

Whitfield St James' CE (VC) Primary School  
Behaviour, Relationships and Rewards Policy  
2024-2025



**WHITFIELD ST JAMES'**  
CE (VC) Primary School

Approved by:	Full governing body
Date:	February 2025
Frequency of review:	Annually
Next review by:	February 2026

This policy has been formulated in accordance with section 89 of The Education and Inspections Act 2006 and Behaviour In School Advice (DFE) July 2022. 'Good Behaviour in School's is central to a good education - Where behaviour is poor, pupils can suffer from issues as diverse as lost learning time, child-on-child abuse, anxiety, bullying, violence and distress' (DFE Behaviour in School's 2022).

## **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.
- To give children the tools to build and foster positive relationships.
- 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 3 main rules and guides:

## **Rules**

- We are Safe
- We are Ready
- We are Respectful

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
- 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
- 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
- We look beyond the behaviour
- Use of resources such as fidgets/focus tools will be provided by the school
- Act as a role model in dress and behaviour at all times
- Ensure children's basic needs are met
- Making the extra-ordinary out of the ordinary (positive reinforcement)
- Whole school assemblies - values are discussed and applied to our everyday lives and in our relationships with one another

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 (including the person has delivered and carried out the sanction), it is up to the adult to repair the relationship.

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a significant reward in itself.

We ask parents to also model expected behaviours to and for their children e.g. on the playground, in the school entrance and during events in school.

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
- A verbal reminder of our 'Ready, Respectful, Safe'
- A discrete talk (eye level) with the child to establish the behaviour that is unacceptable and which of our rules it contravenes. Use our 'At Whitfield St James/ At our school, we are respectful and the behaviour you are showing....'. Outline consequences which will happen if behaviour continues but they have a choice now to do the right thing.
- A talk outside the classroom with the child. The learner is asked to speak to the teacher away from others. Boundaries are reset and learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning. Learner is given a final opportunity to reengage with the learning / follow instructions Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.
- Moving places within the classroom. Child will then stay behind in their own time to reflect on their behaviour with an adult and remind them of the expectations 'Ready, Respectful, Safe'.
- Spend time working in a partner class (although this must be done without inducing shame on the child). Notify SLT and inform parents either in person, on the phone or via class dojo. Child will then stay behind in their own time to reflect on their behaviour with an adult and remind them of the expectations 'Ready, Respectful, Safe'.

Whenever possible we '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.

Non-confrontational responses used: 'Are you ok?' 'How can I help you?' 'Is everything alright there?'

The adult that delivers/gives the sanction should be the adult that delivers and administers the sanction (where possible). This should not be passed onto another member of staff.

We recognise that some children, particularly those with additional needs, may require adjustments to the behaviour policy to ensure it is fair and supportive. Tailored strategies, individual support plans or external agency involvement may be implemented to meet their specific needs.

## **Restorative Practices**

When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships. Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in school must model this too.

We strive to avoid: • humiliation • shouting • over reacting • blanket punishment • harsh sarcasm • threatening children with someone else's discipline • using an area of the curriculum as a punishment.

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will have consequences.

Any 'time out discussions outside of the classroom' / working in another class requires a restorative meeting in the child's own time.

Questions: What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.

Staff at will take responsibility for leading Reparation meetings, Middle Leaders will support when requested.

### **Negative behaviours**

If children demonstrate any of the behaviours below, a reflection is given out. This is shared with parents via the Class Dojo app.

- Hurting peers or staff
- Refusal to follow adult instructions
- Disruption of routines
- Throwing objects
- Swearing
- Continued behaviour of not being ready, respectful or safe.

If this behaviour is 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 sanctions. This log is monitored by the SLT who will work alongside the class teacher and teaching team 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

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process. Following an incident, a restorative conversation will take place to support the child in understanding the harm that has been caused. This maybe during playtime or lunchtime to avoid having 'an audience' following the mantra 'praise in public, reprimand in private'.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Reflection time' can be offered to children before an incident is dealt with.

On rare occasions, there are incidences where behaviours severely compromise the safety of our pupils and adults. In these cases, the adults dealing with the situation may choose to implement consequences that could range from loss of privileges to reporting to the Key stage leader, Deputy Headteacher or Headteacher for a temporary internal/external exclusion. In these circumstances, phone calls will be made to parents. External agencies may need to become involved for behaviour monitoring and support. For any exclusions, we follow DfE guidelines.

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

## **Rewards**

Positive behaviour is reinforced instantly through a smile, a high-five, a quiet word or public praise. We believe rewards should be meaningful. Rewards are to be earned as individuals and as a group. Below is a list of agreed positive rewards.

- **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 they receive a Gold sticker to reflect their excellent behaviour. Classes have different rewards for set amounts e.g. 50 dojos results in a pupil being able to change their dojo character. Once children have received 25 Gold stickers, they will receive a bronze badge, 50 Gold stickers they will receive a silver badge and 80 gold stickers children will receive a Gold badge which they can wear in school and is presented in collective worship.
- **Class Dojo class points:** These rewards are given for examples of good behaviour and learning behaviours: kindness, good manners, excellent work ethic, listening and consideration either as an individual or as a group etc. 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.
- **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 Headteacher assembly on a Friday. The star becomes the class ambassador for the next week, roles could involve welcoming visitors to the class, showing interest in work, helping out with jobs etc.

- **Christian Values Certificate and tree:** At the end of each week the class teacher awards a child with Christian Value of the Week Award, this is awarded to a child that has demonstrated one of our 6 values. In addition to this, 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.

### **Lunch Time**

The same high standards of behaviour are expected from children at lunch times. Lunch staff will praise children for good behaviour/can give dojo points 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 year 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

### **Appendix**

**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		