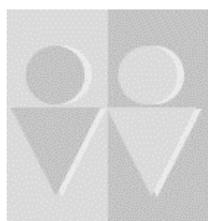


Warmsworth Primary School

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Behaviour & Rewards Policy



Creating the Ethos:

'I have come to the frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or de-humanised'.

(Elton Report: Discipline in Schools)

The Behaviour Policy at Warmsworth Primary School promotes partnership and maintains a positive, caring approach through emphasising to all children that:

- they have a right to learn without disruption
- teachers have a right to teach
- everybody has a right to work in an orderly environment that is conducive to learning and which fosters safety, dignity, respect and equality

We recognise that the development of good pupil behaviour depends on a number of inter-linked factors. The approach we have adopted is to encourage positive behaviour by progressively tackling all those factors which influence this development. It is the responsibility of **all** school staff to work actively on all of these key factors, in classrooms and in shared and public areas of the school as a whole. Everyone in school is encouraged to implement school rules fairly and consistently. We will regularly praise our pupils and catch them 'being good'. We aim to build every child's self esteem and a rapport with children which contributes towards the development of good behaviour and a positive ethos. In conjunction with children's rights we discuss responsibilities. The two are inseparable. We focus upon enabling children to make positive choices, developing good citizenship skills and a sense of belonging and place.

We believe the key factors contributing towards good pupil behaviour include:

1. strong, consistent routines;
2. a fair and consistently applied strategy for responding to inappropriate behaviour;
3. the active involvement of pupils in reviewing their own learning and behaviour;
4. a calm, purposeful, positive ethos in school and in every classroom;
5. a sense of community and partnership involving pupils, parents and the school, where all are treated with respect and honesty;
6. the provision of a relevant, motivating and challenging curriculum in every classroom;
7. a physical environment that is uncluttered, clean, stimulating with high quality displays celebrating pupils' achievement;
8. the development of a 'buddy' system/playground leaders;
9. the improvement of the literacy and communication skills of pupils.
10. the provision of opportunities for children to develop social skills and to respond positively to each other, for example through 'Circle Time', interaction with visitors to the school and educational visits;

11. school staff being thoroughly informed about pupils, both academically, socially and emotionally;
12. regular opportunities for discussions between staff about the difficult feelings and behaviour that children bring with them to school and how staff respond to effectively support them.

Rationale:

We believe that good behaviour and discipline are:

- essential for successful teaching
- essential in enabling school to function as an orderly community
- essential for independent learning and enquiry
- essential in enabling everyone to feel happy, safe, secure & valued

Aims:

We aim to keep Warmsworth Primary School a safe and happy place where children can learn and play without feeling afraid or worried. We are concerned with helping children to develop:

- socially acceptable attitudes
- self discipline
- respect for others
- self confidence
- an acceptance of responsibility for their own actions

We are committed to cultivating values such as:

- courtesy
- respect
- tolerance
- honesty
- perseverance
- sharing
- empathy

It is essential that all adults take primary responsibility for being proactive in ensuring the relationships we achieve throughout school are as positive and empowering as possible. The foundations of good behaviour are based on the positive reinforcement of good behaviour.

Everybody in the school must commit themselves to making any changes necessary to practices, policies and premises to ensure high standards of behaviour. Acceptable standards of behaviour and work depend on the example of each person's insistence on high expectations and a zero-tolerance of actions which are unacceptable. All adults in the school are role models. It is vital that the children see everyone in school acting in accordance with the principles of this policy.

Staff will:

- Arrive in the classroom before the class
- Greet the class and begin on time
- Be prepared for the lesson
- Ensure appropriate pace in the lesson
- Make sure every child is learning and interested
- Extend and motivate all children
- Mark work promptly and constructively

Staff will encourage children to take pride in their school through:

- Setting the standard
- Insisting on a clean and tidy classroom and school
- Reporting damage immediately
- Enforcing the Schools Policies

In dealing with problems staff should consider the following:

- Don't react, address the problem
- Use humour to diffuse
- Keep calm
- Reduce tension
- Avoid confrontation
- Listen!
- Establish the facts calmly
- Make judgements only when certain of all facts
- Use sanctions sparingly and appropriately
- Apply the rules
- Act consistently
- Know your children well

Staff should not:

- Shout
- Use sarcasm
- Humiliate
- Over-react
- Punish disproportionately
- Use blanket punishments
- Use 'work' as a punishment (except where a pupil has not completed set home learning or task set in class)
- Deny access to aspects of the curriculum as punishment.

