and behave – a positive attitude is important
<b>I can't do it –yet!</b>	this is about having resilience and courage
<b>Communication</b>	this will help you make friends and work well in groups

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

- School rules
- Traffic lights

## Traffic lights

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

<b>Colour</b>	<b>Meaning</b>
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 The child starts 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

## 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.

### **House points**

Children across school may be awarded 'house 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 etc.

A trophy is presented to the winning house team during the weekly presentation assembly on a Friday morning.

### **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.

## **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 student voice:

- Rights Respecting Abassadors
- Playground Leaders - peer to peer support
- Sports Leaders - peer to peer support
- 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.

## 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.

## Behaviour report card

If a child frequently fails to follow the rules or class charter they will receive a behaviour notebook. 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	L3	L4	L1	Bk	L2				L3
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

## Pastoral Support Plan (PSP)

If unacceptable behaviour is repeatedly occurring, an Individual Pastoral Plan (PSP) may be required. 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. Parent/Carers will be invited to school to complete a PSP.

## 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 will be notified immediately and engaged in planning the appropriate and sufficient consequence. Incident details will be recorded on the behaviour tracking system immediately.

## **Absconding**

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

## **Fixed Term 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.

## **Physical Intervention (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 Major Incident report (MIR) and parents will be informed.

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

## **Monitoring**

The Headteacher, Deputy Headteacher and SENDCo monitor all recorded incidents of behaviour and bullying. Class teachers are required to log incidents of behaviour using CPoms. 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. CPoms planner is also used to ensure teaching staff are reminded to check back with children that the issues have not occurred again.

As with behaviour, bullying is monitored using CPoms and there is a specific category for this. The Headteacher and Deputy Headteacher are notified of all bullying 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, CPoms planner is used for monitoring 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.

The Headteacher will report on the effectiveness of the policy to the Local Academy Council and where necessary, make recommendations for further improvements. The Local Academy Council will review this policy every two years. However, the Local Academy Council may review the policy earlier should there be a change in legislation or guidance from the Government.

## **Links to other Relevant Policies**

NELT Safeguarding Policy  
Anti-Bullying Policy  
SEND Policy  
Restraint Policy

NELT Safeguarding Policy  
Sacriston Academy Anti-Bullying Policy  
Sacriston Academy SEND Policy  
Sacriston Academy Restraint Policy