



Behaviour – Rewards and Sanctions Policy

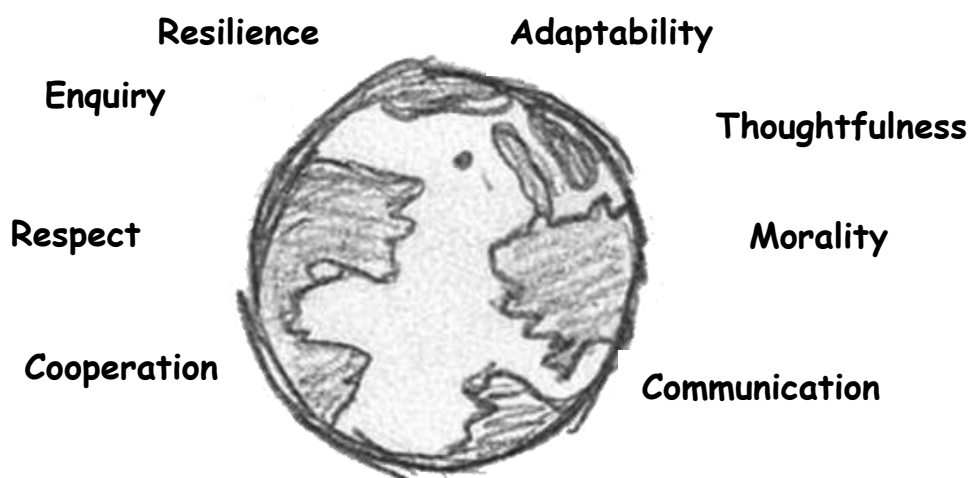
VISION STATEMENT/ SCHOOL AIMS

At Boothferry Primary School our multi-cultural community places family at its core.

Our innovative, international curriculum provides opportunity and experiences that enable our children to become ambitious, resilient learners.

All members of our school community aspire to achieve their full potential. This ensures that all children make the best possible progress from their starting points and are supported to achieve high level academic skills.

We recognise and appreciate our responsibilities for ourselves and the wider world.



OVERVIEW

Good behaviour is central to all we do in this school. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. School rules will be followed by all and rewards and sanctions will be used to underpin and reinforce good behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners.



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AIMS

1. To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help children lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To build a school community which values kindness, care, good humour, good temper, obedience and empathy for others.
5. To use good behaviour to promote community cohesion.

STRATEGIES

1. Good behaviour will be promoted at all times by staff and learners.
2. All will be taught to treat others well and their behaviour will reflect this.
3. All staff will set and expect high standards of behaviour both in lessons and at all other times they are with children.
4. Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
5. Rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour.
6. Each member of staff is held to be responsible for the good behaviour of the children in their care.
7. Where a member of staff is experiencing a behaviour issue or problem they will discuss it with the member of senior management that has responsibility for their key stage. (EYFS/KS1 Assistant head. KS2 Deputy Head) This may also include members of the nurture team.
8. The headteacher will involve parents at an early stage where a learner is experiencing problems with behaviour.
9. When there is a serious problem with a learner's behaviour, the headteacher will, where appropriate, involve outside agencies.
10. In extreme cases, a learner's bad behaviour or failure to respond to help, support and other sanctions may result in the child being excluded from school by the headteacher in accordance to the Local Authority Children's Service Exclusion and Suspension Guidelines.

OUTCOMES

- This policy will promote the positive ethos of the school.
- It will ensure that children and staff are happy and that they enjoy coming to school.
- It will underpin excellent teaching, learning and progress.
- It will promote the high standards and high expectations set out in the school's aims and rules of conduct.
- It will be used to promote community cohesion.



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Team points

Children are put into the house groups. When a child has completed a good piece of work or displayed good behaviour in the classroom or playground, 'Team points' can be awarded to that child's team. This system has been devised to encourage good behaviour and hard work.

At the end of the week, team points are collected from each class and results are announced in Friday's good work assembly.

Good to be green

Purpose

Good to be Green is in place across the school. It is designed to enable teachers to positively reinforce good behaviour. It rewards consistently good behaviour over time, stickers and certificates are awarded weekly and termly.

Process

Every child begins every day 'green' and should aim to be 'green' at the end of the day. A child may move to 'amber' if the teacher deems that the pupil has made some bad choices, after at least one warning.

After moving to 'amber' children should be given the opportunity to move back to 'green' with clear instructions of how to achieve this.

More serious incidents can automatically move a child to 'red'. This is recorded and followed up on C-POMS. Parents are to be informed via text message within 24hrs if a child has been placed on Red and asked to meet with the teacher.

For more serious incidents senior management will be called via radios.

Key staff have been appropriately trained in Team Teach strategies.

Incidents are always followed up and day to day practice is amended, if necessary.

Age appropriate rewards will be applied for being Green all week, using the 80% rule.

School Rules

Each class will develop their own class charter at the beginning of the year which sets out expectations of behaviour. Where this falls short, senior management will work with the



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group concerned. School expectations will be reinforced and celebrated regularly in Whole School Assemblies.

Pupil of the week

Each week, every teacher nominates their Pupil of the Week. This pupil will receive a postcard, via the Royal Mail outlining why they have been chosen. Pupils and parents feedback on this has been very positive.

Review at Staff meeting 07/09/15

Review at Staff meeting 09/09/17

Amended and adopted by Governors FEB 23