



HUNTINGTON PRIMARY ACADEMY

BEHAVIOUR AND REWARD POLICY

Signature of Chair of Trustees	<i>Paul Gething</i>
Signature of Headteacher	<i>Kim Bailey</i>
Date Approved by Trustees	Curriculum and Standards Committee 5 th December 2018
Review Date	November 2019
Review Period	Annual

BEHAVIOUR AND REWARD POLICY

1. INTRODUCTION - WHOLE SCHOOL RATIONALE

At Huntington Primary Academy we have high expectations of children's behaviour. We aim to treat all children fairly and to ensure a consistent approach towards effective behaviour management for all pupils regardless of gender, race, ethnicity, sexuality, religion or special educational needs and disability.

The Behaviour Policy outlines the whole school approach to behaviour and documents responsibilities, rewards and sanctions. It is designed to support the way in which the school community can live and work together in a supportive way. It aims to promote an environment where the community, in its entirety, feels happy, safe and secure.

The Policy reflects current practice within the academy. Its fair and consistent implementation is the responsibility of all staff.

2. AIMS & PURPOSE

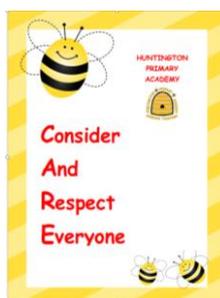
The aim of the Behaviour Policy is to ensure that pupils learn, and staff are able to work, in a supportive, caring and safe environment:

1. Where children show respect for each other and their property, the staff and school environment.
2. Where the learning environment is positive, safe and productive.
3. Where there are common codes of conduct and behaviour management procedures that are clearly understood by children, staff and parents.

3. SCHOOL ETHOS

Pupils, staff and parents have high expectations of children's behaviour at Huntington Primary Academy.

This means that we expect everyone in the academy to CARE for themselves, for each other and for the environment in its widest sense.



This is a clear Behaviour Code of Conduct, which is displayed in school, and is regularly shared with all pupils and staff. Each week we celebrate its importance with awards to pupils in assembly.

We ensure all the pupils and staff in our school feel...

- ❖ secure,
- ❖ part of the school community,
- ❖ valued,
- ❖ that their needs are met on an individual basis,
- ❖ able to contribute, share and engage in all aspects of learning,
- ❖ that they have equal opportunities, irrespective of race, gender, abilities or appearance.

We want everyone in the school community to understand that they are responsible for following the school Behaviour and Reward Policy and the Academy's Code of Conduct (CARE), which in turn support the aims and ethos of the school.

Huntington Primary Academy

Codes of Conduct:

- ❖ Consider and respect everyone (CARE).
- ❖ Listen to and follow instructions.
- ❖ Always try their best.

4.1 RESPONSIBILITIES OF PUPILS

At Huntington Primary Academy, all children are expected to adhere to the code of conduct. Some pupils will have additional responsibilities aimed at encouraging opinion and recognising pupil voice, and ensuring good role models are easily visible within the school community. We are keen to encourage pupils to take responsibility for ensuring that the school environment is a positive, supportive place to learn, where the views of all pupils are listened to and valued.

Playtime Responsibilities

Pupils in year 4 and 6 will have the opportunity to train as Peer Mediators and Playground Activators/Play leaders; these roles allow them to support other children during breaks and lunchtimes.

Pupils in year 4 and 5 will oversee the school library to ensure those who would like to read quietly are able to do so in the pod.

School ambassadors

At the beginning of each school year, pupils from EYFS to Year 4 will have the opportunity to be elected 'Class Ambassador'. Each year pupils in Year 5 will have the additional opportunity to run as candidates for, and be elected onto, the School Ambassadors Committee where they will join the four Year 6 children who were elected the previous year.

