



DALTON ST. MARY'S CHURCH OF ENGLAND
PRIMARY SCHOOL

Policy for Behaviour and Reward

Reviewed Spring 2017



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Policy for Behaviour and Reward

Statement Of Intent

The school will provide a secure caring Christian community where everyone can learn their own self-worth in an atmosphere of tolerance, mutual respect and co-operation.

We intend the school to be a happy, safe and enjoyable place to work and learn, which will provide the opportunity for every child to fulfil their potential in an attractive, well-resourced and stimulating environment.

We will encourage children to become confident, independent learners who are emotionally resilient and able to contribute positively to the school and the community in which they live so they can take their full place in society secure as individuals, whilst able to respect the needs and values of others.

Rationale

Our policy for behaviour and reward is designed to help children to be happy, secure and confident in school. We aim to help them to progress so that they can achieve their full potential academically and as a member of the school community.

We aim to provide an environment which assists our children to learn about their rights and responsibilities and respect the rights of others.

The children need a clear set of guidelines which are:

- Understood by the whole school community
- Consistently applied
- Fair

It is our intention to emphasise, praise and reward what is positive in children's behaviour and to give them a framework within which all can work.

The following Charter was originally written and agreed by the School Council in 2012 following consultation with all pupils and forms the basis of our system. The Charter is regularly reviewed by staff and pupils and is updated and amended when necessary.

Children's Charter

At Dalton St Mary's Church of England Primary School children have many **rights** and **responsibilities**, these form our charter:

We have the right to be **part of our school community**
Our responsibility is to **include others and respect our core Christian Values**

We have the right to **be heard**
Our responsibility is to **listen to others**

We have the right to **express our feelings**
But our responsibility is **not to hurt anyone else's feelings in doing so**

We have the right to **feel safe at school**
Our responsibility is to **play safe when we are outside and move around school carefully**

We have the right to **nice equipment in school**
Our responsibility is to **take care of our things, inside and outdoors**

We have the right to **be ourselves**
Our responsibility is to **allow others to be themselves**

We have the right to **learn in a happy school**
Our responsibility is to **be polite and use our manners**

We have the right to **be part of a world-wide, online community**
Our responsibility is to **be a good Digital Citizen**

Written by the children of
Dalton Saint Mary's Church of England Primary School
2012 (Reviewed by the Children Autumn 2016)

Who recognise their responsibilities to

'Love, care, listen and play together.'

The Charter is referred to across the school to promote positive behaviour and all staff use the language of rights and responsibilities when discussing behaviour with children.

REWARD SYSTEM

We praise and reward children for good behaviour in a variety of ways:

- Each week we nominate a child from each class (YR to Y6) to be 'pupil of the week'. Each 'pupil of the week' receives a certificate in the school assembly and wears a red jumper for the week instead of the usual green jumper. Certificates are displayed in the school hall and the achievement is recorded in Scholarpack.
- Each class chooses a 'Writer of the Week', the child is rewarded with a small gift, their work is displayed on the writing wall and they receive special praise in assembly.
- Teachers congratulate children regularly
- Positive comments on a piece of work
- Showing a child's work to the group/class
- Giving the children an instant reward e.g. stickers
- The inclusion of a child's work in a display of exemplary work done by the class
- Children are awarded team tokens for upholding the school Charter
- Midday supervisors award tokens to their teams at lunchtime for good behaviour, these are totalled over the week and the team with the most tokens is awarded a certificate for their wall

There may be times when a teacher wishes to introduce a separate class reward system to encourage a particular behaviour in his / her class rather than for outstanding work e.g. a points system for being helpful, completing tasks set, remembering P.E. kit etc.

The school acknowledges all the efforts and achievements of children, both in and out of school. Children are encouraged to bring in examples of achievements from outside of school for example, music or swimming certificates.

Class Teachers may identify children who deserve special recognition for their efforts in a particular area or a child who is consistently hardworking and upholding the Children's Charter. The Class Teacher will note the child and the reason for the special recognition in the identified book located in the staff room, the Headteacher will then write a letter of commendation to the child's parents/carers to be mailed home. This is recorded in Scholarpack.

DISCIPLINE SYSTEM

The great majority of our children behave well and we are proud of them. We do feel, however, there needs to be a consequence for the behaviour of a small minority of children who do not behave in an acceptable manner. Staff and children feel we need a system that ensures children learn what is acceptable in our school, our society and what is not acceptable.

Following any incident staff should make every attempt to obtain a clear picture of what actually occurred through listening to the children in a calm manner.

The class teacher will deal with minor incidents, and the following discussion regarding the incident relating it to our Charter with a child and may issue a small sanction (withdrawal of a privilege) if appropriate.

