

Behaviour and Reward Policy

Adopted January 2018
Revised March 2018
Review September 2018

Purpose

To meet the vision and values statement of the school;

Vision Statement

Children develop ambitions and aspirations through experiences that inspire and encourage them to inquire, learn and create using Christian values in building strong foundations for a successful life.

Mission Statement

Create a rich and varied environment for learning where each individual has the opportunity to achieve their highest potential and where everyone recognises and celebrates the diversity of our community.

Pupils will;

1. Adhere demonstrate the school's Christian values resulting in treating all members of the school community with care and respect.

Any member of staff will:

1. Follow the school's behaviour policy and strategies precisely to ensure consistency across the school.
2. Prevent negative behaviour by creating a positive class atmosphere where all children are engaged and can access lessons as well as providing praise and rewards as appropriate.
3. Deal with negative behaviour quickly to ensure learning of other children is not disrupted.
4. Meet with children and parents to discuss behaviour issues and find positive, proactive strategies to ensure children's behaviour is positive and results in good learning,
5. Put strategies and targets in place so children can manage their behaviour independently.
6. Seek out advice and support from school staff and outside agencies in order to deal with negative behaviour.
7. Teach children how to be excellent learners who understand that learning should be difficult and that facing learning challenges results in excellent progress.

Headteacher will:

1. Meet with children who are sent out of class as per the behaviour flow chart.
2. Meet with parents as per the sanctions flow chart.
3. Exclude children in accordance with the sanctions flow chart.
4. Set the school's behaviour policy.
5. Decide upon rewards and how these rewards are given in consultation with teachers.
6. Monitor the behaviour for learning standards and supporting teachers in their development of the behaviour.

Governors will:

1. Set up an appeals committee if required to address any appeals brought by parents or staff with regards to the behaviour of the children.
2. Review the behaviour policy alongside the teaching staff.

De-Escalation

This is the first step if behaviour is beginning to become challenging and children are demonstrating strong emotions. Use the following script providing the child with physical personal space.

- Say the child's name
- Tell them you are there to help them and that you can see they are in a difficult situation.
- Tell them to all to you and you will listen.
- From there continue the discussion to resolve the situation and help the child learn, reflect and return to acceptable behaviours and emotions.

Positive Handling; Only handle children if it is reasonable, proportionate and necessary.

Adults will only use positive handling of children;

- If they present a danger to others; children and adults.
- If they present a danger to themselves.
- If they present a danger to property.
- If they are causing significant harm to learning and there is no other means of continuing the learning.
- Use the 'mittens' guidance attached only

Recording positive handling

If you use one of the 'mittens' techniques to move a child you must complete the attached 'Positive Handling' form. The file for this is kept in the office.

Physical contact

- Do not use hand holding as a way of forcing a child to move.
- A hug must be a 'side' hug as per the attached diagram. Only use this when there is a clear need to reassure and console a child.
- Hand holding to reassure and to guide is acceptable but should be kept to a minimum.

Safeguarding & Extremism

- Please refer to the schools Safeguarding policy for detailed guidance.
- Children who exhibit unusual behaviour traits could be demonstrating signs of safeguarding or extremism. If so follow the school's procedures for safeguarding & PREVENT.
- Children who are potentially physically, emotional or mentally harmful to other children and staff should be discussed with the Headteacher so appropriate support and action can be taken to prevent an escalation.
- All staff should be aware that children can cause other children harm and that behaviour of this type must not be tolerated and must be acted upon.
- If staff have any safeguarding or extremism concerns they must report them.

Actions/ sanctions to ensure children are safe from harm

- Remove the child from the situation.
- Remove the group from the child
- Exclusion
- Removal from break times
- Increase adult supervision

Educational consequences for poor behaviour

- Child repairs damage or mess
- Child continues to work in their own time learning that lesson time is the time to learn
- Child practices a skill during break time
- Discussions about possible consequences of their actions
- Child discusses their behaviour followed by permission to return to the situation and use the advice you provide
- Speak with the victim of their behaviour to find out how they feel and what they would like to see change in future - restorative.

Rewards Guidance

As we strive to develop children as 'intrinsic' learners it is important to recognise that rewards are not always the most beneficial way of encouraging learning and should therefore be limited in scope.

It is far more important to teach children how to learn, why they need to learn and the enjoyment of learning so that they understand the importance of education and become life long, highly capable learners who do not need rewards to achieve success.

Rewards should primarily recognise effort and not achievement unless the achievement is exceptional for that individual. It is far more beneficial to a child to be recognised for making exceptional efforts even if the standard achieved is below age related expectations as this will encourage the child to continue to make future efforts resulting in good progress.

Bullying

Bullying is a consistent and persistent period of causing any person physical, emotional or mental harm. Thomas Bullock Primary Academy recognises that bullies require support and education in order to help them overcome personal difficulties such as social and emotional challenges. We will seek advice and support for those people as appropriate

Bullying will be approached in a proactive manner through educating the children about bullying and bullies. Children will be given clear guidance on what to do if;

- They are being bullied (tell and adult in or out of school)
- They know someone is being bullied (tell and adult in or out of school)
- They know someone who is being a bully (tell and adult in or out of school)

The school will do this through the promotion of its school values, in class discussions and through other events such as Culture Days. The school will encourage the 'bully' to reintegrate with a social group in order to practice following the advice and developing the skills that enable people to build strong relationships.

The school will also communicate incidents to parents stating the support that can be provided and sanctions that are put in place. Sanctions will be decided based upon this policy and the nature of the incident.

If a child has been classed as bullying as per the description above and records on Pupil Asset support this decision then a child can be excluded as per the guidance below.

Rewards Flow Charts

Action	Reward
Excellent effort and/ or exceptional standards achieved.	Class Dojo rewards that are adapted to meet specific class and individual needs.
Continued excellent effort and/ or exceptional standards achieved.	10 DoJos result in a celebration assembly house team Pom-Pom.
Exceptional effort in learning.	Subject Star of the Week reward during celebration assembly.
Exceptional demonstration of school's Christian values .	Value Star of the half term in Celebration assembly.

Action	Reward
Children achieving out of school rewards	Celebrated in for of the class or whole school.
Other appropriate positive behaviour	Any adult can reward a child in any way they see fit - no presents or food!
Representing the school	Event based certificate awarded in celebration assembly

Sanctions Flow Charts

Action	Sanction
A child is not completing work as expected	Speak to them and resolve any problems.
A child is repeatedly not completing work despite support	Miss break times
A child is disrupting learning of others	Speak to them and resolve any issues.
A child continues to disrupt learning	Send them to available member of the SLT who is best suited to resolve the issues.
A child threatens to be physically abusive to any member of the school community	Deescalate and move to a place where the child can be calm.
A child is verbally/ physically abusive to any member of school community	Send to HT or DHT who will log incident on PA if appropriate. Possibly remove the child or the class from the situation.
A child continues to be verbally/ physically abusive	HT or DHT to record on PA and contact parents by phone or email and possibly meet to discuss support in improving the situation.
A child continues to be verbally/ physically abusive	Internal exclusion for at least one day depending on the severity of the abusive actions.
A child continues to be verbally/ physically abusive	External exclusion for at least one day followed by meeting with parents when the child returns to school.
A child continues to be verbally/ physically abusive during the half term following their return to school.	Three day exclusion followed by meeting with parents when the child returns to school.
A child continues to be verbally/ physically abusive during the half term following their return to school.	Five day exclusion followed by meeting with parents when the child returns to school.
A child continues to be verbally/ physically abusive during the half term following their return to school.	More than five days depending on seriousness of the incident.

Behaviour For Learning Ladder

I will...	Success	Fail	Sanction
Listen to everything I am taught	I will make good progress	I will not make progress	No do-jo points or any chance of being star of the week.
Look at the person teaching me and the things they show me.	I will make good progress	I will not make progress	No do-jo points or any chance of being star of the week.

Behaviour For Learning Ladder

I will...	Success	Fail	Sanction
Use my best handwriting and presentation skills in every lesson.	My work will be easy to read, will look great and I will feel proud of my efforts.	My work will be difficult to read and so I cannot demonstrate just how good I am.	re-write a section ensuring handwriting is at your best. Extra handwriting practice.
Complete the task I am set every lesson.	I will make good progress	I will not make progress	Stay in at break to complete the task.
Work quietly so everyone in the class can learn.	I will make good progress	I will not make progress	Stay in at break to continue with my task.
Use all punctuation correct in all of my writing.	any written work will achieve the standards expected for my age.	My written work will not be as good as it could be.	re-write a section ensuring all punctuation is correct.
Independently gather and use resources that help me succeed	Achieve your personal best in every lesson.	You will not achieve your personal best.	Make corrections to your work in the next lesson or at break time.
Expect to make mistakes but I will learn from them	I will make good progress	I will not make progress	No do-jo points or any chance of being star of the week.
I will persevere, demonstrate courage and determination.	I will achieve highest standards and make excellent progress.	I will never achieve the very highest standards.	No do-jo points or any chance of being star of the week.
Choose the best way to set out my work so that it is easy for others to understand and read.	Improve my independence and ability to make decision about my presentation.	I will have to rely on others so that I can complete my work.	Re-do some of the work at break to ensure presentation is as expected.