



**HALE CE**  
PRIMARY SCHOOL

# BEHAVIOUR REWARDS & SANCTIONS POLICY

*H*ear of the Community

*A*ccepting everyone

*L*ove of God and neighbour

*E*xcellence for all

Signed -----

Date-----

Signed -----

Date-----

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring, Christian community, whose values are built on mutual trust and respect for all. The school behaviour 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.

### **Overview**

Good behaviour is central to all we do in Hale CE Primary. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life, including outside of school, where children are clearly identifiable as Hale CE Pupils, i.e. they are wearing school uniform or taking part in learning outside the classroom. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school "Golden" rules will be learnt and followed by all and the Reward and Sanctions Policy 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. Partnerships with parents will promote this policy

**At Hale CE Primary we will always consult relevant up to date guidance from DFE. The current related guidance is Behaviour and Discipline in Schools - A guide for Head Teachers and School Staff January 2016. We have also consulted Advice for school leaders published by NAHT January 2017 and DFE guidance March 2017**

#### **Legislative links**

- Education Act 1996
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Amended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012

#### **Associated resources**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in pupils.  
<https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

## Objectives

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 and British values.

## Strategies

- The school rules will be promoted at all times by staff and learners.
- All will be taught to treat others well and their behaviour will reflect this.
- All staff will model and set and expect high standards of behaviour both in lessons and at all other times they are with children.
- Children will be taught to be polite, respectful, well-mannered, obedient and well-behaved.
- The rewards and sanctions will be used sensitively and sensibly by staff to encourage and promote good behaviour. (See Rewards and Sanctions)
- Each member of staff is held to be responsible for following the school policy to ensure the good behaviour of the children in their care.
- Where a member of staff is unable to cope with a behaviour issue or problem they will discuss it with the Assistant Head/Head teacher to suggest an appropriate strategy of help and support.
- The school will involve parents at an early stage where a learner is experiencing problems with behaviour.
- When there is a serious problem with a learner's behaviour the school will involve appropriate outside agencies. The school is aware that some behaviour may indicate other problems such as safeguarding concerns, including risk of FGM, and will refer any concerns to appropriate agencies
- 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 head teacher in accordance with the Local Authority Children's Service Exclusion and Suspension Guidelines.

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## Roles & Responsibilities

### **Class teacher**

The Class teacher has high expectations of behaviour of the children in their class and other children throughout the school. They are responsible for ensuring that the Golden rules are followed in their class and that the children in their class behave in a responsible manner during lessons. They follow the rewards and sanctions policy and will seek support from the Assistant Head or Head teacher if serious misbehaviour is not responding to normal classroom sanctions.

## **Support staff**

Support staff (including welfare staff) must also have high expectations of the children in their class and other children throughout the school. They are responsible for supporting children to follow the Golden rules and to behave in a responsible manner during lessons. They follow the rewards and sanctions policy and will seek support from the class teacher if serious misbehaviour is not responding to normal classroom sanctions.

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## **Headteacher**

The Headteacher is responsible for implementing the school behaviour policy consistently throughout the school, and to reporting 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 the children in the school. (Related legislation - Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006,).

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.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified. If at all possible, the headteacher will warn the parents of any child liable to be excluded for persistent, serious acts of misbehaviour that their child is in danger of exclusion - usually by letter informing the parents that their child is 'courting exclusion'. This is a final warning stage that is appropriate for instances of persistent misbehaviour, but may not be appropriate for extremely serious incidents where immediate exclusion would be necessary.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DFE guidance Use of reasonable force: Advice for headteachers, staff and governing bodies July 2013 (Related legislation - Education Act 1996, School Standards and Framework Act 1998, Education Act 2002, Education and Inspections Act 2006)

All members of school staff have a legal power to use reasonable force to

- Prevent pupils injuring themselves or others
- Damaging property
- Causing disorder

The use of force as punishment is unlawful and will not be used. Any use of physical intervention is based on a necessary, proportionate and reasonable response to prevent pupils hurting themselves or others, from damaging property or causing disorder. The school will report any serious incidents involving the use of reasonable force to parents/carers. The school will make reasonable adjustment when using reasonable force in response to the behaviour of pupils with special educational needs or disabilities.

