

Behaviour Policy: Rewards and Sanctions

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

Purpose

The purpose 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.

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 .

The School promotes:

- high expectations of learning, conduct and self-discipline;
- good behaviour, respect and consideration for *others*;
- 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

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- Positive out-of-class behaviour is promoted by agreed routines and clear systems, including the school rules developed in collaboration with the School Council. These are:
 - Be respectful
 - Be ready
 - Be safe
- School assemblies, 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 and specific behaviour support.

1.2 Classroom level

- All employees 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
- There are clear sanctions in place, for dealing with inappropriate behaviour
- Reward systems allow all pupils' efforts to be recognised and celebrated
- If a pupil experiences difficulties in developing or sustaining appropriate behaviour, personalised systems will be used to provide additional support.

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	Intended outcome
Choice	Gives pupils some control over the situation; is less likely to initiate point-blank refusal.
Take-up time	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. Employees should be clear about expectations.
Partial agreement	Yes, you may have been talking about your work but I would like you to...
When-then direction	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'.
Privately understood signals	For drawing the class together or to monitor the noise level.
Tactical ignoring	May be appropriate for attention seeking behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupil changes their behaviour, praise them.
Redirect behaviour	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.
Deferred consequences	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.

1.4 Pupils with Special Educational Needs and Disabilities (SEND)pupils

All employees shall 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 shall recognise its duty, under the Equality Act 2010, to ensure that reasonable adjustments are made for SEND pupils.

2. Systems for promoting, encouraging and supporting positive behaviour:

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 behaviour and resisting misbehaviour, alongside the wider PSHE curriculum.

2.1 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.

2.2 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;
- teacher comments in planners or emails to parents;
- annual prize giving/speech day; and
- trophies for sporting and musical achievement, e.g. House Trophy

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

2.3 Head Teacher's awards

Each week, employees may nominate pupils that have demonstrated positive behaviours and attitudes, or have achieved successful outcomes in their learning. Pupils receive a certificate in celebration assembly.

2.4 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. Each week during house meetings, the house point totals are calculated.

The House Trophy is presented termly to the house with most house points.

3. 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. A range of sanctions is available so that the response to any misbehaviour is proportionate and appropriate.

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. 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. Where sanctions are applied, the incident shall be recorded on the Child Protection Online Management System (CPOMS).

The School liaises closely with parents and they are informed when significant sanctions have been applied.

Employees have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.

3.1 Sanction aims

Sanctions are used:

- to deter negative, unacceptable behaviours and to encourage positive behaviours;
- 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.

3.2 The application of sanctions

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

- any incident in contravention of the school rules;
- when children consistently produce poor quality work/are not working to their full potential;
- where untrue/malicious allegations have been made against another pupil or a member of staff;

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

- bullying/cyber-bullying;
- child on child abuse
- incidents where terrorism is supported or extremist attitudes are demonstrated;
- racism or intolerance of different faiths;

Disciplinary action will be taken against pupils who are found to have made malicious accusations against employees. Where untrue or malicious allegations have been made, all employees will be informed and advised by the Head of the Junior School on the appropriate action to take, to avoid being vulnerable to repeat accusations.

3.3 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. 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;
- removal of play or lunch time (time out);
- completing extra, or alternative work;
- removal from class;
- tidying the school or other supervised work;
- written apologies;
- removal of privileges such as attending a club or fixture;
- written reflection of the misbehaviour.

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

Sanctions will be supervised by a member of the Junior Leadership Team (JLT) or other Junior School teacher.

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

3.4 Exclusion

Temporary or permanent exclusion should be rare and seen as a last resort. Only extremely serious incidents will result in an exclusion. A temporary exclusion allows for time for reflection by the School, the pupil and their parents.

Only the Head of the Junior School can temporarily exclude a pupil, and before doing so he shall 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. If the Head of the Junior School recommends that a pupil should be permanently excluded he shall consult with the Headmaster and the Chairman of Governors. Only the Headmaster (or in his absence the Acting Headmaster) can permanently exclude a pupil. In making decisions about exclusion, the Headmaster 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 an appeal of this nature shall be dealt with as a Stage 3 complaint as detailed in the Complaints Policy.

Appeals must be lodged in writing with The Clerk to the Governors no later than 5 School working days after the decision to exclude has been communicated verbally at the meeting. The grounds for appeal must be set out clearly. An appeal hearing will be convened at School no later than 15 School working days of receipt in writing of the parents' wish to proceed to an appeal. The decision of the appeals panel is final.

3.5 Recording sanctions and behaviours

Recording - Inappropriate lower level behaviours

It is the responsibility of each subject teacher to record lower level pupil behaviour on CPOMS. Persistent negative behaviours may result in a time out.

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 are responsible for recording the initial incident on CPOMS. This must also be carried out for any bullying allegations (see separate policy on Anti- Bullying), racist incidents, incidents deemed to support terrorism or incidents of a more serious nature.

3.6 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 behaviour. However, for pupils who struggle to make these improvements, the School will liaise with parents to set some targets and review behaviour. 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.
- 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 /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 .

4. Late/ poor quality homework

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

5. Bullying (read in conjunction with the School's Anti-Bullying 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. Staff are aware of the procedures to follow and know that all bullying is treated seriously and should be recorded using CPOMS.

All pupils are encouraged to inform a teacher or a supervisor if bullying occurs. In instances of bullying, the Deputy Head will apply sanctions appropriate to the seriousness of the incident following an investigation of the situation.

6. Child on child abuse

We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, on-line bullying, prejudice-based and discriminatory bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter or 'just having a laugh' or part of growing up or boys being boys. Our school has a

zero tolerance approach to such attitudes and behaviours, it is never acceptable and should not be tolerated.

Staff need to be vigilant at all times; even though there may be no reports of it, this does not mean it is not happening. All concerns around child on child abuse will be taken seriously, reported, investigated, recorded and managed in line with the School's child protection procedures. The Designated Safeguarding Lead (DSL) is responsible for providing support to all children involved in incident of child on child sexual abuse.

7. Transition

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

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.

Policy reviewed by:	Mrs F Robertshaw-Hughes, Deputy Head
Last policy review date	Spring Term 2023
Next policy review date	Spring Term 2024

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



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