Remember:

- Positive feedback to the children and encouragement make the difference.
- All staff must recognise and encourage choices of good behaviour
- Staff must clearly define the limits of acceptable and unacceptable behaviour
- Children need limits set for them - for security
- All rules **must** be taught and then re-enforced. Children can only really choose to do the right thing if it has been made absolutely **clear and consistent** about what we expect
- Children are responsible for their choice of behaviour
- Most children can behave if they want to
- We reject the children's behaviour not the children themselves
- Children need to realise and understand there are rewards for choosing good behaviour and consequences for choosing bad behaviour
- We must not undermine/destroy children's self-esteem

Rewards and Consequences:

In the first week of each autumn term all children must be taught the system of rewards and consequences. They must understand the following points:

- A reward is given as a result of good behaviour, effort and achievement
- There is a hierarchical system of consequences, but it can be bypassed for very serious misbehaviour
- Consequences are not punishments - they are as a result of inappropriate behaviour

- Consequences are a choice - the responsibility is on the pupils to choose to behave properly
- Every session is a fresh start

General Classroom Rules:

General classroom rules are those rules that are in place all day long throughout all activities. They are important because they let pupils know what basic behavioural expectations are asked of them. Staff discuss and negotiate class rules with pupils at the start of the school year so that children are aware of the expectations of them. Class rules should be prominently displayed and be revisited regularly to keep them relevant and used to maximum effect. This is important as there will be subtle but significant changes each year as pupils progress through the school. Rules must be worded positively to emphasise good behaviour and focus on behaviour that is observable to avoid ambiguity.

For example: *'Keep hands and feet to yourself'*, as opposed to: *'Be kind to others'* Vaguely stated expectations may mean one thing to one child and an entirely different thing to another.

There are a variety of ways in which good behaviour can be recognised and rewarded.

- Verbal praise and encouragement
- Visit to another member of staff
- Notes home through use of communication/homework diary
- Conversation with parent/carer
- Recognition in assembly
- Incentive system

School Rules:

- All children should be lined up properly before leaving the classroom
- Keep to the left when walking around school
- Walk quietly in one line
- Line up quickly and in silence at the end of each break and face the front of the line
- Hang up coats and bags

- Children should get changed for PE in silence and work in silence during the lesson

Positive Behaviour at Lunch-time:

Midday Supervisors work closely with staff and keep them informed if any pupils give cause for concern. Supervisors use the following method of rewarding pupils:

- Verbal praise
- Raffle ticket (each supervisor has 5 tickets to give out to children demonstrating appropriate good behaviour over the lunch-time session and 1 ticket is drawn in Key Stage One/Foundation Stage and 2 for Key Stage Two at Monday's assembly each week. The winning ticket entitles the holder to a VIP pass to take lunch with a friend at a time of their choosing within the session for that week)

Positive Handling

- Staff are committed to positive handling. Positive handling is a holistic approach and involves diversion, diffusion and de-escalation; however, restraint may also be used in a minority of cases where the best interests of the child or adult are at risk. In all situations, physical restraint would be a last resort to ensure the safety of all involved. Restraint would be proportionate and reasonable
- The school will inform parents, either orally or in writing, of an incident when restraint has been used on their child. The Headteacher or senior teacher, to whom the incident is reported, will decide on the seriousness of an incident and whether the parent should be informed straight away, or at the end of the school day
- Staff involved in restraining a child will complete the 'Record of Significant Incident' form. (Please refer to the Control and Restraining Pupils Policy)

Progressive Rewards System:

Warmsworth Primary has a clear progressive list of positive rewards which operates throughout the school and is clearly understood by pupils:

Home School Agreement

The Home School Agreement is very valuable as a point of reference whenever discussing a pupil's behaviour. The Home School Agreement is displayed in each class and the aims promoted by staff to remind children of their responsibilities. Classes who have kept to their agreement will be asked to nominate a pupil to receive recognition for their class during Celebration Assembly each week. Letters/texts are sent to inform parents if their child regularly fails to complete home learning or bring PE kit. All KS1 children who have kept to the HSA are given a sticker at the end of the week.

Class Reward System:

All Classrooms have a version of a '**We Are Being Good**' chart on which all names (or photographs) of pupils are displayed. Names will be removed from the chart if a pupil's behaviour is considered to be unacceptable. In F1, F2, Year 1 and Year 2, names may be placed back on the chart if it is thought that the child has made efforts to improve behaviour during the day. In Key Stage 2, names will remain off the chart for the day and be replaced at the end of the day.

Individual Rewards

The class teacher or class will nominate one pupil from the class who has made an exceptional effort in work or behaviour to be awarded 'Star of the Week' during Celebration Assembly. A text is sent to the parents to inform them that their child has been awarded a Star of the Week certificate.

