

Urchfont C. E. Primary School

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Encouraging Positive Behaviour – Rewards and Sanctions Policy

At Urchfont School we recognise the importance of a positive approach to the behaviour of children in school.

The purpose of this policy is to give a clear code of conduct for the use of all at Urchfont School, both adults and children. It reflects the values and principles that we consider to be important for the school. This policy will be responsive to the changes in the school and consequently will be reviewed annually and revisited frequently to ensure that it reflects the practice and climate in the school.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to positive behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feed-back all help to avoid the alienation and disaffection which can lie at the root of negative behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

1. School Aims

Our school Aims are to:

- Respect, support and value each other in a safe and nurturing environment where Christian values are central to the ethos of our school.
- Provide for the spiritual, emotional and physical well-being of all children, guiding them in developing respect and understanding for the people and the environment.
- Develop self-motivated young people who have the confidence, skills and understanding to face the challenge of an ever-changing world and embrace new learning.
- Ensure that all children have the opportunity to fulfil their potential through a relevant, stimulating and creative curriculum.

The ethos of the school reflects our belief that the behaviour, relationships and self-esteem of all is vitally important. We want our school to be a happy place where the children and staff enjoy being together and consequently reach their full potential.

2. School Charter

We will each fulfil our responsibilities whether as pupil or adult to follow the rules in the School Charter. Our School Charter was drawn up as a result of consultations with the children and are reviewed on a regular basis.

We encourage all children and adults to:

Be kind and gentle
Work hard
Respect others
Look after property
Be honest
Listen to others

3. Encouraging Positive Behaviours

We must all be aware of the importance of encouraging positive behaviour in school, and also of the different ways this can be achieved.

The ethos or climate of the school as a whole is central to establishing and maintaining high standards of behaviour.

Two ways that we try to encourage positive behaviour are through the use of praise and a system of rewards:

Praise

Praise can be given in formal and in informal ways, in public or in private, for maintaining positive behaviour as well as for particular achievements. The idea of what is appropriate school behaviour is not automatically learnt and we must help to show children what is satisfactory.

Written praise and private praise is given through marking and feedback.

Rewards

The use of a range of rewards for children is also effective. Among those used are:

- Comments or stamps in children's work
- Public praise in front of peers
- Regular Sharing and Certificate Assemblies
- Reward certificates or stickers for particular achievements
- Sharing achievements with parents and other adults in school
- Opportunities for greater responsibility in school, e.g School Council
- Displays
- Opportunities to receive merits for following the rules in the School Charter.
- Visits to the Head teacher/class teacher or subject leader
- Staff may award alternative rewards when it is deemed appropriate e.g pencils, rubbers

We recognise that there will be times when, for many reasons, there will be problems with incidents of behaviour that fall outside of our School Charter. We should try always to understand the reasons for the behaviour, so that we can deal with it most effectively. When dealing with problems, it is important always to label the behaviour and not the child. It is important that the child is reminded that they are responsible for their behaviour and that they are choosing their response to the situation by choosing to behave in a certain way.

4. Restorative Justice

When responding to issues between pupils, each member of staff should be consistent in using the same set of questions to deal with them. This ensures consistency and a common way which the children will be familiar with. This way of responding to issues, encourages the pupils to come to a resolution that they are all happy with and encourages them to develop empathy with each other. The **5 Restorative Questions** which are asked in turn to all involved are:-

1. What happened? What were you thinking/ feeling at the time?
2. What happened before?
3. Who else has been affected by what's happened?
4. What do you need to do to make things better?
5. What do you need to do to stop this happening again?

After the questions have been asked, ask the child if they are satisfied with the outcome?

5. Sanctions

Although rewards are central to the encouragement of positive behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect or disapproval is a powerful motivator. The use of sanctions should be characterised by certain features:

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- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines, see para 6 Exclusions). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that any sanction applied is proportionate and relevant to the unacceptable behaviour being demonstrated is not out of proportion to the offence and that it will encourage positive behaviour

The following steps we use in a whole school approach:

- If children forget to follow the rules in the School Charter, they will be given a look. If the behaviour continues they will be given a verbal warning.
- If they have a second warning they will be given an amber card.
- If children are spoken to a third time they will be given a red card and will automatically lose 5 minutes of their next playtime, continuous provision or free learning

- If a pupil deliberately hurts someone physically or verbally they will be given a “Red Card” immediately and may be sent to the Head immediately depending on the nature of the hurt.
- Children have the opportunity to redeem their amber card if they demonstrate positive behaviour after the event.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone may not be effective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice can be obtained from the Behaviour Support Team. This possibility should be discussed with the Headteacher.

6. Exclusions

Urchfont Primary School seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time. Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head teacher may exclude the pupil.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. The Head teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies. Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child.
- Swearing at an adult.
- Racist verbal abuse.
- Sustained bullying.
- Frequent high level disruption to lessons.
- Frequent high levels of non-compliance.
- Frequent high levels of disrespect to all adults who work in school.

The school will follow the latest guidance from Wiltshire Council in all cases where suspension or exclusion is being considered.

7. Lunch Time

The School Charter will apply at lunchtime and we expect children to respond appropriately to the supervision of any adult on duty. MDSAs should be treated with the same level of respect as other adults in the school, and have access to the school reward and sanction system. MDSAs can award stickers and merits to children behaving appropriately. Inappropriate behaviour will result in children being given the appropriate card and the MDSA's will report back to the teacher, who in turn will discuss the behaviour with the child.

8. Roles and responsibilities of headteacher, other staff, pupils and governors

The Headteacher will be responsible for ensuring that:

- the policy is implemented and for reporting to governors on its impact
- the current guidance on exclusion is followed

The Headteacher and staff will apply the principles and the whole school approaches to positive behaviour identified in this policy.

The pupils will be consulted fully when the rules are being decided and will be expected to observe them.

We have "playground friends" who are known to the children. These are older children from the school who ensure that our youngest children are happy and have someone to play with.

9. Monitoring and evaluation

The governing body will evaluate the impact of this policy by:

- visiting the school and seeing the policy in action.
- receiving reports from the Headteacher on the number of exclusions.
- receiving reports from the Headteacher on the implementation and impact of this policy.

Prior to the review of this policy, feedback will be sought from the pupils, school council, staff and parents on the effectiveness of the policy.

Agreed by the Governing Body:

Signed..... (Chair of Governors) Date