For incidents that are considered more serious or for children who persistently behave in an unacceptable way the following system, which children were consulted upon, will come into force:

Step 1 - Should children behave in an unacceptable way, which is contrary to our Charter, we have adopted a system of red and yellow cards similar to that used in many games. A yellow card is given for behaviour deemed to be unacceptable. Red cards should be logged in Scholarpack by the class teacher.

Step 2 - 2 yellow cards within a one week period will result in a red card. A red card results in a morning/afternoon/lunch break detention (the next break after the incident). During the detention the child will reflect upon their behaviour having a discussion with the member of staff on duty. A letter will be sent home to the parents stating the behaviour / reasons for detention. This letter is to inform parents that their child has received a red card and has had a detention session, the form needs to be signed and returned to school to acknowledge receipt of the letter.

Step 3 - Any behaviour which is deemed to be excessively rude, defiant or aggressive could result in an immediate red card as will behaviour that is far below the standard expected here at Dalton St Mary's. This is at the discretion of the adult dealing with the incident. A letter to inform parents will be sent home as outlined in Step 2.

Step 4 - 3 red cards within a 2 week period *or* rude / aggressive behaviour will result in a phone call from the Headteacher and the parents will be asked to come into school for a meeting. At the end of the meeting, the child will join the meeting to discuss their behaviour and the issuing of a report card. The child will be put on report for a one week period. Each morning they will report to the Headteacher/Teacher in Charge and also at the end of each day (3:15) to discuss progress and behaviour. After each session the child has to wait to see the class teacher and discuss their behaviour. They will receive a comment on their report indicating how well they behaved. This also needs to be completed during break times by a member of staff on duty and dinner times by a Midday Supervisor.

Step 5 - At the end of the week the Headteacher/Teacher in Charge will review the situation and decide whether the child is ready to come off report. Parents will be informed of the outcome.

Where behaviour is deemed to be 'challenging' staff will take advice from the SENCO, parents and outside agencies.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, *Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units* (DfE, 2012). We refer to this guidance in any decision to exclude a child from school. The relevant

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances the Head teacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Any pupil having five fixed-term exclusions during their time in school will be considered by the governors for permanent exclusion.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Whilst it is very difficult to eradicate bullying, we do everything in our power to ensure that all children feel safe in school.

All reported incidents of bullying will be treated seriously and as such may well necessitate the involvement of the class teacher, Headteacher and parents. (*For further information see school's anti-bullying policy.*)

School Routines

1) Entering the school

It is essential to create a positive learning environment at the start of the school day and after a break in the routine of the day. The following system will be used to settle children and get them into class after a break ready to work:

- a) At the end of a break the member of staff on duty will blow a whistle.
- b) The whistle will be a signal for all children to stand still then line up quietly.
- c) Classes will walk quietly into school, led by their class teacher, to be ready to learn

2) Collective Worship and Assemblies

To create the right atmosphere for our assemblies children should enter the hall quietly and sit in their place accompanied by the class teacher.

Teachers and support staff should supervise the children whilst walking to assembly by being at the front/back of the lines or standing at an appropriate point on the route. Similarly children should leave the hall quietly at the end of assembly when dismissed by the teacher leading the assembly with their class teacher and support staff supervising their exit.

3) Lunchtimes

All classes will be led by the class teacher into the hall, or out onto the playground, for their lunch. All classes are expected to do this quietly.

The lunchtime supervisors will praise children for their good table manners, eating all of their food and good behaviour, they will award tokens for children who uphold the Charter.

A Team Captain will support the Midday Supervisors and encourage good behaviour within their team at lunch times. The Prefects will support younger children when moving around school at lunchtime. Year 6 Captains and Prefects will create a rota for lunchtime support.

The role of the class teacher

It is the responsibility of class teachers to ensure that the Charter is upheld in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour; they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of such incidents. In the first instance, the class teacher deals with incidents him/herself as outlined above. However, if misbehaviour continues, the class teacher may seek help and advice from the Headteacher. Any serious incidences of behaviour should be recorded on Scholarpack and shared with the Headteacher/ Teacher in Charge or SENCO.

Children's behaviour should only be discussed with relevant, key staff and discussed in a confidential, professional manner. Discussions regarding children should not be undertaken in communal areas.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We share the Charter with parents on the school website, and we expect parents to support this.

We expect parents to support their child's learning, and cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to implement consequences as a result of their child's behaviour, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Monitoring and Evaluation

To ensure that any new or updated behaviour and reward system is seen as being effective by staff, children and parents the existing system is reviewed regularly, and implementation of a new system, will be monitored and evaluated as/when needed.

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to them regarding their behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors

