



'Valuing Learning, Learning to Value'

## **Behaviour, Sanctions and Rewards Policy**

### **Policy Status:**

Statutory

### **Aims:**

At Yorkley Primary School there is an expectation of outstanding behaviour at all times. We expect a high standard of behaviour both in our school and in the wider community, which promotes respect and enables effective learning to take place. No pupil has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach and pupils will have disruption free classrooms in which they can learn. 'Only our best is good enough'

Pupils, staff and parents/carers should be fully aware of the consequences of unacceptable behaviour. Every pupil has the right to learn and feel safe. Everyone should be treated with respect.

### **Definitions:**

Misbehaviour is defined as:

- Disruption in lessons, at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Poor choice of language

Serious misbehaviour:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Racist, sexist, homophobic or discriminatory behaviour

### **Yorkley School Rules:**

- We behave in a respectful and self-controlled way
- We listen quietly when the teacher and others are talking
- We make it possible for all pupils to learn
- We wear the correct uniform at all times
- We accept responsibilities for our actions
- We refrain from behaving in a way that brings the school into disrepute, including when outside school

## **"Lines in the Sand"**

There are some lines that we will not tolerate any pupil crossing. If they do, it is highly likely that they will be excluded from our school. An indicative but non exhaustive list includes:

- Swearing at any member of staff
- Persistent bullying
- Persistent disruption of lessons
- A physical assault on a pupil or member of staff

Pupils who have an Educational Health Care Plan or an identified additional need(s) will also be expected to follow the behaviour policy, although reasonable adjustments will be made for some individuals. Advice from the school's Special Educational Needs and Disabilities (SEND) teacher and from external agencies, when appropriate, will be taken and communicated to all staff. Alternative strategies will be employed as agreed with all stakeholders at regular SEND review meetings of the Individual Behaviour Plan (IBP). An Individual Behaviour Plan or IBP is a school-based document which is prepared to help support a pupil with behavioural difficulties. Often children with behavioural difficulties will have special educational needs and the IBP is the starting point for intervention and support.

### **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 the 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 and 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

