

## Bradford Grammar School

### Behaviour Policy: Rewards and Sanctions

This policy applies to the Junior School and is *published to parents, pupils and employees*.

This policy complies with the Independent Schools Inspectorate (ISI) regulatory requirements. Any phrasing displayed in italics is ISI regulatory wording.

Written in conjunction with non-statutory advice DfE advice *Behaviour and Discipline in Schools (January 16)*.

#### Aims

The aim of this behaviour policy is to:

- determine the boundaries of acceptable and unacceptable behaviour;
- promote outstanding behaviour;
- *prevent bullying so far as is reasonably practicable*; and
- to clarify rewards and sanctions and their application.

All staff are aware of this policy. Bradford Grammar Junior School (the School) employs strategies and courses of action which reflect the ethos of the school.

**This policy is applied throughout the year and covers pupil behaviour:**

- *on School premises*
- *on journeys to and from School*;
- *on educational / residential visits (including those held during school holidays or on weekends)*; and
- *beyond the school gates where poor conduct/ behaviour is linked to school business (Para 21 DfE Advice 2016)*.

**The School promotes:**

- good behaviour, respect and consideration for *others*;
- high expectations of learning, conduct and self-discipline;
- good manners and a high standard of appearance;
- the welfare of all members of the school community;
- care and respect for the learning environment; and
- the right for all parties to live, work and learn in a secure, safe, orderly and ethical community.

### 1. Supporting positive behaviour

The School has a consistent approach to behaviour management, teaching and learning at every level and it promotes the use of positive behaviour management strategies.

#### 1.1 Whole-school level

- All staff understand and demonstrate the School's core beliefs about behaviour.
- Positive out-of-class behaviour is promoted by agreed routines and clear systems, including whole school and playground rules, have been and continue to be developed in collaboration with the School Council.
- School assemblies, PSHE Personal, Social and Health and Economic Education (PSHE) lessons and other aspects of the curriculum are used to develop pupils' social and emotional aspects of learning.

- Positive behaviour in corridors, playgrounds and the dining room is expected, monitored and rewarded.
- Parents/carers are aware of, and support, the School's positive behaviour ethos. There are clear, consistently used systems for dealing with inappropriate behaviour. There are opportunities (staff meetings, briefings) for staff to discuss, review and contribute, formally and informally, to the development of systems underpinning positive behaviour.

## 1.2 Classroom level

- *All adults are expected to model respectful behaviour.*
- Teaching routinely incorporates activities designed to promote pupils' social skills and emotional development.
- Lessons are structured to be interesting and appropriately challenging.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Pupils are taught to share and cooperate, make informed choices and understand consequences.
- Pupils are encouraged to reflect upon and identify their own strengths, and to recognise and value the diversity within the classroom.
- Every teacher has established classroom routines and systems which supports and promotes a positive learning environment .
- There are whole-school rules displayed in every classroom. These are reinforced through discussion with pupils in order to promote positive social and learning behaviour.
- Instances of positive and appropriate behaviour are quickly acknowledged and celebrated by staff and peers.
- There are clear sanctions, that are understood by all, for dealing with inappropriate behaviour.
- Reward systems allow all pupils' efforts to be recognised and celebrated (See 3 Systems for promoting, encouraging and supporting positive behaviour).
- Where a pupil experiences difficulties in developing or sustaining appropriate behaviour, there are personalised systems to provide additional support.

The above is achieved through adopting a positive behaviour management approach (See 1.3) to deter undesirable behaviour, which in turn, creates a warm and caring learning environment. The School, through the implementation of this approach, gives pupils a choice to either obey rules, and in turn achieve rewards, or to disobey rules which will result in consequences.

## 1.3 Positive behaviour management strategies

To ensure that there is a consistent approach to behaviour management which contributes to improving the quality of pupil behaviour, staff are encouraged to use the following strategies when pupils demonstrate low level negative behaviours.

Strategy	Pupils' response
<b>Choice</b>	Gives pupils some control over the situation; is less likely to initiate point-blank refusal.
<b>Take-up time</b>	Allows pupils not to lose face. An example of this strategy would be to give a time limit within which the pupil should follow an instruction and then walking away, thus giving them the opportunity to make the right choice. Teachers should be clear about expectations.
<b>Partial agreement</b>	Yes, you may have been talking about your work but I would like you to...'
<b>When-then direction</b>	This is trying to avoid the negative - 'No you cannot go out because you have not finished your work' becomes 'When you have finished your work, then you can go out'.
<b>Privately understood signals</b>	For drawing the class together or to monitor the noise level.
<b>Tactical ignoring</b>	May be appropriate for attention seeking behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupil changes their behaviour, praise them.

Strategy	Pupils' response
<b>Redirect behaviour</b>	By reminding the pupils what they should be doing and trying to avoid getting involved in discussions about what the pupils are doing wrong. It may be possible to focus their attention on the required task.
<b>Deferred consequences</b>	When a pupil misbehaves, stating that you will deal with the issue later removes the 'audience', i.e. the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is likely to have a positive outcome.

## 2. Pupils with Special Educational Needs and Disabilities (SEND) pupils

All employees understand the need to adopt an individual, personalised approach when dealing with pupils who have more complex needs for which they require additional support. *The School recognises its duty, under the Equality Act 2010, to ensure that reasonable adjustments are made for SEND pupils.*

### 2.1 Provision to support Special Educational Needs and Disabled (SEND) pupils

A weekly staff briefing attended by all staff ensures that there is a regular sharing of social, emotional, behavioural needs/concerns about pupils. The Deputy Head Pastoral also has regular pastoral meeting with the Head Teacher. When circumstances require, additional strategies and support are put in place to support SEND pupils. This includes *liaison with parents* and the school nurses who may, in some cases, contact GPs, counsellors and *specialist agencies such as CAMHS (the Child and Adolescent Mental Health Service)*. A Pastoral and SEND register is held, upon which teachers can record and disseminate relevant information.

SEND pupils are effectively cared for by the Learning Support Coordinator (LSCo), *Deputy Head Pastoral* and staff. Information updates are disseminated efficiently via email, staff meetings/training and SEND/Pastoral registers and best practice for each pupil is agreed upon.

## 3. Systems for promoting, encouraging and supporting positive behaviour:

Rewards are a vital part of ensuring that pupils behave in accordance with the values of the School. The School encourages good behaviour through a combination of high expectations and an established positive learning environment, which fosters discipline and mutual respect. The School is committed to the teaching of high quality Personal Social and Health Education (PSHE). Through this, the children are educated in positive behavior and resisting misbehaviour, alongside the wider PSHE curriculum.

### 3.1 Rewards to *promote good behaviour amongst pupils:*

- recognise positive attitudes to learning and positive behaviour;
- provide encouragement;
- reinforce examples of excellent citizenship ;
- cultivate an expectation of positive behaviour;
- recognise and celebrate potential, achievement and improvement;
- positively reinforce the School's rules;
- and discourage negative behaviour.

### 3.2 Reward systems

Teachers reward pupils in a variety of ways including:

- positive reinforcement through comments/conversation;
- awarding individual house points;
- public recognition and celebration (via whole school assemblies and school publications) of achievements gained both in and out of school;
- Head Teacher's awards for good work, behaviour, conduct or contribution to school life;
- displaying achievements in a celebration file or wall display (spring term 2017 onwards);
- smiley face stamps /certificates;

- postcards posted out to parents;
- pupil of the week;
- teacher comments in planners;
- annual prize giving/speech day; and
- trophies for sporting and musical achievement e.g. House Trophy.

It is also acknowledged that individual teachers have developed their own bespoke reward systems to support positive behaviour.

### **3.3 Head Teacher's awards**

Each week, staff *may* nominate one or two pupils that have demonstrated positive behaviours and attitudes, or have achieved successful outcomes in their learning. By praising behaviours, attitudes and achievement, the School gives all pupils the opportunity to be nominated. As a result, the school rules, good behaviour and a positive ethos are constantly being reinforced. Nominated pupils receive a certificate and a sticker and their award is recorded in a book. The book is kept in the Junior School reception for parents and visitors to peruse.