F1

- Verbal praise
- Reward Stamp
- Special word with parent or carer

F2 / KS1

Individual rewards are given to the children as counters (4 colours for 4 teams) which then contribute to their team totals

Pupils are allocated to one of four teams across the Year groups in FS/KS1. Work and Behaviour Points will be totalled at the end of each week and the winning team announced during Assembly.

Year 3 to Year 6

Pupils in Key Stage Two will be given a raffle ticket as an individual reward.

Raffle tickets can be given for the following:

- specific good work (considering the ability of the pupil)
- working hard in all areas of the curriculum
- positive, exemplary behaviour
- good manners and consideration for others
- being particularly helpful to others
- completing home learning to a high standard and on time
- bringing the correct equipment to school (eg.PE kit, reading book etc.)
- returning information to school within deadlines (reply slips etc)

Staff should acknowledge improvement and effort rather than just purely attainment. *Rewards must not be removed once given.* Raffle tickets can be given by any member of staff.

At the end of each week 1 ticket will be drawn per year group and the winner will be able to select a prize from the Headteacher.

Consequences

Children can choose to behave in accordance with accepted standards or they can choose to behave in an unacceptable manner. They must be taught that they make the choice and that there are consequences for unacceptable behaviour.

There will be occasions when a pupil's behaviour is considered to be unacceptable and there will be a need for an agreed system of negative consequences or sanctions.

Classroom Based Sanctions

It is essential that teachers and parents communicate at the earliest possible stage when there is an ongoing concern over a child's behaviour or when there is a single serious incident. Sanctions progress as following:

- Name removed from chart (after warning)
- Removal of privilege as determined by teacher (**not** missing an area of curriculum)
- Child sent to year group partner/Phase Leader/Deputy Headteacher and the incident to be recorded on CPOMs.
- Discussion with Phase Leader/Deputy Headteacher to consider further strategies

- Following discussion with Deputy/Phase Leader, class teacher to meet with parents and implement a home/school communication record. A record of this communication is to be kept by the Head/Deputy for monitoring purposes
- Behaviour Agreement prepared by class teacher in consultation with Head/Deputy. Meeting with parent arranged to explain concerns. (Phase Leader/Deputy/Head to attend). All incidents and meeting outcomes to be recorded on CPOMS
- Pupils who behave unacceptably towards others in the school community may be excluded for a fixed period (see attached DfE 'Exclusion from Maintained School', September 2012)
- Pupils who continually disrupt the learning of others, or commit a serious offence, may be permanently excluded from the school. (See attached DfE 'Exclusion from Maintained School', September 2012)

Breaktime Procedures

- One verbal warning to be given
- Child to stand in 'Time Out' area for reflection, for up to 5 minutes KS1 and up to 10 minutes in KS2
- Class teacher informed if incident is repeated
- Class teacher to ensure pupil misses following break-time. If teacher is on duty, pupil is to stay with them on playground. Incident to be recorded on CPOMS.
- If it is considered to be a serious incident that cannot be dealt with sufficiently by above, then child to be escorted inside to seek a member.

Lunchtime Procedure

Following regular discussions with the Head/Deputy, the midday supervisors will use a clear and progressive range of behaviour management strategies which are:

- Verbal warning
- Child to walk with supervisor
- Report behaviour of pupil to teacher at end of lunchtime. (Teacher may transfer this information onto Behaviour Record Sheet, lunchtime/Home school Communication record / CPOMS)
- Involvement of Phase Leader/Assistant/Deputy Head to discuss strategies

- Following discussion with Head/Deputy pupil may be excluded from the school premises over the lunch-time period. (see DfE 'Exclusion from Maintained School', September 2017)

Special Educational Needs or Disability

Each child and each incident is unique. This especially applies to children with SEND. Advice on these pupils should be sought from SENCO.

Monitoring and Evaluation of Policy

This policy will be evaluated by the staff/Senior Leadership of the School annually.

Monitoring of the policy will take place through:

- Discussion at staff meetings
- Feedback from staff, parents and pupils
- Records on CPOMs
- Communication Records/Behaviour Record Sheets/Agreements
- Fixed term exclusions
- Celebration Assembly/Home School Agreement awards

Approved: December 2018

Review: Autumn term 2020

Home/School Communication Records

Positive Reward Chart		Communication Book		Other (Please state)	
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Pupil's name and class	
Purpose / reason for record	
Phase Leader/SENCo consulted	
Parents consulted	
Date record started	
Review date	
Date completed	

Copies of this form to be given to Head/Deputy when set up with a further copy given on completion, complete with positive reward chart, communications book etc.

