



REWARD AND SANCTIONS POLICY

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This policy is designed to link the schools overall aims/objectives to the agreed standards of behaviour expected within our school. It is vital that these standards are applied in a systematic and consistent way in order to have a positive impact on the internal and external learning environment.

This policy should be produced in such a way as to be clearly understood by ***all*** school staff, (teachers, support staff, lunchtime supervisors), pupils and parents.

The policy should strike a healthy balance between rewards and sanctions. Both should be clearly specified and be consistently applied. The recommended healthy balance is 3:1 in favour of rewards.

All staff should accept responsibility for putting the policy into practice and maintaining good behaviour throughout the school. They should model the types of behaviour expected in the school policy.

Personal Social and Health Education should be an integral part of the curriculum, providing opportunities for discussion and work on the behavioural aspects of school life. Likewise, assemblies should provide opportunities for the children to reflect upon social, moral and behavioural dilemmas, thus encouraging the pupils to take greater responsibility for their own actions and personalised learning. Implementation of SEAL throughout the school reinforces and works alongside PSHE.

EQUAL OPPORTUNITIES.

- The Policy takes into account the need to ensure equal opportunities and to eliminate discrimination of all kinds. Everyone in school should be encouraged to have a positive cultural identity which is in line with whole expectations of behaviour

AIMS

- To encourage appropriate behaviour rather than to simply punish inappropriate behaviour by providing a range of rewards for children of all ages and abilities. To encourage children to think about and make the right choices about their behaviour, while understanding how their behaviour contributes to school life, relationships, adult life and work.
- To establish clear procedures for dealing with and managing unacceptable behaviour, and ensure a consistent and positive approach throughout the school
- To praise and reward good behaviour, good work and good attitudes
- To anticipate problems before they occur by using SEAL approaches in a caring and sympathetic manner to achieve an improvement in behaviour

PRINCIPLES FOR BEHAVIOUR AT RUFFORD AND IN THE SCHOOL CHARTERS

We encourage everyone to abide by principles which are to:

- Respect themselves, other pupils and all adults in school
- Respect the school environment
- Respect each other's difference
- Respect that everyone comes to school to learn

- Show respect in the way we speak to others – not using derogatory, discriminatory or aggressive language
- Respect the safety of others

At Rufford we encourage *everyone*:

- To show pride in their work, show respect for themselves and in their appearance. Pupils should wear school uniform, and staff should abide by the dress code in the staff handbook
- To show respect for property (their own and other people's), and the environment in which they work
- To behave in a way that enables everyone to learn and the teacher to teach
- To respond immediately when being addressed and to be able to converse in a considerate manner
- To understand that we all have the responsibility to follow the school charter, and to accept that there are consequences if policy is not followed. Pupils need to accept responsibility for their actions.

REWARDS

- Smile/thumbs up (non-verbal)
- Praise - Clap, Well done
- Behaviour specific praise
- First out break/dinner time
- House points
- Letter/note home to parents from Class Teacher/Deputy Head/Headteacher
- Sticker/house points/postcard from senior staff
- Certificate of Achievement
- Praise assembly
- Headteacher's Award
- Star of the week

HOUSE POINTS SYSTEM

All children from Year 1 to Year 6 are divided into 4 house groups.

It should be noted that:

- House points can be awarded by any adult working in school
- They are awarded as a way of recognising the efforts/achievement/positive behaviour of individuals/groups of pupils
- They can be awarded for academic success, hard work or appropriate behaviour in school
- Under no circumstances should house points be taken from any pupil once they have been earned

Recording House Points

- House Points can be awarded in exercise books by using the symbol HP or verbally
 - Where appropriate, it should be stated (or the child told) what the House Point is for
- House points are symbolised by counters in the relevant house colour and collected in jars in the classroom.