4.2 RESPONSIBILITIES OF TEACHERS

Teachers each have the following responsibilities:

- ❖ To ensure children are treated equally yet with an understanding and appreciation of each child as an individual.
- ❖ To implement the Behaviour Policy in a fair, restorative and consistent manner that keeps children safe and secure.
- ❖ To tailor the restorative work that takes place to meet the individual needs of the 'whole child'.
- ❖ To record any low level behaviour demonstrated in the classroom, and to ensure this can be tracked by the Deputy Headteacher, who is responsible for the behaviour and safety of pupils. This allows the school to work towards changing and improving potentially poorer attitudes over time, rather than just managing them.
- ❖ To create a positive learning classroom environment where all pupils are valued, supported and encouraged and by planning and delivering lessons, with appropriate pace and challenge to meet the individual needs of all pupils.
- ❖ To encourage outstanding behaviours for learning by modelling expectations in their own actions.

- ❖ To provide positive feedback about individual children to parents wherever possible - after school with a phone call, briefly during the handover at the end of the day, via eschools or in diaries.
- ❖ To recognise and reward pupils who adhere to the aims of the academy.
- ❖ To acknowledge when pupils are not adhering to the aims of the academy, and the academy's codes of conduct, by following the correct steps in the sanction system (see section 7).
- ❖ To have high expectations of behaviour around school- during lunchtimes, playtimes, and when children are moving around school.
- ❖ To ensure they are ready to collect children from the playground punctually after break and lunchtimes.

4.3 RESPONSIBILITIES OF SUPPORT STAFF AND OTHER ADULTS

The school support staff and all other adults who work with pupils have the following responsibilities:

- ❖ To work closely with teachers to create a positive learning environment within classrooms and in school outdoor areas, where all pupils are valued, supported and encouraged at all times.
- ❖ To encourage good behaviour during lessons, organised trips, breaks and lunchtimes.
- ❖ To follow the procedures of the academy's restorative approach, to know and use the sanction system consistently when in class, or follow the playground code of conduct during playtimes and lunchtimes if pupils do not adhere to the aims of the academy.
- ❖ To manage any challenging situations which arise with pupils during playtimes and lunchtimes appropriately and follow the agreed procedures.
- ❖ To ensure communication is effective and immediate when reporting and dealing with any inappropriate behaviour.

In addition to the responsibilities detailed above, support staff and adults working with pupils should feel able to reward pupils appropriately, in accordance with the reward system, when they adhere to the aims of the academy and the academy's codes of conduct.

4.4 MSA BEHAVIOUR MANAGEMENT PROCEDURES

Please refer to section 7 of the playground sanction system and the Room of Reflection Record forms.

4.5 RESPONSIBILITIES OF SPECIFICALLY IDENTIFIED LEADERS OF BEHAVIOUR

The senior leadership team will support all staff and maintain strong communication links to ensure the Behaviour Policy is implemented effectively and consistently.

Specifically identified leaders of behaviour for the academic year 2018/19 are Anne Forman who has a whole school overview and KS2, Sara Dawson with focus on Y6, and Tim Creasy who will focus on KS1 and Early Years.

In addition to the teachers' responsibilities detailed in section 7, the **specifically identified leaders of behaviour** have the following responsibilities:

- ❖ To be available during break times if there is a serious incident and to follow up on any major issues that occur during lunchtimes.
- ❖ To track and monitor behaviour within their key stage and communicate with the SLT regularly.
- ❖ To support a pupil, class teacher and parent if any child progresses on to step 4 of the sanction system.
- ❖ Allow time in key stage meetings to discuss any behaviour concerns within their team.

DEPUTY HEADTEACHER

In addition to the teacher's responsibilities detailed in section 7, the Deputy Headteacher has the following duties:

- ❖ To be available during break times if there is a serious incident and to follow up on any major issues that occur during lunchtimes.
- ❖ To make sure behaviour across the school is tracked carefully.

- ❖ To work alongside the Headteacher and **other specifically identified leaders of behaviour** to support pupils, staff and parents.
- ❖ To make sure all behaviour issues are communicated to the Headteacher on a regular basis.
- ❖ To provide training for staff to ensure the behaviour policy is familiar, followed professionally and understood, to include a half-termly MSA meeting.
- ❖ To contact parents of children who are struggling to follow the school aims and Codes of Conduct, on a regular basis and work alongside the Headteacher and SENDCO to create a behavioural support plan.
- ❖ To ensure any children who are unable to respond to the sanction system are placed on a Behavioural Support Plan.

