



**Edith Cavell Lower School**

# **BEHAVIOUR AND REWARDS POLICY**

Signed:\_\_\_\_\_ Chair of Governors

Signed:\_\_\_\_\_ Headteacher

Date:\_\_\_\_\_

Review date:\_\_\_\_\_

# EDITH CAVELL LOWER SCHOOL

## **BEHAVIOUR AND REWARDS POLICY**

At Edith Cavell Lower School we believe effective teaching and learning cannot take place without good behaviour. Children need a calm and purposeful atmosphere in order to learn and experience success. We believe we should encourage positive attitudes to each other both in the classroom and in the school environment so that all children feel safe and secure.

Edith Cavell Lower School adopts a positive approach to behaviour management. We aim to develop good habits of self-discipline in pupils, and opportunities to reflect upon their own behaviour in a supportive environment. We look at ways to encourage and reward children, while making it very clear that anti-social behaviour will not be tolerated. We also believe it is very important to include parents in what we do at school to encourage and foster good behaviour and attitudes.

The Governors recognise that it is their responsibility to ensure that, through the Headteacher, Senior Leadership Team and all staff, good behaviour and discipline is maintained at Edith Cavell Lower School.

The Governors recognise that it is their responsibility to ensure that the school has a policy to combat bullying. Although bullying is addressed in this policy, a separate Anti Bullying policy also exists within our school.

The Governors recognise that all employees have a responsibility to promote and maintain good behaviour and discipline and to investigate any allegations of bullying.

This policy will be reviewed on a bi-annual basis to ensure high standards of behaviour and discipline are adhered to.

We see behaviour management as an integral part of the curriculum. Our aims are:

- To ensure the safety and wellbeing of each individual pupil.
- To develop children's own sense of responsibility for their school and its environment.
- To help children to recognise appropriate behaviour in given situations.
- To help children acquire the necessary self-discipline to behave appropriately.
- Aim to control unwanted behaviour in a positive way in order that learning may take place.
- To teach pupils to have self-control and subsequently to take responsibility and be accountable for their actions.
- To teach pupils that actions and choices have consequences.
- To allow pupils to develop and demonstrate positive abilities and attitudes.
- To help children recognise that their behaviour may adversely affect others.

**We Believe That:**

- It is important that individual boundaries of behaviour and expectations are realistic, well defined, understood by all children and adults and consistently implemented throughout the school.
- The quality of relationships between staff and individual children is of paramount importance in monitoring positive discipline.
- Children and adults respond well to praise. Children behave well when they feel good about themselves.

**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 with respect. We are a caring school and our values are built on mutual trust and respect for all. The school's 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.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. 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 with respect, fairly and apply this behaviour policy in a consistent way.

This policy aims to help children 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 cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

**Positive reinforcements**

We believe children should be encouraged to behave well and work hard. We use a number of positive reinforcements that are selected to suit the age and development stage of the child. We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards. Children's success in work and behaviour is measured against their previous performance and not against others.

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

Awarding House points

Verbal praise

Praise 'steps' – See Appendix 1

Reading work aloud to other pupils

Displaying work

Stickers/smiley faces on their work

Notes home in their school diary/reading bag /Praise postcards

Whole class reward eg. 'special time', extra playtime or activity/game

Visit to head teacher, other adults in school

Each teacher nominates a 'Star of the Week' who has shown extra effort in their work and/or behaviour during the week. These children receive a special certificate, star sticker. They also have their name written in the monthly newsletter and displayed in school on the 'Star of the week' board. Each teacher nominates a child who has demonstrated the Value of the half term, each week. These children receive a special sticker in Friday Celebration Assembly

Awarding Attendance Bear

Marking and feedback (policy)- Appendix 4

### **Special Time**

Children can earn 'Special Time' for being well behaved, having good manners, being kind, adhering to the class code of conduct and making an effort in their learning. 'Special Time' takes place during the last part of Friday afternoon. During Special Time children can chose their activity and may play games, go outside, play games on the PC or even watch a DVD.

