



Behaviour / Rewards and Sanctions Policy 2018

As a Rights Respecting School, the core values of the UNICEF convention on the rights of the child underpin all that we do at Bridge farm Primary.



Policy Reviewed and agreed at the Safeguarding Committee Meeting dated:

Policy Ratified by the Full Governing Meeting dated:

Chair of Safeguarding Committee:..... Date:

Chair of Governors:Date:.....

Next Review date: Please see Policy Renewal Schedule

Rationale

Within our school there are many values which we encourage and expect to see in pupils and adults alike. These values are necessary for the following reasons:

- *to enable the teacher to teach and the pupils to learn, basic rights which ensure our children's entitlement to their education*
- *to help pupils develop a caring and responsible attitude to each other, their school and their community*
- *to encourage a positive attitude towards work*
- *to protect others from anti-social behaviour*
- *to ensure safety in school*

Therefore we expect our pupils

- *to behave in a manner which is polite and courteous*
- *to have consideration for, and show tolerance towards, others*
- *to be aware of their rights and their responsibilities.*

It is important that we encourage our pupils throughout our daily contact with them to be caring, truthful and trustworthy and that we develop within them a positive self-image.

The way that we, as adults in the school, behave towards each other should reflect these values. They should also be reflected in the way in which our children treat not only each other, but also all adults, our school equipment, their own and other people's property and the environment around them, whether they are in their school or representing it elsewhere.

Most of our pupils already understand the necessity of good behaviour and we praise and encourage this. All pupils must realise that we expect this from them and in return there are rewards and merits by way of recognition, trust and increased responsibilities. Hopefully this will encourage them to develop self-discipline and a full understanding of right and wrong.

We believe that children's self-esteem is fundamental to their healthy development. Therefore, our approach is to concentrate on good behaviour and work, praising it at every opportunity. However, when children's normal good behaviour lapses and they do not conform to the rules that they themselves have helped to formulate, we need to have a system by which these issues can be addressed for the benefit of all in the school.

Guidelines

Taking all this into consideration it seems that any system of rewards and sanctions in school must have the following five features in order to be successful:

- *The system must be straightforward and understood by all those concerned.*
- *It must be consistent across the school so that children, teachers, ancillary staff, parents and governors all contribute to a whole-school policy.*
- *Good behaviour and work must be celebrated.*
- *Parents must be kept informed of their children's attitudes and behaviour.*
- ***At all times the children's self-esteem must be enhanced:** in the event of poor behaviour it is **that behaviour** that we disapprove of and **NOT** the child!*

General school rules which we expect all children to follow (such as not running inside the building, for example) are set out in our Prospectus. These are kept to a minimum and exist only to ensure safety, prevent damage and encourage respect for our school.

Within this total framework rewards for good work and behaviour, and sanctions for poor behaviour, are approached in the following way.

Rewards



- Lots of verbal praise - promoting positive behaviour and work.
- House Points are given for good work / behaviour across the school.
- At the end of every term children who have exhibited exceptional behaviour or progress may be nominated for a special Headteachers Award, which is celebrated in a whole school assembly at the end of each term.
- Postcards Home to share success with parents / carers.
- Each member of staff awards a "Star of the Week" to a pupil in class.
- Sharing work with the headteacher.
- A range of additional strategies including the use of certificates/merits may be awarded for any good work / behaviour within each class.

Each class, however, has its own Right Respecting Schools Charter, which is drawn up **by the children themselves at the start of every year and displayed**. These generally include such elements as:

- being polite and speaking in turn
- respecting the property of others
- being trustworthy and telling the truth
- being helpful and getting along with others
- trying hard and allowing others to work without interruption

As a "Rights Respecting" school, the pupils are aware of their rights as a child and the responsibilities they have to uphold these rights for themselves and others.

Although the behaviour of our pupils is outstanding, on occasions where pupils fall short of our high expectations and standards, the following sanctions apply, underpinned by the UNICEF Rights of the Child.

In all cases, pupils are given the opportunity to;

- Rectify and modify their behaviour before sanctions are applied.
- Reflect upon the choices they have made.
- Take responsibility for their own behaviour.
- Learn from positive role models.

Warnings

In accordance with the behaviour policy, children are given three warnings / opportunities to modify their behaviour. If this does not occur and poor behaviour disrupts the learning of themselves and others, this will result in a missed play.



Sanctions for poor behaviour (these are generally progressive)

- A verbal warning
- The child's name is recorded and the appropriate good behaviour of another child is praised.
- Continued poor behaviour will result in a missed playtime.
- Continued poor behaviour in class may result in an exclusion to the partner class for a fixed period of time.
- If a child misses playtime, (low level disruption) three times in one week a letter is sent home.
- Persistent levels of disruptive behaviour that has resulted in "missed plays" may well include a referral to the Pupil Parliament to challenge poor behaviour.
- Children who are persistently disruptive and miss seven playtimes over the course of a term also receive a letter.
- The Headteacher / Deputy Headteacher monitor 'missed' playtimes and incidents of poor behaviour. Ongoing problems may result in a child being placed on the SEN register.
- If a child is very disruptive they will be sent to the Headteacher, Assistant Head, and Deputy Head.
- Serious incidents may result in a fixed exclusion or permanent exclusion from school (see exclusion policy).

On Report- If a child is consistently pushing the boundaries within lesson time, they can be put on report (requiring a comment for each section of the day on their behaviour - positive as well as negative). Headteacher and teachers constantly review the child's behaviour either resulting in removing from 'on report' or remaining 'on report' until behaviour has improved.

A slightly different system operates at **lunchtimes**.

Rewards

- Stickers / Merits may be awarded to children who are very helpful or polite in the dining hall / playground.
- Staff award house points for helpful or polite behaviour around the school or in the playground.
- All staff may also issue Posh Nosh raffle tickets, for pupils who set a good example at lunch time.

Sanctions

- A verbal warning.
- For low level disruption/SMSAs record the child's name in a book. To be followed up by Deputy Head.
- A yellow card may be given to a child who exhibits particularly challenging or anti-social behaviour or who constantly breaks the agreed school rules. The Deputy Head monitors all incidents. If a child gets two yellow cards the parents are informed. A third card within a term period results in the child's exclusion from school during the lunch-time session for a limited period.
- Very violent/abusive behaviour must be dealt with by calling a member of the SLT to deal with the

incident.

Pyramid Club- Nominated by teacher through the “Pupil Attitudes to Self and School” audit.

- An area is available that children who can not cope with lunchtimes can use to cool off, discuss issues and play a constructive game. This will be manned at certain times by a trained LSA.

Although the schemes are generally progressive, a child may, of course, enter them at any level. Severe misbehaviour of any sort, especially where the welfare of other children is concerned, could also lead to immediate exclusion from school.

The Behaviour / Rewards and Sanctions Policy is supplemented with The “Bridge Farm Primary: “A Parents Guide to Behaviour.”

