

Whitfield St James' CE (VC) Primary School
Behaviour and Rewards Policy 2022



WHITFIELD ST JAMES'
CE (VC) Primary School

Reviewed: 08.09.22

Review:

Minute no:

Signed:

This Policy must comply with section 89 of the Education and Inspections Act 2006

(<http://www.legislation.gov.uk/ukpga/2006/40/section/89>)

Behaviour and Rewards Policy

Aims of the Policy

The policy is based on the principle that all members of the school community are expected to demonstrate respect for each other and their environment at all times. We aim to provide a positive atmosphere and learning experience for all pupils that will provide them with a broad educational and social foundation for life. This policy focuses specifically on the expectations of pupils within the school.

The Christian ethos of our school asks us to “Treat others the way you want to be treated.” Matthew 22 verses 34-40.

Aims and Values

Our school aims to provide a happy and secure environment for all those who visit or work here.

We believe that we should:

- Provide opportunities for life-long learning.
- Be learners together, on behalf of one another and for one another.
- Be a fully inclusive learning school where everyone’s learning styles and needs are catered for.
- Provide a “can do” culture, where learners thrive on high self-esteem and confidence.
- Have high expectations of all learners.
- Facilitate learning which strives for excellence in enjoyment, achievement and attainment.
- Provide an environment conducive to learning.
- Provide a stimulating and broad and balanced curriculum.
- Work in partnership with the community and integrated services.
- Communicate and openly discuss with integrity and trust how we provide a quality learning service.
- Provide extended learning provision.
- Adhere to our code of conduct and code for learning.
- Ensure a balanced work, school life for all.
- Ensure the development of the whole individual.

We recognise the need for shared codes of conduct and expectations at whole school and classroom level. At Whitfield St James’ we adopt a set of Golden Rules which are shared with all.

Golden Rules

- We are gentle.
- We are honest.
- We are kind and respect others.

- We are ready to learn and do our best.
- We look after our school environment.

In addition we expect all children to display the following positive attitudes to learning in our school:

- Follow instructions
- Listen attentively
- Sit on their seats
- Ask for permission to leave their seats/classroom
- Put their hands up to ask a question
- Work co-operatively with peers/groups
- Walk quietly through school
- Enter and leave the hall calmly
- Walk in from the playground
- Stop when asked
- Look after resources
- Keep their classroom clean and tidy
- Arrive for lessons on time
- Wear their school uniform with pride

Behaviour Strategies

At Whitfield St James', staff aim to minimise opportunities for negative behaviour by considering the following factors/strategies:

- Being dynamic at the door
- Layout of the classroom
- Administration duties to be completed whilst children are on task (KS2)
- Resources should be ready for learning, well organised and tidy
- Work/learning should be ready for children to complete tasks
- Maintain presence in the classroom (position yourself so children are in full view)
- Use non-verbal cues
- Give short, simple instructions
- Act as a role model in dress and behaviour at all times
- Ensure children's basic needs are met

Building authentic positive relationships is crucial in order for children to feel safe and happy and therefore less likely to exhibit inappropriate behaviour. Where the relationship breaks down for whatever reason, it is up to the adult to repair the relationship.

All low level negative behaviour is addressed immediately by using the following strategies:

- Praising another child who is doing right
- Using TAs to check in with children who seem disengaged
- Making eye contact
- Giving non-verbal directions
- Moving places within the classroom
- Spend time working in a partner class (although this must be done without inducing shame on the child)

Whenever possible 'praise in public, reprimand in private.'

When necessary, the rule of choice is offered:

"You do this . . . or you will have a consequence . . ."

"You decide . . ." and walk away.

Children who do not respond appropriately to the rule of choice will be issued with a 5, 10 or 15 minutes loss of time during the next break or lunchtime. This time should be spent with the adult who administered the sanction in order to allow opportunities for repairing, rebuilding and resolution.

Staff should not dwell on what children have done wrong, but the children will be informed what behaviour is expected in future. We should not use any cognitive strategies or expect the child to reason or understand consequence unless they are completely regulated.

If inappropriate behaviour continues, the Behaviour Lead/SLT should be involved. The Behaviour Lead or SLT should also be alerted immediately to behaviour which involves:

- Dysregulation
- Verbal/physical abuse
- Deliberately damaging property
- Putting others at risk
- Refusal Consequences and loss of privileges are at the discretion of SLT/Behaviour Lead.

Within our Foundation Stage setting, we have a policy of 'no-shouting'. Positive behaviour is praised rather than drawing attention to low level negative behaviour. Instant praise and stickers are awarded in FS1.

Rewards

Positive behaviour is reinforced instantly through a smile, a high-five, a quiet word or public praise. We believe rewards should be meaningful and recognise that children and parents value a phone call or note home from school. Rewards are to be earned as individuals and as a group. Below is a list of agreed Positive rewards. These are the only responses to good behaviour to be used by everyone in school.

