



'Valuing Learning, Learning to Value'

Behaviour, Rewards and Sanctions Policy

Policy Status:

Statutory

Aims

At Yorkley Primary School, there is an expectation of outstanding behaviour at all times. We believe that high standards of behaviour need to be in place both in our school and in the wider community, to show respect and to enable effective learning to take place. We understand every child is different as such, the strategies are individualised.

At Yorkley School:

- Clear routines, sanctions and rewards for managing behaviour
- Show and encourage respect and tolerance for each other and the school
- Value the contribution of each person
- Work in partnership with parents/carers/governors/children to achieve our aim
- Promote positive behaviour through teaching and modelling

Roles and Responsibilities

We believe that the encouragement and reinforcement of outstanding behaviour is a matter of collective responsibility. Every pupil and adult has the right to feel safe and be safe. Pupils and adults should be fully aware of the consequences of behaviour which is unacceptable.

We expect that pupils will:

- Respectful to all pupils' and adults
- Respect all property
- Act in a safe manner
- Care for one another

School Council

The School Council provides a forum for discussion of issues raised by the children including behaviour. It consists of two elected representatives from each class. The council meets and the members report back to their classes.

Buddy System / Play Leaders

Key stage 2 children buddy younger children during lunchtime when they support children by playing games and encouraging appropriate behaviour.

We expect that parents will:

- Support us in meeting our aims. Read the school prospectus and support them at home and at school
- Support their child's learning, and co-operate with the school, as set out in the home-school agreement

- Support the actions of the school. If parents have any concerns, they should initially contact the class teacher. If the concern remains, they should contact the head teacher and ultimately school governors

We expect that staff will:

- Set good examples and be excellent role models
- Ensure that their class behaves in a responsible manner
Have high expectations of the children in terms of behaviour for learning, and strive to ensure that all children work to the best of their ability
- Positively reinforce examples of good behaviour, for example using the effort and house point systems as well as verbal praise
- Allow time for discussion about positive and negative behaviour (Circle Time / PSHE)
- Keep clear records of positive and negative behaviour as appropriate. In the first instance of negative behaviour, the relevant member of staff deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the member of staff may issue a white slip and/or seeks help and advice from the DHT/HT
- Keep parents fully informed about issues concerning behaviour

We expect that the Headteacher will:

- Under the School Standards and Framework Act 1998, implement the school behaviour policy consistently throughout the school, and report to governors on the effectiveness of the policy
- Ensure the health, safety and welfare of all children and staff in the school
- Keep records of all reported serious incidents of unacceptable behaviour
- Give fixed-term exclusions to individual children for serious acts of unacceptable behaviour
- For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child. School governors will be informed
- Provide support when necessary

We expect that governors will:

- Know that staff are constantly striving to provide a safe, happy and stimulating environment
- Support the head teacher and staff in the implementation of this policy
- Have at least one suitably trained Governor on exclusions
- Play a full and active role in ensuring our aims are met

Rules, Rewards, Consequences

Rules are implicit within the ethos of the school reflecting British Values in today's modern society.

Rewards

We reward children in a variety of ways, throughout the day and at planned times during the week, term and year. We use verbal praise frequently and consistently to acknowledge children's efforts and achievements. We believe that rewards are a vital part of building up a child's self-esteem as well as celebrating individual and group achievement.

House Points (whole school) - Children may be awarded house points for a variety of reasons. The 'focus' for receiving house points to give certain behaviours, work or school targets a higher profile at certain times during the term or year. A record of how many house points children earn will be recorded on the house point board in the classroom. The winning house for the week will be announced

in Friday's celebration assembly and shared through the fortnightly newsletter. House points will also be added up for each half term and an overall winner for the year announced at the end of the summer term.

Effort Marks (individual) - Children will be rewarded effort marks for showing outstanding effort towards their work. When the children have achieved 10 effort marks they will be awarded a teacher's certificate. They will then aim to earn 10 more and achieve a Head Teacher's Award for 20 effort marks. At the end of the year any child who has received 20 or more can be nominated for a Governor's award.