In addition to the responsibilities detailed above, if a pupil's behaviour was becoming unacceptable during lunchtime, the Deputy Headteacher would work closely with the leaders of behaviour and the class teacher to ensure a fair and individualised support plan is devised and implemented.

HEADTEACHER

The Headteacher has the following responsibilities:

- ❖ To contact parents in extreme cases of unacceptable behaviour and to apply the necessary sanctions.
- ❖ To report any pupil exclusions to the Board of Trustees.
- ❖ To ensure the Behaviour Policy is communicated to parents at the start of each academic year.
- ❖ To detain pupils on disciplinary grounds after the end of the school day without the consent of parents. Legislation (active wef. 01.09.98) has given Headteachers the authority to do this. The academy must give 24 hours written notice of its intention to detain a pupil stating the reason for detention and its duration and date.
- ❖ To exclude a pupil from school for a fixed period of time if behaviour meets specific criteria.
- ❖ To apply a permanent exclusion to a pupil in extreme cases.

4.6 RESPONSIBILITIES OF TRUSTEES

Trustees will be kept informed of any changes to procedures, be aware of any incidences of bullying and have the following responsibilities:

- ❖ To support the Headteacher in difficult decisions regarding pupil behaviour.
- ❖ To actively endorse and support the behaviour policy.

4.7 RESPONSIBILITIES OF PARENTS

Parents play a vital role in promoting outstanding behaviour and safety of pupils with the following responsibilities:

- ❖ By actively endorsing and supporting the behavioural policy and academy staff.
- ❖ By encouraging their children to follow the aims of the academy.
- ❖ By recognising whom they need to approach at the academy, to report any concerns or to seek clarification.
- ❖ By acting as role models through actively demonstrating controlled and appropriate behaviour.

5 REWARDS

The academy will recognise, teach, reward and celebrate positive behaviour.

Those children who demonstrate the behaviour expected at Huntington Primary Academy will be rewarded on a regular basis.

Rewards display

Each classroom has a 'Growth Mindset' display. This is used by the class teachers to ensure children who are independent learners and demonstrate a growth mindset can be visually celebrated by all.

Daily Rewards:

As well as promoting positive behaviour by praising and encouraging pupils, class teachers will award the following for positive behaviour, effort and effective pieces of work:

- ❖ Rainbow Raffle tickets, kindness hearts, proud clouds and golden rule songs are all implemented as positive reinforcement strategies in EYFS only.
- ❖ Raffle tickets (drawn on a regular basis with a small prize awarded) that contribute to house points.
- ❖ Stickers, including growth mindset rewards.
- ❖ Golden Time each Friday (time for pupils on a Friday to do activities outside the curriculum- this is less frequently used in years 4, 5 and 6).
- ❖ Special time to go and share their 'good work' with another class or teacher.
- ❖ Recognition with their name on the growth mindset board for displaying a particular mindset attribute.

Weekly achievement Assemblies:

Each class teacher will nominate one pupil every Friday for each of the following:

- ❖ A CARE award -for a specific focus of PSHE /Growth Mindset (eg. tolerance of others, positivity etc.)
- ❖ A Golden Mention - for an outstanding achievement during the week.

Throughout the year, certificates will be awarded to children who display all seven growth mindset attributes.

Every half term teachers will nominate a super scientist.

School club participation and out of school achievements, attendance, and 'Times tables Rockstar' successes are celebrated on a regular basis on Friday, in whole school assemblies.

The end of each term brings the following rewards:

- ❖ The class with the best attendance will receive a Headteacher's prize.
- ❖ All teachers are asked to nominate a specified number of children to receive 'surprise' book vouchers as a reward for progress/behaviour/achievement/effort. These will be sent, from the Headteacher, to their homes.
- ❖ Pupils with 100% attendance for whole term all receive an individual 'Attendance Award'.

6. CONSEQUENCES/SANCTIONS OF INAPPROPRIATE BEHAVIOUR:

EYFS: Indicated by clouds.

KS1: Indicated by 'worried' bees.

KS2: Indicated by 'worried' emoji's.

It is the responsibility of each class teacher to ensure that there is a Growth Mindset board displayed and a series of clouds or 'worried' bees/emoji's which will help indicate the level of concern a child may be causing.