CELEBRATING SUCCESS

- In Praise Assembly, House Point totals for the week will be given, and the main school display amended accordingly

REDIRECTIONS

(These to be displayed in pictorial form in the classrooms)

- Non verbal – “The Look”! (x2)
- Name used
- Quiet verbal reprimand by teacher
- Initials on the blackboard.
- 2 minutes off playtime
- Sent to Phase Leader

CLASSROOM REPRIMANDS

- Verbal reprimand by teacher
- Time out in classroom eg: move places, “thinking area”.
- 3 warnings , initials on the board, last out at break/dinner time
- Time out in another classroom
- SMT speak to child
- Class teacher to speak to parents (do this sooner rather than later – informally)

If problem is persistent/recurring

- Verbal warning by Deputy HT, HT
- Speak to parents informing them of the problem
- Involve parents with a daily report
- A meeting inviting parents to discuss the problem and establish a way forward e.g. referral to pastoral support team

For more serious behaviour, for example:

Verbal aggression/abuse, Physical aggression, defiant refusal to co-operate, confrontational body language:

- Immediate referral to member of the SMT if not available (incident recorded)
- Pupil withdrawn from classroom and parents informed of the incident and invited in to support a way forward.
- Decision made as to how pupils’ behaviour will be monitored and how parents will be informed eg:
 - Report Card - Daily (appendices ii and iii)
 - Weekly (appendix iv)
 - Diary - Daily
 - Weekly
- Behaviour tracking
- Individual Behaviour Plan/contract

The decision to exclude a pupil may be taken in the following circumstances:

- (a) In response to a serious breach of the school’s Positive Behaviour Management Policy
- (b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

Exclusion is an extreme sanction and is only administered by the Headteacher. Exclusion, whether fixed term or permanent may be used for infringements of the school's Policy, including, but not only:

- Verbal abuse to staff and others
- Physical abuse to/attack on pupils
- Damage to property
- Unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

At times the Headteacher will decide not to use the extreme sanction of an exclusion but will decide that a Pastoral Support Plan should be drawn up to try avoid an exclusion in the future.

Exclusion procedure

Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).

The DfE regulations allow the Headteacher to exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year.

The Governors have established arrangements to review promptly all permanent exclusions from the school and all fixed term exclusions that would lead to a pupil being excluded for more than 15 days in a school term or missing a public examination.

The Governors have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for more than five days but not more than 15 days in a school term where a parent has expressed a wish to make representations.

Following exclusion parents are contacted immediately where possible. A letter will be sent by post giving details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Governing Body and the Local Authority as directed in the letter.

A return to school meeting will be held following the expiry of the fixed term exclusion and this will involve a member of the Senior Management Team and other staff where appropriate. During this meeting a Support Plan will be drawn up, which will include a review date.

During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises, and that daytime supervision is their responsibility as parents/guardians.

Records relating to exclusions will be stored confidentially.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered:

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This could include persistent disruptive behaviour including bullying (which would include racist or homophobic bullying), assault on a member of staff or another pupil or repeated possession and/or use of an illegal drug on school premises.
2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:
 - Serious actual or threatened violence against another pupil or a member of staff
 - Sexual abuse or assault
 - Supplying an illegal drug
 - Carrying an Offensive Weapon (Offensive weapons are defined in the Prevention of Crime Act 1993 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him").

The school will involve the police for any relevant offences. These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the school.

General factors the school considers before making a decision to exclude

Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will:

- Ensure appropriate investigations have been carried out, which includes allowing the pupil to give her/his version of events.
- Explore the wider context, taking into consideration how much the incident may have been provoked (for example by bullying or by racial or sexual harassment).
- Consider all the evidence available to support the allegations taking into account the Behaviour Policy, Equal Opportunity and Race Equality Policies

If the Headteacher is satisfied that on the balance of probabilities the pupil did what he/she is alleged to have done, then exclusion will be the outcome.

BEHAVIOUR MONITORING

RUFFORD PRIMARY SCHOOL

GENERAL NOTES - PUPIL'S BEHAVIOUR

CHILD'S NAME:

CLASS:

DATE:

INCIDENT:

Signed

**RUFFORD PRIMARY SCHOOL
BEHAVIOUR MONITORING
DAILY REPORT - EXAMPLE**

This form should be completed by a member of staff when the pupil meets or exceeds expectations. It should be left blank if our expectations are not met.

Name:

Class:

Date:

SESSION	COMMENTS	NAME	SIGNED
Session 1			
Assembly/Hymn Practice			
10.20 – 10.35 Playtime			
Session 2			
10.35 – 12.00			
Dinner Time			
1.00 – 2.10			
2.20 – 3.15			
OVERALL COMMENTS			
PARENTS COMMENTS			