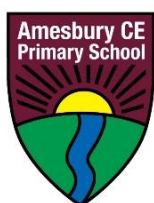


AMESBURY CE.
PRIMARY SCHOOL



BEHAVIOUR, EXPECTATIONS AND REWARD
POLICY

September 2018

Where Every Child Matters

Behaviour, Expectations and Reward Policy

1. Underlying Principals

1.1 If you visit our school you will see:

- A happy, positive community working within an exciting environment;
- A quiet, calm, nurturing atmosphere;
- Adults and children who are good role models for others;
- Leaders who exercise a visible presence and actively promote the school's ethos.

1.2 All members of the school community are encouraged to:

- Be proud of their achievements;
- Show respect for themselves and others, their feelings and opinions;
- Treat all property with care;
- Show good manners by acting and speaking politely;
- Listen to each other;
- Understand what is expected of them;
- Enjoy daily life at Amesbury Primary School.

1.3 This will be achieved through:

- Applying a consistent approach to rewards and sanctions;
- Developing active class and school councils;
- Promoting a system of buddies and playground games to ensure safe and positive playtimes;
- Encouraging cooperation and care through helping pupils understand and obey our Rules;
- Giving choices rather than seeking confrontation;
- Ensuring open channels of communication with parents.
- The teaching of social and emotional skills;
- The specialist provision of the Nurture Centre;
- Appropriate intervention programmes

In addition, the school aims to provide a safe environment free from disruption, violence, bullying and any form of harassment. We strongly support the principles of 'Every Child Matters' which promotes the five areas of: achieving well; staying safe; making a positive contribution; achieving economic awareness; and staying healthy.

2. Aims and expectations

2.1 It is a primary aim of this policy to support the aims and Christian foundation of Amesbury CE. Primary School so that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour, Expectations and Rewards Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

2.2 Amesbury CE. Primary School has a number of school rules, but the primary aim of the policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to learn together in an effective and considerate way.

Behaviour, Expectations and Reward Policy

- 2.3** Amesbury CE. Primary School expects every member of the school community to behave in a considerate way towards others. We expect children and adults to be courteous and respectful to everyone at school and to behave in a reasonable manner at all times.
- 2.4** We treat all children fairly and apply this policy in a consistent way.
- 2.5** This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 2.6** Amesbury CE. Primary School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Our School Values

As a Christian School Community we embody the following values:

Understanding

Perseverance

Truthfulness

Kindness

Independence

Ambition

These will run alongside our 6 BLP (Building Learning Power) learning values of:

Respects

Responsibility

Relationships

Resourcefulness

Resilience

Reflectiveness

Together these values help us to develop as a learning community.

3. The benefits of good social behaviour

3.1 Children

- Have the best opportunity to learn
- Learn to care for one another
- Learn the value of friendship
- Develop self-confidence
- Do as well as possible in their learning

Where Every Child Matters

Behaviour, Expectations and Reward Policy

- Are happy in school

3.2 School staff

- Teach effectively with children presenting few behaviour problems
- Meet the needs of all children
- Build positive relationships with all parents and colleagues
- Develop personally and professionally
- Are safe and happy in their work
- Treat each child fairly and enforce the classroom code consistently. Teachers treat all children in their class with respect and understanding.

3.3 Parents/carers

- Know that their children are with other children who behave well
- Feel confident that their children are growing, personally and socially
- Know that their children are in an atmosphere which helps them to learn well and make progress
- Know that their children will receive support when they need it
- Know that they are welcome to come into school to discuss progress in a positive atmosphere
- Know that their children are safe and happy at school

4 How do we define types of behaviour?

4.1 Good behaviour means that everyone in school takes responsibility for themselves and the effect of their actions on others within the school community by being:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and having a good attitude to learning
- Respectful of other people's needs, feelings, opinions and choices
- Careful when moving around the school
- Dressed in appropriate school clothing (see school brochure)