It is the responsibility of each class teacher to ensure that there is a Growth Mindset board displayed and a series of clouds or 'worried' bees/emoji's which will help indicate the level of concern a child may be causing. At any point it is important that a child knows that they can be rewarded with good behaviour by being moved back to the previous cloud/bee/emoji or even back onto the growth mindset emoji board.

Each morning every pupil's name will be replaced on the central 'ready to learn' sunshine in EYFS, honeypot in KS1 and emoji in KS2: ensuring each new day provides a fresh start for all pupils.

Those children who do not demonstrate appropriate behaviour or who fail to meet the school's high expectations of behaviour will be managed in the following restorative way:

Warning

The teacher should be clear with the child that the particular behaviour demonstrated is not appropriate and should not be repeated.

Step 1

The child should be asked to move their name onto the grey cloud/worried (yellow) bee/emoji.

Step 2

The child should be asked to move their name onto the thundercloud/ worried (orange) bee/emoji .

Step 3

- The child will be asked to move their name onto the cyclone/worried (red) bee/emoji.
- The child will be asked to join another class in school for ten minutes.
- The child should be accompanied by another child to ensure they reach the right classroom and should take work with them so they are occupied.
- A removal card needs to be filled in and given to the specifically identified leader of behaviour who will then liaise with Mrs Forman.
- The child and class teacher should then together agree a behaviour goal/target that is achievable. This will be shared in a letter home to parents from the class teacher.
- **Letter 1** to be sent home by class teacher. (Provided in pack for all teachers and on school system.)

Step 4

If a child receives more than 1 removal in a day, or is removed on more than 3 occasions in a week...

- **Letter 2** to be sent home by the specifically identified leader of behaviour, asking a parent to contact school to make an appointment to meet with the class teacher to discuss individualised targets and support for improved behaviour. (ELSA work, TA support, buddy systems etc)
- If the child is successful in meeting their targets, the class teacher will give the pupils a sticker which celebrates the noticeable improvement in behaviour; they may make comments in diaries or communicate this to parents via eschools.

Step 5

If unacceptable behaviour still persists...

- **Letter 3** to be sent home by Deputy Headteacher and a meeting will be arranged in school with the relevant staff members.
- Strategies for improved behaviour are discussed and agreed with parents, pupils and



Step 6

If behaviour continues to be a cause for concern....

- Deputy Head to contact parents/carers of child and/or letter to be sent home.
- Parents/carers to meet with classroom teacher and Deputy Head to create a behavioural support plan, which will be reviewed regularly.
- Deputy Headteacher to communicate and engage with appropriate staff and relevant outside agencies, to support the improvement of individual pupil behaviour.



Step 7

Headteacher Action.

- The Headteacher will contact parents/carers.
- If behaviour meets specific, agreed criteria, pupil will be excluded from school for a fixed period of time based on the NYCC current exclusion guidelines for Headteachers (parents please see exclusion arrangements for details as shown in the 'Other Information' section on the academy website).

7. LUNCHTIMES

During the staggered lunchtimes, the MSA team are the eyes and ears of the school community and are responsible for the safety and security of the children. Every half term the Deputy Headteacher, and the Business Admin Finance and Facilities Manager- the MSA team's line manager, invites the team to a meeting to discuss any issues that they would like to raise or to reinforce any procedures the SLT and staff team think are important.

Rewards: These are important and MSA are encouraged to give out raffle tickets and stickers in response to impressive behaviour in the dinner hall and on the playground.

Orange/Calm down cards: These are used as warnings: if a child has displayed a behaviour that should not be repeated or if s/he has repeatedly ignored advice from an MSA s/he may be given an orange/calm down card. We will provide a calm down zone (The Room of Reflection) where an ELSA (CH) and MSA (EG) will be on duty to supervise, be a listener and reinstate play times when they are able.

Red cards: These are issued by the MSA's if behaviour is deemed either repeatedly inappropriate or could potentially cause another member of the school community to feel unsafe. Examples of such behaviour include, but are not limited to, the following:

Swearing.