## **Parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school information, and we expect parents to read these and support them.

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.

If the school has to use reasonable sanctions to punish 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 or headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **Governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **Fixed-term and permanent exclusions**

This policy follows the guidance contained in

<https://www.gov.uk/government/publications/school-exclusion>

Only the headteacher (or the acting headteacher) has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently.

If the headteacher excludes a pupil, 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.

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.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a hearing committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.

If the governors' hearing committee decides that a pupil should be reinstated, the headteacher must comply with this ruling.

If applied for by parents within the legal time frame, the local authority or (in the case of an academy) the academy trust must, at their own expense, arrange for an independent review panel hearing to review the decision of a governing body not to reinstate a permanently excluded pupil.

### **Monitoring**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The headteacher records those incidents where a child is sent to her on account of bad behaviour, or where a serious incident is reported. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors report the details of any incident to the class teacher. The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

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.

### **Action in Respect of False Allegations against staff**

False/malicious allegations against staff are rare and may be a strong indicator of abuse elsewhere which requires further exploration. If an allegation is determined to be false, the school, in consultation with the Local Authority Designated Officer should refer the matter to Children's Social Care to determine whether the child is in need of services, or might have been abused by someone else. If it is established that an allegation has been deliberately invented, or is malicious, the headteacher will follow the Allegations against Adults policy.

## REWARDS AND SANCTIONS

At the start of the year each class teacher will discuss their class rules, adapting them to the needs of their particular class. The rules roughly correspond with the following ideals and act as a touchstone for children and adults to remember the sort of behaviour we expect.

- I will respect other people, by showing them kindness, thinking about their feelings and being polite and well mannered.
- I will respect other people's property, and will take care of the whole school environment.
- I will make sure that my work in school is always my best.
- I will give all the other children the chance to achieve in school, by acting responsibly in class and respecting other people's needs.

A copy of the staff guidelines on the behaviour strategy can be found at the end of this policy. It is shared with all new staff, trainee teachers and volunteers. There is also a copy of the flyer sent to Parents at the start of each school year.



## Rewards



Reward	Notes
Teachers congratulate children verbally and write name on board under the happy face. Further "good" behaviour results in ticks next to the names of children.	Should be done frequently - there should be more praise than censure. Names can be put on the happy side by staff other than the class teacher and it is particularly important that all staff use this system consistently.
Good work is recognised in books by stickers/stampers or public praise	Especially good work is recognised by a note home from a praise pad
Star/Child of the Day	Given to children who have been really well behaved, eager to learn or markedly better than usual.
Dojo Points are awarded for a range of good behaviours such as politeness, helpfulness, representing the school, having PE kit, reading at home, doing homework, being in Gold book or Star of the day, having the most ticks on the happy side, good presentation, etc. Some weeks we will focus on giving merits for smart uniform, punctuality & attendance.	Dojo points are displayed on the interactive board in each classroom and are shared with parents via Class Dojo. They are given to encourage good behaviour and can be given by any staff in school.
<u>5 Rs</u> Rewards are given for independent learning skills - Resilience, Responsibility, Resourcefulness, Reasoning, Reflectivity.	These rewards are recorded on the Class Dojo and shared with parents
Teachers nominate two pupils each week to have their name mentioned in the "Gold Book" plus a reader/ writer or mathematician of the week.	These children are given a certificate at a Gold Book assembly. The names of all the gold book or reader/writer/mathematician of the week children are recorded in the weekly newsletter.
Post cards home are sent by the Headteacher periodically	These are awarded to children who have been particularly hard working or successful during the half term.