4.2 Unacceptable behaviour is defined as:

- Stealing, offensive gestures, anti-social play, disruption in class, climbing trees and fencing, damaging property
- All physical abuse including – biting, pinching, hitting, scratching, fighting, spitting
- All verbal abuse including – swearing, rudeness, name calling
- All Bullying and specifically on the grounds of race, colour, nationality, ethnic or national origin, sex, disability, sexual orientation, gender identity, age or religious beliefs or practices.
- Anti-social behaviour using electronic equipment – the use of cyber bullying or using the internet in a way which breaches the school's Acceptable Use Policy.
- Absconding by either leaving the classroom, the school or the school site.
- Refusal to do as asked.
- Throwing furniture and/or equipment

5 Rewards and sanctions

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

all staff congratulate children

all staff give out stickers, stamps, postcards, certificates, tokens etc. depending on the age and interests of the child

Behaviour, Expectations and Reward Policy

Children belong to coloured houses (Red, Green, Blue, Yellow). Children are awarded tokens for displaying good behaviour. Tokens are collected in class containers, there is also one in the hall for MDSAs to award tokens during lunchtime. Tokens are counted on a Thursday afternoon by the Head Boy and Girl and Deputy Head Boy and Girl. Results are announced during Celebration Assembly on a Friday. The winning coloured team moves their token on the Snakes and Ladders Board in the Hall. A running total is also recorded on the board so it is possible to see the winning team for that week and also the overall winning team. At the end of the year the winning team will have their colour engraved on the Behaviour Plaque and will be allowed to come to school in non-uniform.

Children who demonstrate our School Values will be awarded the School Values Ambassador Badge. This will be awarded in class and acknowledged in Celebration Assembly on a Friday (names called out/children asked to stand and clapped). They will wear the Values Ambassador badge for the week and then it will be given to another ambassador on Friday;

Staff choose children to be awarded certificates in assembly, either weekly or termly. Children who have shown extra effort in their learning or behaviour and are chosen weekly. Writers of the Term are children who have shown great improvement in their writing and are awarded a medal termly. Values Ambassadors are given a badge to wear all week if they have shown that they can demonstrate any of our school values. All awards will be celebrated on the school web site and in the termly newsletter.

Children who manage to remain on Green all term will receive a special award in assembly on the last day of the term. The type of award given will increase in significance with each term that the child remains on Green.

5.2 'GOOD TO BE GREEN' is a positive behaviour reinforcement system.

Good to be Green aims to give a consistent, fair approach to promoting and recognising positive behaviours across the school. Wall pockets are on display in the classroom and every child has a green credit card on display. 'Stop and think' cards are given to enable the children to reflect on their behaviour, de-escalation strategies are used at this stage. However, if the behaviours continue, this can be changed to a yellow warning card. A red card will only be given if the behaviour continues despite using a range of de-escalation strategies. Children are given an opportunity to earn their green card back during the session. All cards are placed back to green at the start of each session so that the children are given a fresh start. Any yellow or red cards are logged and will be monitored to see if the children are displaying any sort of behaviour patterns which are a cause for concern. The (Mid-Day Supervisory Assistants) MDSAs use the same system and award green, yellow or red cards during lunchtime. The cards are given to the class teacher so that they are aware of any incidents that may have occurred over lunchtime. Children who are given a red card must be seen by either the Deputy Headteacher or the SENDCo (or appropriate Key Stage AHT in their absence).

The benefits are:

- It is easy for children to understand
- There are clear expectations of behaviour for all children
- It rewards weekly, those children who show positive behaviour and make 'good choices'
- It promotes positive behaviour to those who struggle
- It has a tracking system to monitor poor behaviour choices
- There are clear consistent consequences for all children who show poor behaviour
- There is a chance for all children to change poor choices that are made and earn back their 'Green Card' for the next teaching session or day.
- Children who have been awarded a Yellow card in one term can earn it back and have it changed to Green if they have all Green cards the following term. This gives them the opportunity to still be considered for the end of year GtbG treat. Red cards are non-negotiable and cannot be earned back.

Behaviour, Expectations and Reward Policy

Good to be Green time is given each week to all those children who have shown positive behaviour. Time is removed on a sliding scale for those that show poor behaviour choices.