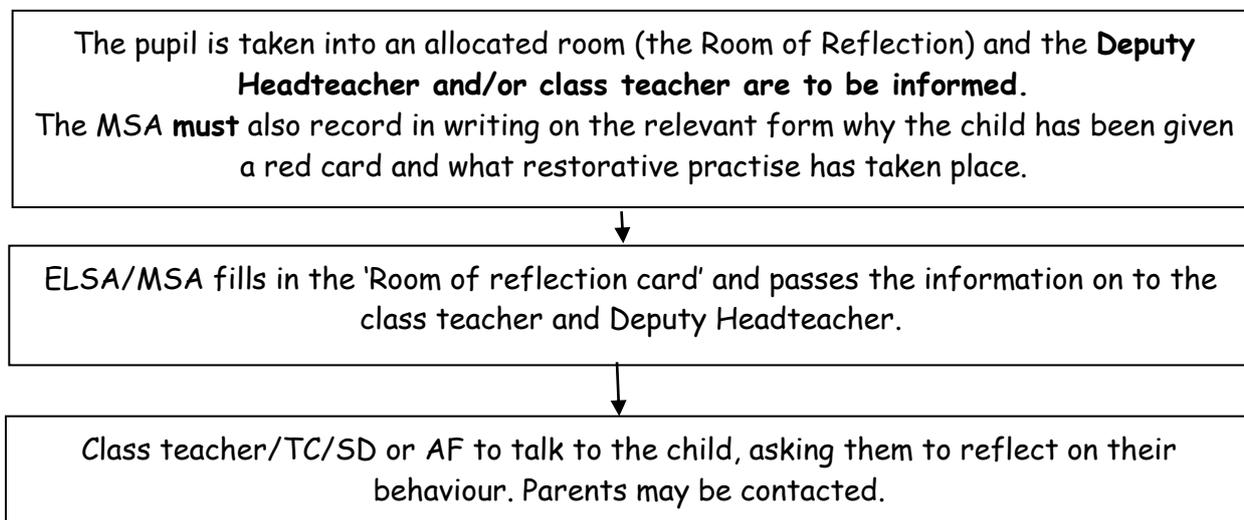
Fighting.

Rudeness.

Bullying.

Unprovoked attack on another child.

Once a red card has been issued by an MSA:



- Any children who receive a red card need to remain inside and supervised for the remainder of their lunchtime and then, depending on the incident, complete further lunchtime 'time-out'.
- Calm down cards may be issued to children as a way of calming a situation.
- Time during breaks or after school will be used to discuss lunchtime incidents.
- Parents of children receiving red cards will be informed. The class teacher will write briefly in the child's planner or on eschools.
- If a child receives 3 or more red cards in a week, the identified leader of behaviour will contact and inform the parents/carers to discuss behaviour.
- Should the child continue to behave in an inappropriate manner during the following week the Deputy Headteacher will invite parents/carers into school and behaviour targets will be set with the child.
- If behaviour meets specific, agreed criteria, a pupil will be excluded from school for a fixed period of time.

8. COMBATING BULLYING

Huntington Primary Academy does not tolerate bullying of any kind.

If an incident is formally brought to school's attention it is recorded on a parental concern form and staff act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear intimidation or any act of bullying. (See Anti-Bullying Policy for further information).

9. THE USE OF REASONABLE FORCE

As a last resort, when all other approaches have failed, members of staff at Huntington Primary Academy may use 'reasonable force' to manage the challenging behaviour of a pupil. All staff have a legal power to use reasonable force.

What is reasonable force?

The following definitions have been taken from page 4 of the DFE document, 'Use of reasonable force Advice for headteachers, staff and governing bodies, July 2013.'

1. 'The term 'reasonable force' covers a broad range of actions used by the majority of teachers at some point in their career that involve a degree of physical contact with pupils.'
2. 'Force is usually used either to control or restrain.'
3. 'Reasonable' ...'means using no more force than is needed.'
4. 'Control means passive physical contact, such as 'blocking a pupil's path'...'or active physical contact such as leading a pupil by the arm out of a classroom.'
5. 'Restraint means to hold back physically or to bring a pupil under control.'
6. School staff will always try to act in a way that avoids injury to the pupil 'but in extreme cases, it may not always be possible to avoid injuring the pupil.'