- **Dojo points:** These rewards are earned to reflect class and school values, children earn points as an individual and as a class. These dojos are sent to parents directly via the Class Dojo app. This is instant feedback for parents on positive and in the rare occasion negative behaviours. If a child receives 15 dojos in a day a text is sent to parents to say they have achieved 'GOLD'. Classes have different rewards for set amounts e.g. 50 dojos results in a pupil being able to change their dojo character.
- **Marbles in the jar/Class Dojo class points:** These rewards are given for examples of good behaviour, kindness, good manners, and consideration either as an individual or as a group. The child places a marble in the class jar. Once an agreed amount is achieved, the whole class are

rewarded with an appropriate class treat, as agreed by the teacher and class. These have been DVDs, parties, extra playtimes etc.

- **Golden time:** Each child has 45 minutes of Golden time each week during which they can choose what to do. This will normally be taken on Friday afternoon. Each time a child misbehaves and has a reflection, 10 minutes of Golden time are lost. At the end of the week, any child missing some or all their Golden time must sit alone whilst the others in the class choose, so that they may reflect on their behaviour. In this way an individual is in charge of their own reward and any individual misbehaviour does not contribute to collective sanctions.
- **Star of the week:** At the end of the week the class teacher chooses the Star of the week. A certificate is awarded by the teacher to their star during the HT assembly on a Friday. The star becomes the class ambassador for the next week, welcoming visitors to the class, showing interest in work, helping out with jobs etc.
- **Christian Values tree:** Any adult or child witnessing and wishing to reward any child in or outside their class can award the child a named leaf for the tree, with an explanation of why they have achieved it. Every half term we look at a different Christian Value; these leaves will be put on our value tree in the school hall.
- **Stickers and stamps:** Each teacher may provide children with 'extra' stickers for good work and behaviour. We encourage children to talk about why they received the sticker.

Negative behaviours

If children demonstrate any of the behaviours below, an instant reflection is given out. This is shared with parents via the class dojo app and a reflection letter is sent home (see appendix)

- Intentionally hurting someone.
- Refusing to follow an adult's instruction.
- Using inappropriate language.

If this behaviour continues a weekly behaviour grid is filled out by teaching staff (see appendix) to see if there is any patterns in behaviour.

Behaviour Logs are maintained through CPOMS (Child Protection Online Monitoring System). Adults in school record incidents of inappropriate behaviour and proposed sanctions. This log is monitored on a daily basis by the Behaviour Lead who will work alongside the class teacher and SLT to put in place sanctions and strategies to improve behaviour which may include:

- Phone Call/Letter home to parents/carers
- Meeting with parents
- Setting up an Inclusion Support Plan

Exclusion is at the discretion of the Head Teachers/SLT.

Through the use of effective behaviour management techniques, low level incidents which interrupt learning in the classroom, are dealt with by the Class Teacher, HLTA or Support Staff. They follow the

age-appropriate behaviour steps, rewards and sanctions agreed by staff and pupils within the team where they are consistently applied.

Lunch Time

The same high standards of behaviour are expected from children at lunch times. Lunch staff will praise children for good behaviour and will employ similar strategies to reward good behaviour.

The Headteacher or Deputy Headteacher or member of SLT are always available to support lunch staff (if necessary).

Monitoring

- Extreme behaviour will be logged on CPOMS as a behavioural note. This will be completed by the class teacher who has given the reflection or the Headteacher or Deputy Headteacher.
- Weekly records to be given to and monitored by the Headteacher and patterns of behaviour for individuals causing concern completed (See appendix A) to look for patterns.

This policy will be reviewed every 3 years by the governing body. Regular monitoring of behaviour patterns and management is undertaken by all classroom staff and issues that require policy adjustments will be brought to the attention of the head as they arise. It is important for all members of the school community to support this policy and whenever individuals feel that the policy is not effective or appropriate this must be highlighted to the management team. Pupils will be actively engaged in reviewing this policy and the rules applied in school. This will occur naturally through classroom debate, for instance with regard to class rules and more formally through PSHE lessons and involvement with the school council. The Head Teacher's report to Governors tracks the amount of children needing this intervention.

Links to other policies

Restraint and Managing Difficult Behaviour Policy

Anti-bullying

PSHE

Child protection and Safeguarding

Home-School Agreement

Weekly Behaviour Record Sheet

Class..... W/C.....

Behaviour Key: violence to a child – **VC**, violence to an adult– **VA**, verbal abuse – **VA**, swearing – **S**, non-compliance – **NC**, Other - **O**

Name	Date	Time							Behaviour	Details
		1	BK	2	Lch	3	BK	4		

Reflection letter template.

Date:

Pupil:

Dear Parents / Guardians,

I am writing to inform you that your child has shown some unacceptable behaviour in school today and went on reflection to another classroom. We really appreciate your support and would like you to discuss this and the right choices with your child.

Details:

- Physical Violence**
- Swearing**
- Refusing to do as they are asked by an adult**
- Racist Language**
- Offensive Language**
- Bullying**
- Damage to property**
- Leaving the room without permission**
- Throwing items**
- Answering back**
- Other:** _____

If you would like some more information on your child's reflection, please speak to your child's class teacher.

Kindest regards,

Mr Woodward