



# Brabourne CEP School

## Behaviour and Rewards Policy – March 2021

This policy has been prepared with the Christian Value of respect foremost – this is a core value of the school and all members of the school community aspire to live by it daily. Every child and adult has the right to learn, develop and participate in all aspects of school life without disruption. We expect that every member of the community, children, teachers and all associated staff and supporters will be treated with respect and courtesy ***“It is important to show respect for everyone and treat people as you would want to be treated. We need rules to keep us safe and help us learn” – Year 4 pupil.*** Pupils are treated with respect so they learn to treat others with respect.

### COVID-19 Addendum

**All pupils and staff will be expected to follow the Behaviour Policy during the school re-opening period. In addition to the policy as set out below, new systems have been introduced to mitigate any known risks. The systems have been established following guidance from the DfE and KCC. They have been shared with staff, parents and pupils.**

**All Stakeholders will be expected to adhere to the published procedures to ensure the safe use of the school site for everyone.**

### 1 Principles

The following principles are to be promoted at our school:

- All members of the school community have a right to feel safe
- All members of the school community have a right to respect
- All members of the school community have a right to learn

*“Make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, mutual affection; and to mutual affection, love. For if you possess these qualities in increasing measure, they will keep you from being ineffective and unproductive” (2 Peter 1: 5-8)*

Brabourne CEP School expects pupils and staff to behave in a manner that reflects the principles of the policy, in ways that support everyone’s right to learn, be safe and be treated with respect in school. Any behaviour that contravenes these principles is inappropriate.

All adults have a vital part to play in this by being good role models for the pupils. If we expect children to talk to each other and to us with respect, then we should talk respectfully to them and others. When dealing with behaviour issues, adults must always be fair, calm and in control but also firm.

**We aim to guide children through these values to be responsible for their actions.**

To this end, we have formulated the following approaches to encourage appropriate behaviour and deal with inappropriate behaviour:

## 2. Three approaches to managing behaviour

### A. Managing out inappropriate behaviour

Often, inappropriate/poor behaviour can be cancelled out by simple management of situations. Here are some examples:

- Children to be fully engaged in their activities from the moment they come into the classroom, to the moment they leave.
- As children come in, something for them to do straight away (instructions on whiteboard, quiet reading, etc) so that they settle down quickly.
- Staff (and older pupil monitors such as House Captains) to supervise **calm** movement when children come in or go out during start/end of school and break times.
- Organise resources so children do not all converge at the same point at the same time.
- Strategies for getting the children's attention (e.g. rhythmic clapping or visual actions).
- Being able to see the whole of a class rather than them following behind (unseen).
- Separating children who are silly together.
- Referring back to our core Christian values.

There are many more common sense methods to ensure the *opportunity* for inappropriate behaviour is minimised. Staff must bear these in mind.

### B. Positive Reinforcements / Rewards

***"I can do all things through him who strengthens me." Philippians 4:13***

We believe the best way to ensure a good school is to ensure good behaviour through a planned system of rewards; by rewarding good behaviour, positive role models and actions, children are clear that excellent behaviour is paramount to a warm vibrant school. ***"Rewards are good as they show us how we have been good so we know to do it again," -Year 2 child.*** Rewards have a central role to play in motivating children to achieve their goals, gain self-awareness, realise desirable behaviour and have responsibility to self and others. Praise and reward should predominate over sanctions. Here are some of the rewards we use to encourage good behaviour:

- Praise. This is the most immediate and effective.
- Showing their work to another member of staff, such as the Headteacher.

- Stars/Team Points. When enough are collected, these lead to the presentation of special pencils in assembly. Team points also go towards the total for each House as an inter-House competition.
- Golden tickets for exceptional work in the Infants
- Pen licenses for Year 1, 2 pupils
- Weekly celebration assembly with certificates for good work and sometimes citizenship.
- Gold, silver, bronze certificates are given at the end of each term for consistently good work or effort for each class.
- In-class reward systems for individual or tables or whole class e.g. a few minutes extra playtime or watching DVD, etc.
- An achievements board or Wall of Fame.
- Table points to reward good sitting and listening in class.
- Good manner stickers at lunchtime and a 'Top Table' award.
- Citizenship badges to reward exceptional effort.

#### C. Sanctions

Staff are to use their ***own professional judgement*** when to begin the following “formal” sanctions. This should be after trying to manage out poor behaviour and positive reinforcement.

The following “stepped” system of sanctions will be imposed for poor/inappropriate behaviour. Our system also rewards those who show positive behaviour and allows pupils to correct their negative behaviour.

#### EYFS/Key Stage 1

“Reach for the Stars” is a progressive rewards/sanction system. It is highly visual and also rewards impeccable behaviour. Children begin each day on the Sun and can work their way up to the rainbow or star. Children will receive a sticker at the end of the day if they reach these. If they reach the star 10 times in a term, they will receive a badge.