### **3.4 The house reward system**

In order to further promote good behaviour and enhance the pupils' spiritual, moral, social and cultural development, the school employs a house system. Teachers award house points in recognition of good behaviour, effort and attitudes as well as for academic reasons.

All pupils carry a planner in which teachers record house points awarded. These points are given to acknowledge citizenship, achievement and effort in sport, consistent effort and determination over a period of time, high quality of work or other valid reasons. Each week during house meetings, the house point totals are calculated. These are published every week on the School's electronic information boards.

Pupils in Years two and three are awarded smiley faces for work, behaviour, attitude and adhering to the school rules. Three smiley faces equate to one house point. Form teachers total these and they are written in pupils' planners.

The House Trophy is presented every term, to the house with most house points.

## **4. Sanctions to be adopted in the event of pupil misbehaviour**

All pupils have the right to work in an orderly, supportive and purposeful environment. Pupils should clearly understand the standards of work and behaviour expected of them at the School. The standards are applied consistently and fairly over time and from pupil to pupil. Disciplinary procedures are applied when work is late or behaviour is unsatisfactory. A range of sanctions is available so that the response to any misbehaviour is proportionate and appropriate. The Sanctions Pyramid (Appendix 1) outlines the progressive stages of agreed sanctions. The Sanctions Ladder (Appendix 2) outlines examples of the breaches of behaviours considered to be serious, moderate or lower-level. Empathy should be demonstrated where external factors/circumstances may have led a child to behave in an uncharacteristic manner or where a child appears distressed. In some circumstances, it may be necessary to notify the Deputy Head (Pastoral), the Head Teacher, the nurses, or the Learning Support Coordinator.

The School liaises closely with parents (via pupil planners, emails and/or telephone conversations) and they are informed of any significant sanctions which have been applied. Poor work, behaviour or homework issues are monitored by teachers using the pupil planner and the Behaviour Monitoring spreadsheet. Parents are asked to monitor and sign pupils' planners on a weekly basis. They should also to check the rewards and sanctions pages in the planner.

Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (*DfE **advice Behaviour and Discipline in Schools - January 16***).

The power to discipline (using the agreed sanctions) also applies to all paid supervisors (unless otherwise stated by the Head Teacher) with responsibility for pupils, including After Care supervisors.

Much of the following is not applicable to the vast majority of pupils at the Junior School who mostly demonstrate appropriate behaviours and attitudes.

#### **4.1 Sanction aims**

Sanctions are used:

- to deter negative, unacceptable behaviours and to encourage positive behaviours;
- as a consequence, for negative, unacceptable behaviours;
- to reinforce the School's high standards and expectations in relation to academic work and conduct;
- to express disapproval;
- to define expected parameters; and
- to enhance pupils moral development including;
  - *Distinguishing right from wrong;*
  - *Developing an ability to think through the consequences of their own and others' actions;*
  - *Developing an ability to make responsible and reasoned judgements;*
  - *Ensuring a commitment to personal values; and*
  - *Having a respect for others' needs, interests and feelings, as well as their own.*

#### **4.2 The application of sanctions**

Sanctions may be required for, but not limited to, the following:

- unacceptable conduct/behaviour including consistent low-level which is not in keeping with the School's values;
- for hurtful behavior including physical violence;
- racist behavior or bullying including cyber-bullying (see Anti- Bullying Policy).
- if children demonstrate a lack of respect for the property of the school or of other pupils or adults;
- arrogant or insolent behaviour;
- for theft;
- where untrue/malicious allegations have been made against another pupil or a member of staff;
- when children consistently produce poor quality work/are not working to their full potential;
- when there is a lack of discipline in completing homework.

In addition to the above, more serious misbehaviours requiring sanctions may include:

- bullying/cyber-bullying;
- incidents where terrorism is supported or extremist attitudes are demonstrated;
- racism or intolerance of different faiths;
- consistently poor effort or a poor attitude to work where other sanctions have failed to bring about improvement;
- disrespect/rudeness/deliberate insolence to members of the school community;
- physical/ verbal abuse;
- vandalism;
- theft; and
- deceit.