10 When can reasonable force be used?

Reasonable force may be used:

1. To prevent pupils from hurting themselves or others.
2. To prevent pupils from damaging property.
3. To prevent pupils from causing disorder.

At Huntington Primary Academy staff may use reasonable force:

- To remove disruptive children from the classroom when they refuse to leave it;
- To prevent a pupil behaving in a way that disrupts a visit or an event;
- To prevent a pupil leaving a classroom if this action would risk their safety or the safety of others or lead to behaviour that would disrupt the learning or behaviour of others;
- To prevent a pupil from attacking another pupil or a staff member, or to stop a fight; and
- To restrain a pupil at risk from harming themselves.

The decision about whether to use reasonable force is down to the professional judgement of the staff member concerned and depends on the individual circumstances. Staff at Huntington Primary Academy have received training on 'Restrictive Physical Intervention', from an experienced behaviour management trainer working for NYCC. **Staff will not use force as a punishment as it is unlawful to do this.**

11. TRAINING

All staff and pupils are reminded at the start of each academic year about the behaviour systems in place. New staff will have an induction with the Deputy Head teacher about the Behaviour Policy and Behaviour systems. Training will be provided to all staff as necessary. The policy will be reviewed annually.

12. WHO WAS CONSULTED?

The policy was developed through consultation with staff, parents (through focus groups and feedback forms), pupils (through academy ambassadors) and trustees.

13. COMMUNICATION OF POLICY

This policy will be communicated to families through letters, information leaflets, in 1-1 meetings and information sessions.

14. OTHER RELEVANT POLICIES AND PROCEDURES

- ❖ Anti-Bullying Policy.
- ❖ NYCC Exclusion Guidelines for Headteachers.
- ❖ Health & Safety.

15. EQUAL OPPORTUNITIES AND INCLUSION

Huntington Primary Academy is committed to the inclusion and equality of opportunity for all pupils and staff. This policy will be applied fairly to all individuals/groups in the academy. By doing this we hope to ensure everyone is able to work in an environment where appropriate and civilised behaviour is recognised, rewarded and valued, and where they feel unacceptable behaviour is not tolerated, but is managed appropriately, following the agreed procedures.

16. MONITORING AND EVALUATION

The effectiveness of this policy will be monitored through:

- Evidence of appropriate behaviours visibly displayed across the academy.
- Fewer referrals to the specified leaders of behaviour.
- Fewer incidences reported to the Deputy Head and Head teacher.
- Few or no exclusions (fixed term/permanent).
- Pupil voice interviews reflecting pupils' views of little or no poor behaviour
- Clearer understanding of rewards, sanctions and the policy in practice.
- OFSTED judgement of behaviour as good or outstanding.

Anne Forman
Deputy Headteacher

Huntington Primary Academy ~ Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title Behaviour & Reward Policy	The aim(s) of this policy Clear guidance on behaviour and rewards system in operation in school	Existing policy (✓) ✓	New/Proposed Policy (✓)	Updated Policy (✓) ✓ updated October 2018

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																		Conclusion										
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes	No	
	✓				✓				✓				✓				✓				✓				✓				✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS
	✓				✓				✓				✓				✓				✓				✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Y	N	NS
	✓				✓				✓				✓				✓				✓				✓				✓
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.																												
Preliminary EIA completed by						Date		Preliminary EIA approved by						Date															



HUNTINGTON PRIMARY ACADEMY
BEHAVIOUR & REWARD POLICY ~ HISTORY OF CHANGES

<u>Date of changes</u>	<u>Details of changes</u>
22 January 2014	Change name to Behaviour & Reward Policy Minor typing corrections
25 th August 2015	Governors changed to trustees. Assistant Headteacher changed to Deputy Headteacher to accommodate change in Anne Forman's role and the school changing to an academy.
February 2017	Updated. Approved at C&S 8/3/17
September 2017	Various sections updated to reflect new and updated procedures across the academy and the inclusion of point 9. The use of reasonable force.
October 2018	AF re drafted the policy. Approved at C&S 5/12/19
May 2019	AF small revision.