Children in KS2 lose
5 mins off their GtbG time on a Friday for a Red Card
3 mins off their GtbG time on a Friday for a Yellow Card

Children in KS1 lose their time during a lunchtime on the day the card is given.
They lose 3 mins for a Red Card
They lose 1 min for a yellow Card
If the card is given on a Friday afternoon then the child will lose some of their G2BG time.

Stop and Think cards

These will be shown to remind the children to think about what they are doing. They will be given for the following: not listening in class, distracting others, not completing activities set, fiddling with things instead of listening, not being ready to learn on time, spending too long in the toilet etc. This list is just an example of things but other low level distractions or poor choices can also be included

If the 'Stop and think' card is used and the child continues to make poor behaviour choices de-escalation strategies will be employed such as:

- a look/signal
- verbal warning
- Child moving themselves away from distraction
- Adult moving the child to a different place,
- Taking away what the child is fiddling with,
- Re-explaining the independent task,
- Reminding the child of the choices they have and the consequences of continuing the negative behaviours.

Yellow Cards

These will be given if the behaviours continue or are repeated after a 'Stop and Think' card and other de-escalation strategies that are listed above have been used.

A yellow consequence card is displayed and recorded in the log. Children are given a chance to earn their green card back after showing positive change

Red Cards

These will be given for the following: any physical (deliberate, intentional or premeditated hitting or kicking) or verbal abuse, (swearing, racist or sexual remarks) to another child or adult, any damage to school or others' property, absconding from the classroom or out of school. (see 4.2)

- A red card is shown and the child will be removed from class and sent to the Deputy Head or SENDCo
- Parents are informed via home-link book and/or telephone call
- Red cards can be given out without any warnings if one or the above behaviours are carried out
- The Headteacher is informed if 2 red cards are given in any one week and parents will be invited into school to discuss the behaviour of their child.

- 5.3** Amesbury CE. Primary School acknowledges all the efforts and achievements of children, both in and out of school. Achievements reached outside school can be praised in our celebration assembly every Friday. Children can show medals, certificates or things they have achieved outside school on this day.

Behaviour, Expectations and Reward Policy

- 5.4** Amesbury CE. Primary School applies a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
 - We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task in their own time at break or lunch or at home.
 - If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until s/he calms down, and is in a position to continue their learning sensibly again with others.
 - Withdrawing privileges e.g. clubs
 - The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
 - Having time out to sit alone, reflect on their behaviour or write a letter of apology
 - Removing to another class
 - Parents contacted by class teacher
 - If a child threatens, hurts or bullies another child the class teacher records the incident and informs the Headteacher immediately. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. The Headteacher will put an entry in the incident book.

Do we have whole school rules?

- 5.5** The class teacher discusses the school rules and values with each class. In addition to the school rules, each class also has its own classroom golden rules, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'circle time'.
- 5.6** Individual classes support the whole class reward system with Pasta/ Marbles in the jar as a whole class engagement/ participation to gain extra GTBG time, special treat time.
- 5.7** Worry box - the children have the use of a Worry Box situated in each class room to put in any worries they may have in either school or home. Children are given time to discuss their worries and actions are taken appropriately to support children with their worries.
- 5.8** The school does not tolerate bullying, cyber bullying, physical abuse or bad language of any kind including that of gender discrimination. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- 5.9** All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DCSF Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Pupils*. Please refer to our policy on the Use of Force to Control or Restrain Children. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and only Team Teach trained staff are involved.

6 The role of the class teacher

- 6.1** It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time. The teacher on duty at playtime is responsible for the behaviour of the children in the playground.

Where Every Child Matters

Behaviour, Expectations and Reward Policy

- 6.2** When dealing with children, staff use the language of choice. They talk to children about whether they have made a poor (we never say bad) choice or a good choice. If children have made poor choices staff will always ask children how they could have made a good choice and encourage the children to say how they can modify their behaviour.
- 6.3** The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 6.4** The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 6.5** If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Deputy Headteacher, SENDCo or Headteacher.
- 6.6** The SENDCo liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the LA behaviour support service. Any discussion with outside agencies will only occur after the class teacher has discussed their concerns with the child's parents and has received consent from the child's parents in writing.
- 6.7** 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.
- 6.8** Responsibility for the behaviour of the children at lunchtime is delegated to the Mid-Day Supervisory Assistant (MDSAs). However, the support of the Deputy Headteacher, SENDCo or Headteacher is always available. In the event that they are unavailable on site, the Headteacher will have made clear which senior member of staff is responsible in the Headteacher/Deputy Head's absence (usually the Assistant Head teachers).