For all serious misbehaviours, the Head Teacher, form teacher and parents will be notified.

*Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff. Where untrue or malicious allegations have been made, all staff will be informed and advised by the*

*Head Teacher on the appropriate action to take, to avoid being vulnerable to repeat accusations.*

### **4.3 Appropriate sanctions**

*In determining whether a punishment is reasonable account must be taken of the pupil's age, SEND and any religious requirements affecting them (Education and Inspections Act 2016). Wherever possible and appropriate, the punishment should link directly to the negative behaviour demonstrated. For example, pupils who have created a mess or dropped litter should be asked to tidy the classroom.*

Sanctions may include one, or a combination, of the following:

- verbal reprimand;
- break or lunchtime instant detentions;
- completing extra, or alternative work;
- tidying the school or other supervised work;
- a short time out - up to 15 minutes at lunchtime with the Deputy Head (Pastoral);
- a full time out minutes at lunchtime with the Deputy Head (Pastoral);
- formal Deputy Head (Pastoral)/Head Teacher detentions over two or three lunchtimes;
- written apologies;
- written reflection of the misbehaviour.

As a rare sanction and last resort, fixed term or permanent exclusion may also be used.

Detentions and time outs will be supervised by the Deputy Head (Pastoral) or other member of the Junior Leadership Team (JLT) should the Deputy Head (Pastoral) be unavailable. Full time outs and detentions will be recorded on CPOMs. Short time outs and low-level misbehaviour should be recorded at the teacher's discretion. In the case of a detention, parents will be informed in a meeting, by email or by telephone. Correspondence with parents related to detentions should be recorded on CPOMs.

The list of sanctions above is not exhaustive – See Sanction Pyramid (appendix 2).

***Corporal punishment is illegal in all circumstances.***

**The school does not apply any whole group or class sanctions unless these have been agreed with the Head Teacher.**

### **4.4 Exclusion**

Temporary or permanent exclusion should be rare and seen as a last resort. Only extremely serious incidents will result in an exclusion. Incidents of serious violent physical/verbal behaviour and persistent bullying may lead to exclusion. A temporary exclusion allows for time for reflection by the School, the pupil and their parents.

Only the Head Teacher can exclude a pupil (temporarily or permanently), and before doing so the Head Teacher will ensure that an appropriate investigation has been carried out, that all the relevant evidence has been considered and that the pupil has had an opportunity to be listened to. The Head Teacher of the Junior School will consult the Senior School Head Teacher and the Chair of Governors before taking this step. In making decisions about exclusion, the Head Teacher will take into account any special educational needs, disabilities, gender and cultural differences that may be relevant to the case, any representations by the parents, as well as an agreed list of issues relating to exclusion. Consideration will also be given to the pupil's continuity of education.

Where a decision is made to exclude a pupil, the parents will be informed immediately with confirmation of the decision in writing, including the reason for the exclusion. Parents have the right to appeal against the decision to the Board of Governors.

## **4.5 Recording sanctions and behaviours**

### **Recording - Inappropriate lower level behaviours**

It is the responsibility of each subject teacher to record lower level pupil behaviour in the pupil planners and on CPOMs. Persistent negative feedback in pupil planners may result in a time out or detention due to cumulative poor behaviour. These will also be used to inform meetings with parents.

### **Recording moderate and severe incidents**

*A register of sanctions imposed for serious misbehaviour kept on CPOMs. This central register of sanctions for serious misbehaviour is retained so that patterns can be identified by the school.* Teachers referring pupils for time outs and detentions are responsible for recording the initial incident on CPOMs. This must also be carried out for **any** bullying incidents (see separate policy on Anti-Bullying), racist incidents, incidents deemed to support terrorism or incidents of a more serious nature.

If necessary, follow up meetings are then arranged with the parent and pupil to ensure that the situation is being closely monitored.

