



Behaviour and Rewards Policy

**(Policy under review
For Update April 2019)**

Introduction:

The staff and Governors of All Saints C of E Primary believe that good behaviour, and the positive management of it, is necessary for effective learning and teaching to take place. We aim to make pupils responsible for their own behaviour and their attitudes to learning. It is based heavily on praise and rewards for good behaviour.

This policy statement aims to provide the right learning environment for pupils and empower children with skills for their future life.

All children have the right to learn in a positive and safe environment. We recognise that children need to be taught how to behave appropriately in school as well as how to develop positive attitudes to learning. Children will be at different stages of their behaviour learning and ability to learn. For some children they will need extra support and individual programmes to help them learn appropriate behaviour and learning attitudes.

As a church school we seek to promote Christian values of honesty, truthfulness, respect and compassion through our behaviour expectations.

Principles:

- All members of the school community will promote high values including honesty, fairness, truthfulness, and respect within a caring and nurturing environment
- All members of the school community will value each other as individuals, promoting inclusion and attitudes of respect and tolerance
- All members of the school community have the right to feel safe
- All members of the school community have the right to learn and develop their full potential academically, personally and socially

Aims:

- To ensure learning is not disrupted
- To develop a caring, responsible community where all individuals treat each other with courtesy and respect
- To make boundaries of acceptable behaviour clear and to ensure safety
- To have a consistent approach
- To develop in pupils a sense of self discipline.
- To develop pupils' attitudes to learning

Rewards:

We will acknowledge and praise behaviour that meets and exceeds the behaviour expectations, in a variety of ways; these will include verbal praise and a variety of reward systems appropriate to the age of the child some of which are personal and intrinsically motivated, whilst others are more public. We will also praise positive attitude to learning through our reward systems.

Some examples of which are:

Written comments / stamps on children's work.

Public words of praise in front of the class, year group or whole school.

Words of praise and a certificate given out in our „Awesome Attitude Assembly“ (with the parents of the child invited by text)

Class Dojo rewards (Years 1 -6) – individual and whole class (Merits for a class treat of their choice)

The Wow Rainbow (Foundation Stage)

A visit to a senior member of staff for commendation.

Positive comments during Parents' Evenings and School reports

Rewards are part of our lunchtime behaviour system. Lunchtime supervisors will look for good behaviour and attitudes during the pupils' lunchtime; with rewards being issued to individuals as well as towards whole class rewards.

Behaviour expectation:

ALWAYS TREAT OTHERS THE WAY YOU WANT TO BE TREATED!

Each class will draw up a list of start and stop behaviours appropriate to the age of the child to help them understand and implement the behaviour expectations. These will be worked on with the children so that they know and understand them. In order to help children develop these behaviour expectations we will actively look for and praise good behaviour.

Consequences:

Children will be taught that if they choose not to follow the behaviour expectations that there will be consequences to this choice and that there will be sanctions as a result of their choice. Sanctions are based on the 1, 2, 3 magic behaviour strategy. When a child is exhibiting behaviour contrary to the behaviour expectations and agreed stop rules then the following sanctions will be undertaken.

1. When the adult observes a child doing something that is a stop behaviour they will hold up one finger and say, "That's a 1."
2. If the behaviour continues the adult will hold up two fingers and say, "That's a 2."
3. If the behaviour after two recognised incidents by the adult continues then they will hold up three fingers and say, "That's a 3." and the child will receive time out in their classroom.

Due to the work undertaken with the children on understanding start and stop behaviours there will be no dialogue between the adult and the child with these sanctions.

4. If after time out in their own classroom the behaviour continues then they will be given 5 minutes time out in another classroom where they will need to sit on the time out circle and reflect on their behaviour.

If as a result of time out the child has not completed the learning expected of them during the lesson they will need to complete this at lunchtime in a catch up room with a senior member of staff.

5. If the child continues to exhibit the behaviour after time out in another classroom then they will be sent to a senior member of staff who will decide on further action.

If the behaviour is of a serious nature then sanction 4 will be applied without steps 1, 2 and 3. This includes behaviour such as bad language, racist, sexist and homophobic, biphobic, transphobic comments, deliberate defiance, aggression and damage to property.

For extreme disruptive behaviour such as extreme violent behaviour, serious damage to property and other actions which are deemed to be of a serious nature then step 5 will be followed.

Any behaviour that merits a 3, 4, or 5 will be logged on the class sheet and then collated every half-term.

For children with specific behaviour learning difficulties they will have an individual behaviour plan which will be followed.

Alongside these strategies teachers may decide to take minutes away from break and lunchtimes as deemed appropriate for the whole class or individuals. For example when learning/homework has not been completed or when work needs to be repeated.

Every day will be a fresh start.

Lunch and break times

At lunchtimes the following sanctions are applied: Firstly a quiet word; next, a 2 minute time out standing with the lunchtime supervisor, finally the child apologises. In extreme cases, the child will be collected by a senior member of staff and will miss the rest of their lunchtime. They will then do the 2 minute time out and apology the next day.

Off-site activities

This policy also extends to all activities that children take part in off site. Adults will use their discretion to determine how to manage time out appropriate to the activity and venue. If a pupil's behaviour is severe then the school reserve the right to terminate the activity.

Reasonable Force

There may be times when members of staff need to use reasonable force to ensure that discipline is maintained. If necessary reasonable force will be used in the following situations:

- remove disruptive children from the classroom when they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves or others

For disabled children and children on the SEN register, for specific behavioural needs then reasonable adjustments for that child will be made in regards to the use of reasonable force.

If a member of staff has found it necessary to use reasonable force on a pupil then the incident will be recorded and reported to the Head Teacher and Deputy Head Teacher who will decide what further action, if any needs to be taken.

H Hall

Last reviewed January 2018

Ratified by Governors 17th January 2018

Appendix

DFE guidance on behaviour and discipline

(Please see DFE website for a full copy)

Discipline in Schools – Teachers’ Powers

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school.
- Teachers have a specific legal power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

DFE guidance on the Use of reasonable force

(See DFE website for a full copy)

What is reasonable force?

(i) The term “reasonable force” covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

(ii) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

(iii) “Reasonable in the circumstances” means using no more force than is needed.

(iv) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.

(v) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

(vi) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

Who can use reasonable force?

(i) members of school staff have a legal power to use reasonable force.

(ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

(i) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes – to control pupils or to restrain them

(iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances

Government Equalities Office and Equality and Human Rights Commission

Equality Act 2010: guidance (see Government website for full copy)

