

BEHAVIOUR AND REWARDS POLICY

Chapel en le Frith C of E VC Primary School

DATE AGREED	REVIEWED ON	NEXT REVIEW	COMMITTEE	MINUTE NO	SIGNED
12.10.09	05.05.15	T5 2018			
	10.05.18	T5 2021	Teaching & Learning	6	
	07.07.20	T5 2023	Full Governing Board	11.4	
	24.11.22	T2 2024	Full Governing Board	10.2	

This Policy must comply with section 89 of the Education and Inspections Act 2006
(<http://www.legislation.gov.uk/ukpga/2006/40/section/89>)

Chapel-en-le-Frith C of E VC Primary School

Behaviour and Rewards Policy

Aims of the Policy

We want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning.

Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning.

Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which pupils can learn and develop as caring and responsible people.

This policy is based on the principle that all members of the school community are expected to demonstrate respect for each other and their environment at all times. We aim to provide a positive atmosphere and learning experience for all pupils that will provide them with a broad educational and social foundation for life.

Guiding Principles

At Chapel Primary, pupils are expected to:

- Keep the school rules - Be Ready, Be safe and Show respect.
- Be polite at all times.
- To care for and take pride in the environment of the school.
- Be responsible for their own and the school's property.
- Conform to the school's dress code.
- To do their best and let others learn.
- To follow instructions from teachers and other staff.

Staff are expected to

- Implement this guidance consistently,
- To create a safe, stimulating environment in which all pupils can learn.
- To treat pupils and colleagues with consistency and respect at all times.
- Take responsibility for all pupils, whether they are on or off site, as well as for their own class or group.
- Ensure that parents and carers are kept fully informed about behaviour matters and are encouraged to work with school staff to deal with issues as they arise

Parents are expected to

- Co-operate with school to promote the positive behaviour of their child/children
- Ensure their children attend regularly and on time.
- Be aware of the strategies of the school and reinforce these at home.
- Promote good behaviour, politeness, courtesy, and consideration for others.
- Inform the school of any concerns that may affect the behaviour of their child

Positive encouragement and praise are vital elements in a successful behaviour policy. All members of the school community should feel valued and respected. All pupils should have the opportunity to

Chapel-en-le-Frith C of E VC Primary School

Behaviour and Rewards Policy

experience success and positive recognition, and must be supported to view themselves and others in a positive light.

Instances where unacceptable behaviour occurs will be dealt with promptly, in a calm manner using planned, proportionate, stepped interventions. Negative behaviour patterns should be challenged with positive expectations and role models. The focus of behaviour management should always remain with the specific instance and avoid unnecessary reference to previous misdemeanours; this will support pupils in changing behaviour patterns. Staff will use a 'fresh start' approach, once appropriate consequences have been applied following incidences of unacceptable behaviour.

Incentives to Positive Behaviour.

'Learning for Life' the Chapel Primary Way: **Be Ready, Be Safe and show Respect**

Our school's principles for behaviour sets out the rules, visible consistencies and relentless routines that all pupils and staff follow.

We recognise that clear structures and predictable outcomes have the best impact on behaviour. Good behaviour is recognised sincerely rather than just rewarded. Pupils are **praised publicly and reminded in private**.

However, we also understand that for some pupils, following our behaviour expectations are beyond their current developmental level. In this case, these pupils will have access to bespoke positive behaviour plans, which may include carefully targeted rewards and sanctions to reinforce positive behaviour.

Our Starting Point:

All adults in our school are responsible for the consistent modelling and reinforcement of the behaviour policy.

We will...

- Always redirect students by referring to 'Be Ready, Be Safe, Show Respect'
- Celebrate when pupils go above and beyond expectations
- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Relentlessly work to build mutual respect
- Know all our pupils well and develop positive relationships with them
- Focus on effort not achievement
- Be calm and give 'take up time' when using the planned, proportionate, stepped intervention pathway.
- Demonstrate unconditional care and compassion

Celebrating when pupils go above and beyond expectations

- Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act.

Chapel-en-le-Frith C of E VC Primary School

Behaviour and Rewards Policy

- The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.
- Pupils names will be moved onto recognition boards within the classroom when they have exhibited the target behaviour for that day or week.
- The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise.
- Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences.

The Principles behind our Rewards

- Recognition of good behaviour, achievement, attainment, kindness etc. come in a variety of different forms and are given by all members of our school staff.
- The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.
- Rewards must be attainable for all pupils and not just for a selected few.
- Rewards will never be taken away from a pupil.

Playground Buddies

Playground Buddies are pupils who have chosen to become an ambassador of the school to help and support pupils that may find lunchtimes tricky, by giving encouragement to play with them or others and resolving disputes which may have arisen. All positive and negative issues are fed back to the lunchtime Assistants at the end of each lunchtime.

Disincentives to Negative Behaviour

If a pupil breaks agreed rules or displays behaviour that is unacceptable, they will receive proportionate consequences or sanctions.

These must be proportionate to the specific circumstance and be applied consistently with regard to the level or nature of the behaviour displayed. It is important at all times to ensure that it is the behaviour that is challenged and not the nature of the individual's personality.

Persistent poor behaviour choices

As a school we recognise that behaviour is a way of communicating emotions. Where pupils persistently struggle to regulate their emotions, their class teacher will work in conjunction with parents/carers, SENDCo and the pastoral team to devise an individual support plan.

Serious behaviour incidents

Unsafe behaviours which put the pupil or others in their environment at risk will result in an instant additional sanction specific to the child and behaviour, which will be decided by the class teacher in conjunction with SLT. Such behaviours include violence (i.e. physical contact made with the intention to harm), persistent taunting, teasing and bullying behaviour, child on child abuse and sexual harassment.

Chapel-en-le-Frith C of E VC Primary School

Behaviour and Rewards Policy

These incidents will usually result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher/Pastoral Team at the end of the day. (Depending on the severity, this conversation may include the Head teacher or a member of SLT.) Every serious behaviour incident is recorded on CPOMs.

Monitoring

This policy will be reviewed every 2 years by the governing body. Regular monitoring of behaviour patterns and management is undertaken by all classroom staff and issues that require policy adjustments will be brought to the attention of the head as they arise. It is important for all members of the school community to support this policy and whenever individuals feel that the policy is not effective or appropriate this must be highlighted to the management team.

Links to other guidelines & policies

Guidelines on Physical Intervention (Restraint) from Derbyshire County Council Health, Safety & Wellbeing section
Anti-bullying Policy
PSHE Policy
Child Protection Policy