## **4.6. Support Systems for pupils' behaviour**

For many of the Junior School pupils, the use of sanctions is rare and usually sufficient to encourage improvements in behavior. However, for pupils who struggle to make these improvements, the School will *liaise with parents* to set some targets and review behaviour.

The School recognises the value of a coordinated approach in developing positive behaviour and therefore the form teacher, Deputy Head (Pastoral) or Head Teacher *will liaise with parents and, where appropriate other agencies.* This approach allows support strategies to be shared, implemented and monitored.

### **Report Forms**

The use of report forms is a strategy which provides support for, and close monitoring of, a pupil's behaviour throughout the school day. They should be used when other sanctions have failed to bring about progress and where pupils consistently underperform or demonstrate negative behaviours;

- The purpose of a report form is to encourage pupils to reflect upon their behaviour and to set targets for their own improvement. Supported by the teacher, the pupil should negotiate a target/targets for improvement which they are expected to achieve each day. Achieving the targets set successfully results in a good report.
- Failure to improve behaviour whilst on report results in a formal detention. Any pupil who is not able to modify their behaviour whilst on report will have a formal meeting with the teacher, Head Teacher and/or Deputy Head (Pastoral) /Learning Support Coordinator (LSCO);
- A pupil on report is given a daily report form for which they are responsible;
- Parents will be informed about the implementation of this strategy and, where possible, it should be implemented in cooperation with the parents;
- When a pupil is placed on report, duty Staff and class teachers are responsible for monitoring pupils' behaviour in the playground and classrooms.

## **5. Late/ poor quality homework**

If homework is not handed in on the required day, is incomplete or is of poor quality, a note will be written in the pupil's planner or the teacher will email parents/carers. Teachers may require pupils to redo or complete homework at their discretion.

Late marks will be recorded by individual teachers in the pupil's planner. Pupils who persistently accrue late

marks for incomplete homework will be supported in catching up this work during a full time out.

## **6. Bullying** (read in conjunction with our Anti-Bullying Policy)

*Bullying is behaviour by an individual or group, repeated over time and that intentionally hurts another individual or group physically or emotionally and is often motivated by prejudice against particular groups, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer; it may occur directly or through cyber- technology (social websites, mobile phones, text messages, photographs and email). See also the Internet Safety Policy.*

All forms of bullying are taken *very seriously* at the Junior School and steps are taken to ensure *that bullying at the School is prevented in so far as is reasonably practicable*. The School recognises that bullying can be both *physical and emotional (which may cause psychological damage)* and significant distress. Although bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

All pupils are encouraged to inform a teacher or a supervisor if bullying occurs. This message is reinforced through *PSHE lessons, assemblies and during form periods. In order to reinforce the message that bullying will not be tolerated, and that all bullying should be reported, the school uses educational elements such as PSHE assemblies, computing projects (computing cyber bullying), drama, stories and literature, focus weeks and outside visitors. This is alongside discussion of differences between people and the importance of avoiding prejudice based language.*

Staff are aware of the procedures to follow and know that all bullying is treated seriously and should be recorded using CPOMs (see above). Records are kept to evaluate the effectiveness of the School's systems and to identify patterns. The School also *involves parents as required and makes sure that pupils are clear about the part that they can play to prevent bullying, including when they find themselves as bystanders.*

## **7. Transition**

The smooth integration of new pupils to the School and the smooth transition of pupils from one year group to another, to achieving high standards of behaviour and conduct in the School.

New pupils are monitored closely by their form teachers in terms of academic performance and behaviour in and out of the classroom. Teachers seek out opportunities to celebrate and praise these pupils in order to develop positive habits and routines.