7 Specific programmes for individual children

- 7.1** Class teachers set up home school comment books to support children making poor choices at home and school, showing children that home and school are working together to support children.
- 7.2** Children will also be issued with a positive book so that school will also share good things that happen during the day. This is particularly useful when children feel that nothing good happens during the day and only focus on the negative aspects.
- 7.3** Individual star/ stickers charts are given to support individual children who find staying on green challenging, to focus on positive behaviours
- 7.4** When a child is regularly experiencing behaviour problems a My Support Plan will be drawn up in consultation with the class teacher and SENDCo. The parents and child will also be involved. The plan will relate to the Code of Practice for SEND and will include targets, strategies, rewards, responsibilities for implementing and review.
- 7.5** If unacceptable behaviour persists, a contract will be drawn up between the child, parents and staff which sets targets, rewards and sanction involving action at school and at home and a review date.

Behaviour, Expectations and Reward Policy

7.6 If unacceptable behaviour continues the SENDCo will ask for an assessment of the child by the Behaviour Support Service and the Educational Psychologist.

7.7 In rare cases, it may be necessary for the Headteacher to organise a Managed Move or exclude the child temporarily from the school (see fixed-term and permanent exclusions below).

8 The role of the Headteacher

8.1 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 and adults in the school.

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

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

8.4 The Headteacher has the responsibility for giving fixed-term exclusions 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 (see section 10).

9 The role of parents/carers

9.1 The school works collaboratively with parents/carers, so children receive consistent messages about how to behave at home and at school. Good news is also shared with the parents.

9.2 We expect Parents to support their child's learning, and to co-operate 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.

9.3 If the school has to use reasonable sanctions when inappropriate choices have been made by a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should follow the Complaints Procedure as set out in our policy.

9.4 We expect Parents and Carers to demonstrate appropriate behaviours when on school premises, interacting with children, staff, parents, governors and visitors respectfully on the grounds of race, colour, nationality, ethnic or national origin, gender identity, disability, sexual orientation, age or religious beliefs or practices. Any parent who does not display this behaviour may be asked to leave the premises.

10 The role of governors

10.1 The Governing Body has the responsibility of setting down these general guidelines on standards and expectations of behaviour, and of reviewing their effectiveness. The governors support the Headteacher and staff in carrying out these behaviour guidelines.

10.2 The Headteacher has the day-to-day authority to implement the school Behaviour, Expectations and Rewards Policy.

11 Fixed-term and permanent exclusions

Behaviour, Expectations and Reward Policy

- 11.1** 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. The Headteacher may also 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.
- 11.2** If the Headteacher excludes a child, s/he informs 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.
- 11.3** The Headteacher informs the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 11.4** The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- 11.5** 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.
- 11.6** 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 Diocese and consider whether the child should be reinstated.
- 11.7** If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

12 Monitoring

- 12.1** 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.
- 12.2** Amesbury CE. Primary School keeps a variety of records of incidents of misbehaviour. The class teacher records all incidents (yellow and red cards). The Headteacher records those incidents where a child is sent to him/her on account of poor behaviour. We also keep a record of any incidents that occur at break or lunchtimes.
- 12.3** The Headteacher keeps a record of all incidents on the grounds of race, colour, nationality, ethnic or national origin, gender identity, disability, sexual orientation, age or religious beliefs or practices
- 12.4** The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 12.5** It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

13 Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

Behaviour, Expectations and Reward Policy

This policy was agreed by the *Governing Body, Headteacher and staff of Amesbury CE.*

Primary School in **September 2018** and is due for review in **September 2020**

Signed: **Chair of Governors**