

Whetstone Field Primary School
Behaviour and Rewards Policy
2022-2023

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This includes staff and parents. There is an expectation that all persons will be treated with respect at all times, providing a positive role model for our pupils. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We intend that all children will be able to attend school free from fear (see Anti-Bullying Policy).

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children;
- Teachers give children points on the Class Dojo system (or Rainbows in EYFS)
- Each term we nominate children from each class to receive 'best effort' award which is presented to pupils in an assembly, parents are invited to this.

In Y1-Y6

- Children receive a bronze (100 points), Silver (200 points) and Gold (300 points) certificate
- Every 25 points, they get to choose a small reward from a selection of pre purchased rewards in the classroom
- Every 50 points, children can come to school in non-uniform for a day
- The school acknowledges the efforts and achievements of children, both in and out of school and these may be displayed on the school website or other social media.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo or complete a task outside of the lesson, e.g. playtime.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

During playtime

- Pupils who behave badly are asked to sit at the side of the playground for specific period of time
- Time out is monitored and frequency is recorded.
- Children may move to amber or red on the traffic light

During class time

If a child is disruptive in class the following will ensue:-

- Verbal reprimand by the teacher
- Take away Class Dojo points (categories on Dojo) or move down Weather chart in EYFS
- Child is isolated from peers
- Child forfeits his/her own time and completes an appropriate task set by the teacher until the teacher is satisfied with the result.

Sanctions (Y1-Y6)

- Amber and Red cards are used as sanctions for poor behaviour
- If a child receives an amber card, they miss five minutes of playtime (sitting outside)
- If a child receives a red card, they miss the whole of breaktime (sitting outside)
- If a child is frequently on red, they will be sent to the headteacher.
- If a child is on red, parents will be informed at the end of the day as to the reason why, either through conversation on the playground or by telephone
- If a child has been on 'amber' 5 times in a half term, parents will be contacted
- Very serious misdemeanours, e.g. kicking, spitting, biting shall be investigated thoroughly by a member of staff and will involve all pupils concerned. The outcomes will then be referred to the Headteacher.
- Any incidents of a serious nature will be logged on CPOMS
- Rudeness or unkind behaviour towards other children will result in an apology being sought, either face to face or through a letter or note.

The role of the Class Teacher

The class teacher discusses the school rules with each class – these are displayed in each classroom. In addition to the school rules, each class may also have its own classroom code specific to their age group, which is agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Staff only intervene physically to restrain children to prevent injury or harm to the child, other pupils or school property. The actions that we take are in line with government guidelines on the restraint of children.

The role of the Head Teacher

It is the responsibility of the head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The head teacher keeps records of all reported serious incidents of misbehaviour.

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between home and school, we inform parents as necessary if we have concerns about a child's welfare or behaviour.

If the school has to use reasonable sanctions to modify a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher, followed by the head teacher. If the concern remains after seeing the head teacher, parents should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the headteacher (or the acting head teacher) has the power to exclude a pupil from school. The head teacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the head teacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the head teacher.

The governing body will consider any exclusion appeals.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring

The head teacher monitors the effectiveness of this policy on a regular basis. He/she also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. General behaviour issues are logged on the Track-It system, and the class behaviour spreadsheet, whilst serious incidents including those of bullying and racism are logged on the CPOMS system.

The head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The Headteacher and Senior Leaders reviews this policy every two years. The governors and/or senior leaders may, however, review the policy earlier than this if required eg, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Mr S.Cox

Mrs D. Kelly

Date: March 2023

Review – March 2024