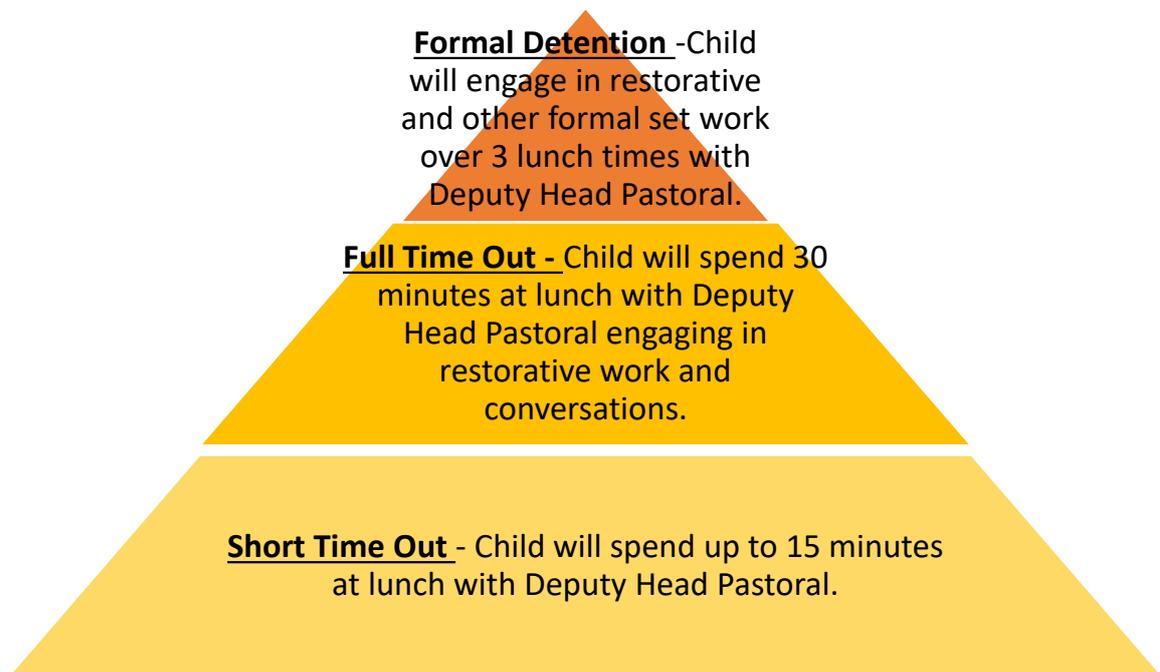
New pupils are invited to 'New Pupils Day' where they and their peers will spend the afternoon with their class teacher for the following year. This helps to develop positive relationships and aids transition of all children.

New pupils are paired up with their peers who will support them and will also model the high standards of behaviour that the School expects.

Teachers liaise with each other before the start of the academic year to share relevant information which might affect a pupil's behaviour.