Star of the Week - Each week the teaching staff will decide on an individual from each class to be given the star of the week award. The award is announced every Friday in the celebration assembly and shared on the fortnightly newsletter.

Golden Table - The mid-day supervisors decide on a child per class each week that has displayed excellent manners at lunchtime. The chosen children will then be served by a member of staff on a golden table the following Monday. The children are allowed to choose a friend to dine at the golden table with them.

Behaviour Management Strategy

Our behaviour management strategy is based on the idea of choices and consequences. Adults model positive behaviors at all times. Children are expected to take the responsibility for their behaviour. They also have to accept the consequences of certain behaviours. Individual staff use praise and positive talk with children, so that there is a positive 'can do' culture and children feel that they are valued. The staff regularly refer to the school values of Patience, Practice, Partnership, Perseverance, Pride and ultimately Power.

Serious Incidents

Members of staff involved need to judge the level of danger (risk assessment) and act accordingly, (danger to child, others, staff, equipment, or buildings). They could:

- Remove pupil from the situation or remove situation from the pupil if necessary
- Get support if required.
- Allow child (and staff) to calm down
- At end of session, speak to pupil and record as appropriate
- Inform parents; invite them in for a meeting with member of staff and/or SLT where necessary
- Should a pupil need further support a follow up meeting with parents will be arranged

Sanctions at Yorkley School

When dealing with misdemeanours we are conscious to always maintain a child's self esteem, and that **it is the behaviour that is unacceptable never the child. Consider the deed not the perceived reputation of the child.** Whenever possible we encourage negotiated sanctions to match the offence. Therefore, in discussion with the child we:

- Check by asking the child why we are disappointed with their behaviour
- Establish that the child knows that the behaviour was unacceptable
- Explore the effect the behaviour has on others
- Examine strategies for avoiding the same situation in the future
- Encourage children to think of some alternative strategies

Monitoring Behaviour

- The SENDCo is responsible for collating white slips to track behaviour throughout the school to support the pupils' appropriately. Findings from monitoring will be used by the SLT and reported to the governing body through the Head teacher's reports when relevant.

Individual Behaviour Plans

- Children who have been identified by the SENDCo will be referred for an IBP. This will then be written by the class teacher in consultation with the SENDCo, HT, pupil and parents/carer. IBP's will be shared with all staff to ensure a consistent approach.

Physical Intervention

Reasonable force may be used in the following circumstances:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury to the pupil, or significant damage to property

If possible all incidents of restraint should be witnessed by another responsible adult.

All incidents must be recorded as soon as possible and logged.

The Head Teacher authorises staff to use reasonable force to restrain pupils if the circumstances of the particular incident warrant it. The degree of force must be in proportion to the circumstances. Any force used should be the minimum needed (section 550a Education Act 1996)

Staff who have undertaken the 'team teach' manual handling training programme:

- Miss S Greville - April 2015
- Mrs R Creber - April 2016
- Mr J Frost - April 2016
- Mrs K Burke - June 2016
- Mrs T Wood - June 2016

Training is valid for a period of 24 months from the date issued.

Degrees of Physical Contact

Touching	Everyday acts of communication by physical means to indicate approval, affection, sympathy or to assist teaching.
Holding	The use of physical contact applied with a minimal degree of force to direct or calm a child, which does not restrict liberty or restrain.
Restricting liberty:	Pupils should be removed to an area which is overlooked or has open access. Where this is not possible, another member of staff MUST be sent for immediately to support.
Restraint:	A positive application of sufficient force by physical means alone to ensure that a child does not injure them self, a member of staff, another pupil or property.

Links with other policies:

This policy should be read in conjunction with the following:

Child Protection
Safeguarding
Equal Opportunities
Anti-bullying
Health and Safety
Complaints

Managing Aggressive Behaviour from Parents and Visitors

Nurture

SEND

Policy review

Written by: **Mrs T.Wood / Mrs L.Payne & all Staff**

Agreed by *Governors*: **June 2016**

Review date: **June 2018**