## Sanctions



Sanction	Notes
Teachers remind children verbally that their behaviour is unacceptable and write name on board under the sad face. Further "bad" behaviour results in ticks next to the names of children.	There should be more praise than censure, but poor behaviour, including low level disruption, inattention, distracting others etc must not be ignored. Names can be put on the sad side by staff other than the class teacher and it is particularly important that all staff use this system consistently. NB. Children can have their names on the sad and happy side at the same time. They can't have their names rubbed off the sad side
"Detention" Children whose names are on the sad side with 2 ticks miss a playtime (There are a number of children who have an individual behaviour plan)	Children miss a playtime and spend the time outside the staff room. Staff take it in turn to supervise detention at playtime. Names are put in a Detention Book. After 4 detentions a letter may be sent home. It is important for Class teachers to know when a letter is sent home. Children who have been in detention more than 4 times will be brought to the attention of the Headteacher who will decide if parents need to be called into school to discuss behaviour. It is also used for children whose behaviour has been extremely poor and need to be removed from the playground for their own or the safety of the other children
Individual behaviour plans	Some children have individual behaviour plans with specific targets and sanctions which have been planned carefully by the class teacher and SENCO
Incomplete/unacceptable work	Children should be encouraged to finish work and take care with presentation at all times. If a child refuses to do their work they can be kept in at playtime to finish it. If children repeatedly refuse to finish work then it should be photocopied and sent home with a note to parents asking them to supervise the completion of the work at home. A similar approach can be taken with work that is well below the expected standard of presentation because of carelessness.
Contacting Parents	The class teacher may contact a parent if there are concerns about the behaviour or welfare of a child in their class
Exclusions/involvement of outside agencies	See earlier in policy

### **Outcomes**

This policy will promote the excellent 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 plans for ongoing development and the school's mission statement. It will be used to promote community cohesion

### **Review**

The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if necessary

## HALE CE PRIMARY BEHAVIOUR POLICY



### GUIDE TO STAFF

Everyone at Hale CE Primary has high expectations of behaviour. As adults we treat children fairly and with respect and we expect the children in our school to treat each other and all adults with respect, whatever their role in school.

All staff including teachers, support staff, learning mentors, trainees, welfare staff and volunteers should always use praise consistently and regularly to reinforce good behaviour.

All classes need to have very clear settling strategies for children when they come into class in the morning, after playtimes, after dinner and after doing activities in the hall e.g read a book quietly, practise spellings, maths problems, mental maths practice etc. It is important that children are given time to settle so that the classroom atmosphere is calm.

Unfortunately, there are pupils who find it difficult to settle quickly and there are children whose low level disruptive behaviour slows the pace of lessons and can lead to a lot of wasted teaching and learning opportunities and there are children who don't behave as well as they should do when they are less closely supervised at playtime and lunchtime.

 Teachers congratulate children verbally and write name on board under the happy face. Further "good" behaviour results in ticks next to the names of children.	Should be done frequently to encourage good behaviour and reinforce high expectations. Names can be put on the happy side by staff other than the class teacher and it is particularly important that <b>all staff</b> use this system consistently. At the end of the day, the smiley face should have the most names. Children with the most ticks should be rewarded.
 Teachers remind children verbally that their behaviour is unacceptable and write name on board under the sad face.	Although we try to use praise, poor behaviour, including low level disruption, shouting out, disturbing others, throwing things, inattention etc <b>must not be ignored</b> . Names can be put on the sad side by staff other than the class teacher and it is particularly important that all staff use the same system.
Further "bad" behaviour results in ticks next to the names of children. If a child has their name on the sad side with 2 ticks they will miss the next playtime	NB. Children can have their names on the sad and happy side at the same time. They can't have their names rubbed off the sad side. Detention at playtime will be supervised by HT or teaching staff on a rota basis. Names will be recorded in the Behaviour Book which will be kept in the Staff room.
Inappropriate or aggressive behaviour results in "red Card" instant detention, removal to another classroom or to see Assistant Head or Headteacher.	It is never acceptable for children to refuse to do as they are told by adults, or to swear or use intimidating or inappropriate behaviour towards other children or adults. <b>It must not be ignored. Parents need to be informed of such behaviour at the end of the day.</b>
After 4 detentions a letter may be sent home to parents	Head will monitor the Behaviour Book and send letters home to parents. A copy of the letter will be given to the Class teacher.
Further detentions will result in a letter from the Headteacher and a request for parents to come into school to discuss behaviour.	At this point the parents of the child may be asked to come into school to discuss behaviour problems and an individual behaviour plan may be put in place or some other support as appropriate.
Dojo points are awarded. Dojo Charts are displayed in class and shared with parents.	Awarded for good behaviour, good work, good presentation, good behaviour, being polite, helping others, remembering PE kit, reading at home, doing extra work at home, representing the school, being in Gold Book or Star of the Day, etc

ALL STAFF NEED TO FOLLOW THE SAME STEPS IN THE CODE OF BEHAVIOUR. THE CHILDREN NEED TO KNOW EXACTLY WHAT TO EXPECT AND THE CODE OF BEHAVIOUR SHOULD BE DISPLAYED IN CLASSROOMS.