### **The Golden Rules:**

The school has a clear behaviour code, based upon Jenny Mosley's 'Golden Rules' to support its policy on behaviour and as a school we actively follow the Equality Act of 2010 meaning that we will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. This is known by all members of the school community, constantly referred to and consistently enforced by staff.

*We are gentle – we don't hurt others*

*We are kind and helpful – we don't hurt anybody's feelings*

*We listen – we don't interrupt*

*We are honest – we don't cover up the truth*

*We work hard – we don't waste our own or others' time*

*We look after property ~ we don't waste or damage things*

It is important to remember that children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting approaches. At school **all** staff must work together to ensure that Rewards and Sanctions are applied fairly and consistently – the Golden Rules form the corner stone of the reward/sanction system and are displayed throughout the school.

It is important that routines and Golden Rules are not mixed i.e. walking in school is an expectation/routine, *not* a Golden Rule. If children keep to the Golden Rules then they are praised/rewarded.

We recognise that there will be children who need a personalised approach to their specific behavioural needs. In some cases, this will mean that the sanctions, stages and rewards are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with external agencies. Particular support programmes will be shared with appropriate staff.

## **The Use of 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. Wherever possible, sanctions should be constructive and immediate, following appropriate and adequate warning. Sanctions may involve one or more of the following:-

- Sanction steps – appropriate to each key stage and the age of the children. Each class displays a set of steps that show the escalation of sanctions if inappropriate behaviour continues. See Appendix 2
- 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.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly they will miss part or all of playtime or 'Special Time'. Teachers may also send their children to other teachers and to another class.
- 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.
- If a child threatens, hurts or bullies another child, the class teacher records the incident and the child is appropriately reprimanded. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Loss of privilege –
  - 1) Staying in to work at playtime or lunchtime under supervision
  - 2) Being asked to complete work at lunchtime
  - 3) Loss of Special Time
  - 4) Removal from school based treats eg theatre groups
  - 5) Non- attendance on school visits

## **Classroom Code of Conduct / Golden Rules**

The class teacher discusses the Golden rules with each class. In addition to the Golden rules, each class also discuss and agree their own classroom "Code of Conduct". This code is 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 during circle time.

The Golden Rules and Sanctions are shared with the children at the beginning of the new academic year. They are referred to throughout the year as and when necessary.

## **Children with poor social skills and bullying**

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. All incidents of bullying (as defined by the Anti-bullying policy) are reported and recorded in our Anti-Bullying log. All incidents of bullying are recorded in the Bullying log. These are reported termly to the Governing Body and annually to the Local Authority.

Each year the school takes part in Anti Bullying week (November) where the definition of bullying is reiterated and the children are reminded of the detrimental effect of bullying and the importance of reporting any instances that occur.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and teachers' record their intervention actions.

See Physical Restraint Policy

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that the Golden Rules are enforced, and that their classes behave in a responsible manner.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher will keep a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself using the consequence steps. However, if misbehaviour continues, the class teacher will seek help and advice from the SENCO or headteacher.

The class teacher liaises with the SENCO and external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### **The role of the headteacher**

It is the responsibility of the headteacher, under the Education and Inspections Act 2006, 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 headteacher to ensure the health, safety and welfare of all children in the school.

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

The headteacher keeps records of all reported serious incidents of misbehaviour.

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

### **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to read and support the school rules as explained in the school prospectus and Home School Agreements. (Appendix 3)

We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher and then the head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of the 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 headteacher in adhering to these guidelines.

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

### **Fixed-term and permanent exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Exclusion from Maintained schools, Academies and pupil referral units (2012)*. We refer to this guidance in any decision to exclude a child from school. The relevant Internet address is:

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

If the headteacher excludes a child, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher 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 headteacher 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 child or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

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

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

### **Drug- and alcohol-related incidents**

It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of an adult and will be recorded in our medical record book.

The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.

### **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. S/he 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 concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the class incidents book. The headteacher keeps a record of any child 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. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the



non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

This policy is reviewed every three years.

**Date:** Reviewed 2016

### **Supplementary Information**

- Appendix 1 Praise Steps
- Appendix 2 Consequence Steps
- Appendix 3 Home school agreements
- Appendix 4 Marking and feedback policy