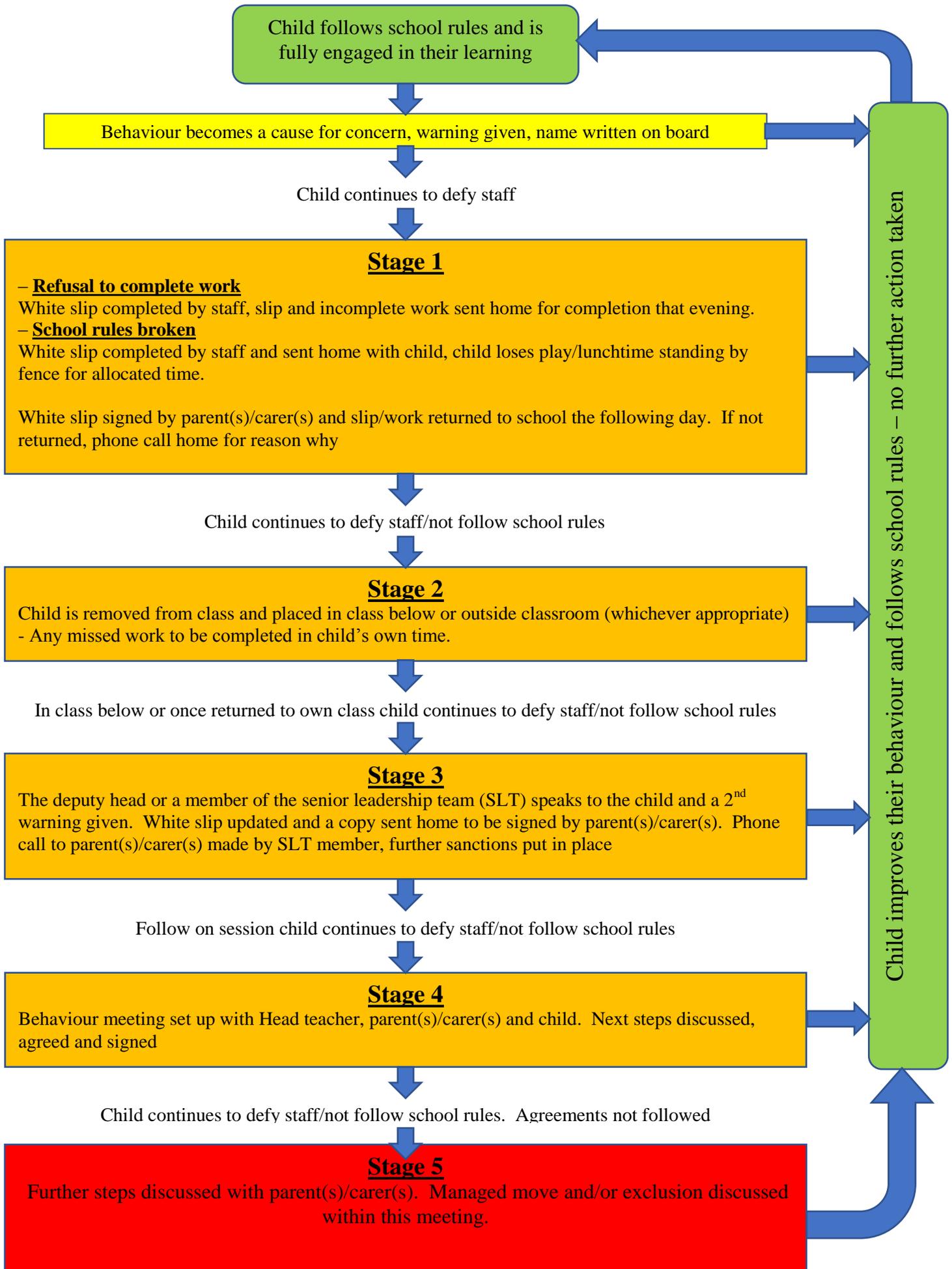
### **Monitoring Behaviour:**

- The SENDCo is responsible for collating white slips to track behaviour throughout the school and 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. School reports will also record the number of slips each child has acquired, including signed copies received from parents.

### **We expect that parents will:**

- 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. Parents should initially contact the class teacher if they have any concerns. Following that, if the concern remains, they should contact the head teacher
- Sign and return white behaviour slips, explaining further home consequences put in place.

## Behaviour Management Stages



If a pupil continues to defy school rules / disrupt learning, a permanent exclusion is actioned and a panel is convened. At Yorkley Primary we believe that learning is the most important reason for being in school that the opportunity to learn must be protected at all times. An exclusion from school may therefore be necessary in order to protect the learning opportunity of others. Any decision to exclude for either a fixed term, or in rare cases permanently, is not taken lightly.

#### **Malicious Allegations:**

Where a pupil makes an accusation against a member of staff and that accusation is shown to be malicious, the Head Teacher will inform the parents and a formal record will be kept by the school. The head teacher will also consider the health and wellbeing of staff accused of misconduct.

#### **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
- Wherever possible, all incidents of restraint should be witnessed by another responsible adult. All incidents must be recorded as soon as possible and logged.

Staff have the legal right 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.

#### **Uniform:**

Pupils are expected to arrive and leave school in correct uniform as outlined on the school website, this includes:

- No hoodies
- Black, brown or navy shoes/boots (no trainers)
- Black, navy, grey or white socks / tights
- Studs only, no other jewellery

Toys are not allowed in school and will be confiscated.

#### **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 is 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 by our house captains 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 awarded 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:** - Every 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:** - Each week the mid-day supervisors select one child per class who 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.