## Appendix 1 The Sanctions Pyramid

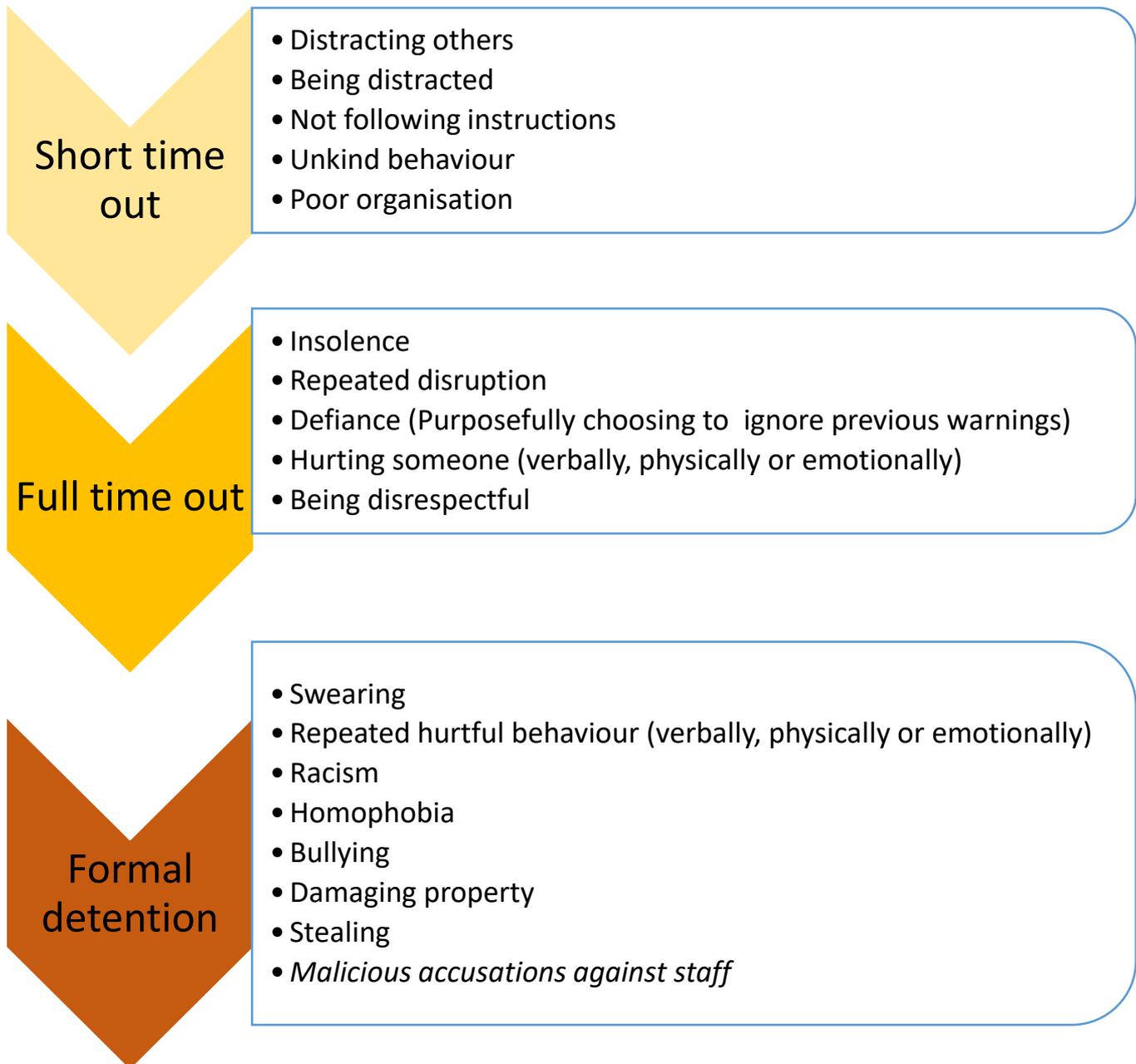
Proportionate sanctions are applied where necessary and these may take one of the following forms:



The pupils may be asked to complete one or more of the following tasks as part of their sanction:

- Complete a 'Building Better Behaviour' sheet (Appendix 4)
- Write a formal apology
- Restorative work such as "5 ways I could be a role model to others"
- Class room tasks such as sharpening pencils or
- Other work as appropriate to the misdemeanor.

## Appendix 2: The sanctions ladder



Application of all sanctions takes into account the age, development and any SEND that a pupil may have. The individual circumstances of a child and behaviours will also be considered before sanctions are applied and therefore the sanctions pyramid is to act as guidance. It may be also be used cumulatively where appropriate for ongoing or repeated behaviours. The sanctions ladder consists of examples of unacceptable behaviours and is not meant to be an exhaustive list.

Appendix 3: Building better behaviour form

**Bradford Grammar School Juniors**  
**Building Better Behaviour**



Name	Date	Form
<b>What is the choice that led to you losing play or lunch time?</b> <hr/> <hr/>		
<b>Why did you make that choice?</b> <hr/> <hr/>		
<b>What was the impact or potential impact of the choice?</b> <hr/> <hr/>		
<b>How do you feel about what has happened?</b> <hr/> <hr/>		
<b>If anybody else was involved, how do you think that they felt?</b> <hr/> <hr/>		
<b>What could you have done differently?</b> <hr/> <hr/>		
<b>What can you do to make amends?</b> <hr/> <hr/>		

**Policy reviewed by:** Mrs F Robertshaw-Hughes, Deputy Head Pastoral  
**Last policy review date:** November 2018  
**Next policy review date:** Summer 2019