## Rewards



Every day teachers give lots of verbal praise and encouragement. They also write names on the board under a happy face. Further "good" behaviour results in ticks next to the names of children. Children with the most ticks on the "happy side" may receive stickers or stars at the end of the day.

Stickers These are given for good work/behaviour.

Star of the Day - Special Certificates/stickers are given out by teachers on a daily basis to celebrate excellent work, effort or behaviour.

Dojo points are awarded for good work, good presentation, good behaviour, being polite, helping others, remembering PE kit, reading at home, doing extra work at home, representing the school, receiving a Gold wristband or Star of the Day, etc. In the Awards Assembly the winning house is announced. Children in a winning house get a reward.

Awards Assembly - Teachers nominate two pupils each week to have their name mentioned in the "Gold Book" and receive a wristband/certificate/sticker.

Work of the week - awarded in the Awards Assembly for excellent work in writing, reading or maths or excellent presentation of work.

Headteacher's Awards - a post card is sent home on occasions to children who have been nominated for excellent effort, attainment and/or behaviour.



## Sanctions



Teachers remind children frequently of behaviour expectations. If children persist in poor behaviour their names are written on board under the sad face. Further "bad" behaviour results in ticks next to the names of children. Children with a name and 2 ticks on the sad side will miss a playtime and have their names recorded in the Behaviour Book. If children are frequently missing playtimes because of misbehaviour a letter will be sent home and parents may be asked to come into school to discuss their child's behaviour.

In upper KS2 bad behaviour may result in a "red card" for children. If children receive a red card they may be sent to work outside of the classroom, they may miss more than one playtime or they may be sent to the Head or Assistant Head. Parents/carers may be spoken to at home time by their class teacher. In the most extreme circumstances, a child's parents may be sent for during the school day.

A small number of children have an individual Behaviour Plan, which sets behavioural targets. It is filled in daily and is seen every day by parents and monitored by staff.

At Hale CE Primary we use exclusion (temporary or permanent) as a final measure, only in the most extreme circumstances; should a child be coming close to exclusion for persistent misbehaviour, we would discuss this with parents/carers and wherever possible, issue a 'courting exclusion' letter before excluding a child.

## Hale CE Primary Golden Rules

Within school we have 4 golden rules, which act as a touchstone for children and adults to remember the sort of behaviour we expect. These 4 rules are:

- I will respect other people, by showing them kindness, thinking about their feelings and being polite and well mannered;
- I will respect other people's property, and will take care of the whole school environment;
- I will make sure that my work in school is always my best;
- I will give all of the other children the chance to achieve in school, by acting responsibly in class and respecting other people's needs.

### “Respect”

Respect is an important part of this - and we always try to encourage children to respect other people, their property and themselves.

#### The Home-School Partnership

As with everything else, it's easier to develop good behaviour if children are getting the same messages at school and at home - which is why we value your support so much in helping us to make sure that our children are all

**SAFE**  
**HAPPY**  
**SUCCESSFUL**



# HALE CE

## PRIMARY SCHOOL

At **Hale CE Primary** we want every child to be safe, happy and successful, which is why we have a Behaviour Policy, to make sure that the rewards and sanctions we use encourage children to do well in school and be the best they can be.

Over the page you'll see a list of all of the rewards that we use in school - and 99% of the time we are able to praise and encourage children and celebrate their excellent work and behaviour. Unfortunately, there are times when some children's behaviour lets them down. We don't accept bad behaviour in school, and our list of sanctions enables us to deal with instances of unacceptable behaviour, including low level disruption so that everyone can be safe, happy and successful at **Hale CE Primary**.

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