**Links with other policies:**

This policy should be read in conjunction with the following:

Child Protection

Safeguarding

Equal Opportunities

Exclusion policy

Anti-bullying

Health and Safety

Complaints

Managing Aggressive Behaviour from Parents and Visitors

Nurture

SEND

**Policy review**

Written by: All staff and Governors

Agreed by Governors: **January 2018**      Review date: **January 2019**



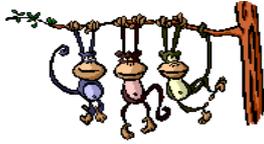
**Appendix 2:**

# Yorkley Primary School

Child's name:



Valuing learning – Learning to value



## Home – School – Pupil Agreement

### The Responsibility of All Staff

It is the staff's professional responsibility to:

- Know the children as individuals.
- Provide a balanced curriculum.
- Help children become independent learners.
- Help children develop as individuals.
- Form positive relationships with the parents of the children they teach.

**Signed.....Headteacher**

**Date.....**

### The Responsibilities of Parents/Carers

- To explain to the child what school is for.
- To help the child with his/her learning.
- To support the school.
- To send the child to school on time, every day.
- To send the child to school ready to learn.
- To communicate with the school any special medical needs.
- To support the school's policies and guidelines.
- To support the school with homework / creative homework

**Signed.....Parent/Carer**

**Date.....**

### Your Child's Responsibilities

As parents and teachers, we need to explain to children what is expected of them. Here are some examples of the behaviour we require from the children at Yorkley School, in and out of the classroom:

- To co-operate.
- To take responsibility for their own actions.
- To develop self-control.
- To be polite and well-mannered.
- To be honest.
- To follow our school and class rules.
- To respect the feelings of others, and learn to sort out difficulties without using physical or emotional violence.
- To respect other children's and the school's property.
- To listen when asked and wait their turn.
- To work hard, not waste time and allow other children to learn.
- To try to produce their best in all aspects of school life.

**Signed.....Pupil**

**Date.....**

(See reverse of sheet for further explanations)

### The Responsibility of All Staff – further explanations

- *Know the children as individuals.* This means where they are in their learning, how they learn, what sort of people they are, and the best way to support them.
- *Provide a balanced curriculum.* This means helping children to acquire skills in reading, writing, maths, science and all the areas identified as necessary and important by Yorkley School and the National Curriculum.
- *Help children become independent learners.* Encouraging them to think for themselves, develop their own opinions, and to organise their time and resources effectively, with support from the teacher.
- *Help children develop as individuals,* encouraging confidence, self-esteem and positive relationships with other children and adults.
- *Form positive relationships with the parents of the children they teach,* so that there is a shared understanding. Children learn best when school and home work together for the benefit of the child.

### The Responsibilities of Parents/Carers – further explanations

- *To explain to the child what school is for:* a place for learning where he/she will be with other people and that means sharing books, equipment, adult attention and co-operating with others.
- *To help the child with his/her learning.* This means showing an interest in what your child has done at school, sharing reading books, looking after and returning borrowed books or resources; attending parents meetings and open evenings to discuss your child's progress with the class teacher and supporting your child with their homework.
- *To support the school.* Any worries or concerns should be shared PRIVATELY with the class teacher in the first instance. Please don't voice our concerns in front of your child or other children in a public place. Make an appointment. We are always willing to listen and come to a shared understanding. If the parent criticises the school, the child will do the same, and this will affect his/her learning.
- *To send the child to school on time, every day* when she/he is fit enough to come, and to collect him/her if they do not go home on their own. Parents/carers will endeavour to avoid taking holidays during term time.
- *To send the child to school ready to learn.* Children need to concentrate to learn, and therefore need to be fit and well, to have had enough sleep, to have eaten, and to be suitably dressed.
- *To communicate with the school any special medical needs,* or any special circumstances at home that may affect your child's learning.
- *To support the school's policies and guidelines,* e.g. Behavioural, Homework, Special Educational Needs and Attendance policies and School Dress Code
- *To support the school with homework / creative homework,* this means showing an interest in the homework and helping if your child gets stuck for ideas.