1. Shooting star = Outstanding behaviour
2. Rainbow = Good behaviour
3. Sun = All pupils start here. The children will begin in the middle of the Sun. If they receive a verbal warning they move to the edge of the Sun on its rays. If they improve, they move back into the middle.
4. Cloud = Miss 10 minutes of playtime

5. Rain Cloud = Miss whole of play and inform the HT. Parents will be informed.

- *Once the sanction has been served, the children return to the Sun's rays at the start of the following day. They are made aware that their behaviour must improve to move back into the middle of the Sun and beyond.*
- *A particular 'cloud' can be issued straight away for an immediate sanction for poor behaviour.*
- *If missing playtime, children will wait outside staffroom or office where they will be supervised.*

**Covi-19 Addendum – children missing play should sit out where they can still be supervised, whether in the classroom, or outdoors.**

- *If a reprimand has not been served (e.g. if a 'rain cloud' is issued late afternoon), it will be served the following school day.*
- *All staff, including lunchtime supervisors can issue verbal warnings and 'clouds' but should take into account that in the playground, the children will naturally be more "excitable" than in the classroom.*

### Key Stage 2

The behaviour/reward system is visual, progressive and recognises those children who behave impeccably.

1. Platinum/Out of This World - Sticker awarded.
2. Gold = Outstanding behaviour - Sticker awarded.
3. Green = All children start the day here.
4. Blue = Warning. Children should be told "I'm warning you; if this carries on you will be on a yellow card" to show this is the start of formal sanctions. At this stage a pupil can "earn back" the opportunity to be on Green.
5. Yellow card = missing playtime (20mins). Once a pupil has reached Yellow card they may return to green for ongoing positive behaviour, after a consultation with the HT.
6. Red card = Missing playtime and lunchtime. See Head teacher who will record name in book. Parents made aware. The pupil will return to green the following week.
  - *If poor behaviour is very serious, there may be a straight red card without a warning or yellow*
7. Report for a week = Parents called in. Child issued with report card with targets to improve with comments from the teachers. This will be reviewed and signed each day by HT. A report can also be issued after 3 red cards.

**Covi-19 Addendum – parents of children on report will be contacted by the HT by telephone or at the school gate. They will be kept up to date on their child’s daily progress.**

8. Internal exclusion (the period of time to be set by the HT). If after being on report, the child continues to behave poorly at any time, they will miss all playtimes for that period set.
  - *Internal Exclusion can also be issued immediately by the HT.*
  - *If missing playtime, children will wait outside staffroom or office where they will be supervised.*

**Covi-19 Addendum – children who are internally excluded should always be placed where they can be supervised and in line with Covid regulations. This will be agreed with the HT.**

- *There are visual displays showing if any child is on a warning or yellow or red card or indeed green or gold - indicating that the majority of the class are behaving well. This allows children to see the possible consequences of further inappropriate behaviour and gives them a chance to improve.*
- *If a reprimand has not been served (e.g. if yellow card issued late afternoon), it will be served the following school day.*
- *All staff, including lunchtime supervisors can issue verbal warnings, yellow and red cards but should take into account that in the playground, the children will naturally be more “excitable” than in the classroom.*

After a yellow card or red card reprimand has been served, the class teacher or Head teacher will speak with the child to help them to reflect on what happened; to encourage and show confidence in the child’s ability to improve their behaviour and to move on.

Similarly, after being on report or internal exclusion, both the child and the parents will be debriefed by the Head teacher to allow all parties to move on in a positive way.

#### **4 Individual needs**

The School will make reasonable adjustments to the rewards, sanctions and managing strategies within this policy in order not to disadvantage pupils. This would apply to pupils with learning difficulties and disabilities and other pupils as their personal circumstances warranted it. This group of pupils may include those with diagnosed autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties. This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied “differently” but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil’s individual need, and under no circumstances will there be any tolerance for extreme or violent behaviour or threat (physical or verbal).

#### **5 Fixed Term Exclusions**

The Headteacher can and will issue fixed term exclusions of between half a day to five days for extreme cases of inappropriate behaviour when all other options have been exhausted. The parents will be informed of the reason beforehand and the Local Authority and Governors notified.

**Covi-19 Addendum – the Headteacher can and will issue fixed term exclusions for any child who behaves in a way that puts themselves or others in danger. Examples of these include:**

**Deliberately or consistently breaking the Covid social distancing rules put in place by the school**

**Deliberately or consistently refusing to comply when asked to adhere to social distancing rules**

**Deliberate or consistent acts which may harm other pupils and staff, such as coughing, touching or spitting at other person in close proximity**

## **6 Use of reasonable force**

All school staff have a legal power to use reasonable force. This should only be used as a last resort and for the purpose of preventing pupils hurting themselves or others; from damaging property; or from causing excessive disorder and distress to others. If there have been serious incidents involving the use of force, parents will be informed.

## **7 Pupil conduct outside of school gates**

The law states that “Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”. Teachers may discipline pupils for misbehaving when:

- taking part in any school-organised or school-related activity
- travelling to or from school eg. on a coach
- wearing school uniform or are in some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. Teachers should use their professional judgement in terms of sanctions in line with the school policy, for example a verbal

warning, time out, yellow card. The headteacher should be informed of any incident of pupil misconduct that has occurred off premises.

## **8 Clubs**

The school expects the same high standards of behaviour in after school clubs and the school behaviour policy applies to all aspects of school life.

## **9 Complaints**

If a pupil or parent has a complaint about sanctions or any other issues in this policy, they should firstly speak to the class teacher to resolve it and if they are not satisfied, they should speak to the Head teacher. If they are still unsatisfied then they should refer to the school's Complaints policy.

## **10 Monitoring**

This policy will be explained to pupils and shared with parents so everybody understands the expectations of the school. The policy will be monitored regularly and reviewed annually or when amendments are deemed necessary.

## **11 Review of Policy**

This policy is effective from March 2021 and the Governing Body will ensure the policy is reviewed after no later than two years.

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance.