

# Rolvenden Primary School



## Behaviour and Rewards Policy

Policy Control	
Responsible Person:	Sam Crinnion Co-Headteacher, SENCo Esme Thomas Deputy Headteacher Ellen Jones
Responsible Governor Team:	
Date of issue & Approved by Governors:	November 2018
Date due for Review:	November 2019
Other relevant documents to read be in conjunction with this policy:	<ul style="list-style-type: none"><li>• Teaching and Learning Policy</li><li>• SEND Policy</li><li>• Safeguarding and Child Protection Policy</li><li>• Staff Code of Conduct</li><li>• Home School Agreement</li></ul>

**Our school policies are written with the objective of continuously improving our school and realising our school's vision:**

Rolvenden Primary School is a small school that makes a big difference by providing a nurturing learning environment where every child matters. Our school's core values of CREATE: ***Creativity, Resilience, Engagement, Aspirations, Teamwork*** and ***Enjoyment*** encapsulates our ethos to enable every child to flourish, develop as an individual and CREATE a confident, life-long-learner and become a responsible member of the community and wider world in which they live in.

At Rolvenden Primary School we believe good behaviour is the basis of all learning. Our behaviour and rewards policy has been created to enable children to develop positive behaviour management. These are a set of skills and strategies which will enable them to become responsible citizens, taking responsibility for the choices they make within the learning environment, across the school and as a member of the community in which they live. The well-being and social development of our children is key to developing these strategies and something that all staff at Rolvenden believe is paramount.

We believe that our behaviour policy should not just be a set of rules but more a consistent code of conduct where good behaviour is expected, highlighted and rewarded and poor behaviour is identified and modified through clear guidance, support and where necessary sanctions. This policy should be applied fairly, in partnership with parents and with transparency for ownership by all. We firmly believe that:

- ✓ Every pupil has the right to learn
- ✓ Every teacher has the right to teach

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends on trusting relationships and co-operative teamwork from all members of the school community.

The Teachers Standards identify that all teachers should manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good courteous behaviour both in classrooms and around the school in accordance with the school's policy
- Have high expectations of behaviour and establish a framework a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly
- Manage classes effectively using approaches with an appropriate to pupil' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

The aim of our Behaviour and Reward policy is to:

- Ensure all children are safe and happy to learn within an environment of mutual respect
- Ensure a safe, caring and happy school with clear expectations of good behaviour for learning
- Ensure a clear and consistent whole school approach where appropriate behaviour and language is used across the school

- Ensure parents are informed about their child's behaviour, both positive and negative and where appropriate work in partnership with the school to support their child's behaviour management
- Provide a system of rewards to encourage and promote good behaviour and to try to change undesired behaviour
- Ensure that learning time for all children is maximised and is not disrupted
- Safeguard the children from incidents of bullying and create a culture where children know what is right and wrong

The use of positive praise is encouraged throughout the school and modelled by the all members of staff. At Rolvenden Primary School we value the importance of highlighting the good behaviour through effective and positive use of voice, body language and rewards. We also recognise the importance of the role sanctions play within behaviour management to support children in learning how to modify behaviour.

All adults within the school are responsible for ensuring that behaviour standards are high at all times and should refer to green zone (KS2) / sunshine (FS/KS1) behaviour regularly to promote the high expectations of behaviour from all children.

Staff should ensure they are:

- Working as a team to support and encourage each other
- Communicating incidents both positive and negative directly with parents and carers on the same day, where appropriate sharing this with SLT
- Ensure that all behaviour incidents follow the set procedure (see zone board) with teaching staff being fully responsible for ensuring that all behaviour issues are dealt with themselves unless behaviour becomes extreme or violent
- All behaviour incidents are logged by the person dealing with the incident on a behaviour observation form. These are then regularly monitored using the behaviour tracking system
- Providing a well-ordered environment in which all are fully aware of behavioural expectations
- All staff to conduct themselves as per the school code of conduct
- Respecting each other's rights, values and beliefs
- Fostering and promoting goodwill and a sense of belonging in the community

- Offering equal opportunities in all aspects of school life and recognise the importance of different cultures
- Encouraging, praise and positively reinforce good relationships and behaviour. Rejecting harassment in any form

In discussion with the children and staff we have created the following school rules:

## **Rolvenden Primary School**

### **Rules**

**Creativity, Resilience, Engagement, Aspirations, Teamwork, Enjoyment**

**Be honest**

**Do our best**

**Do as we are asked**

**Keep our hands and feet to ourselves**

**Look after our things**

**Listen carefully**

**Be kind and respectful**

All children should know, understand and demonstrate these rules when at school. Posters of these rules are displayed in the classrooms and around the school grounds as aide memoire.

Displayed alongside the poster of the school rules is a copy of the rewards and sanctions zone chart.

A zone approach system is used by all staff to maximise the amount of time that is spent learning in the classroom. The behaviour policy is designed to ensure that teachers have procedures that allow them to treat children fairly and consistently ensuring that all children are supported back to the green zone quickly. In FS and KS1 the zones are represented by the Sunshine System.

Zone	Criteria	Procedure	Lead												
<b>Gold</b>	Consistently outstanding behaviour; Personal best achievement in an aspect of behaviour or behaviour for learning.	Teachers /TAs identify children consistently demonstrating exemplary behaviour and are presented with a Gold Certificate and Gold Star badge (wear for the day) in Celebration Assembly at the end of each week.	SLT												
<b>Silver</b>	Act of kindness and politeness; Making good choices about their behaviour in difficult situations; Encouraging others to make the right choice; Sustained effort in behaviour management	Teachers/ TAs identify children consistently demonstrating excellent Silver Zone behaviour and are presented with a Silver Super Star badge in classroom that they can wear for the day.	CT												
<b>Green</b>	Displaying good classroom behaviour and behaviour management around the school.	General verbal and visual praise for being in the green zone, thumbs up, feedback to parents; can be linked to class rewards such as marbles in jar. Sunshine stickers in FS/KS1 for those in this zone at the end of the day in. Green star stickers for KS2.  House point awarded for green behaviour around school and at playtime.  At the end of every week all children that have stayed on green or above for the week receive an end of week treat.15 minutes in hall at the end of the day,2.45 till 3pm  All children who have achieved Green zone behaviour or above for the whole term achieve a 'Great to be Green' certificate at the end of each term. These are presented in the end of term celebration assembly. All these children receive an extra special end of term treat.	CT												
<b>Orange</b>	Infringement of the school rules, if the child's behaviour is in the orange zone once in the course of a week, this is a time for reflections on their behaviour choices and an opportunity to go back to green.  If a child visits the orange zone more than once in the course of a week, they miss out on the end of week treat.  This is recorded on a behaviour chart within the classroom to monitor times in orange.	5-15 minutes working in isolation within the classroom; if this occurs on the playground, the child will have 5-15minutes out by the wall.  <b>Adult conferencing about choices needed to be made to get back to the green.</b>  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 33%; text-align: center;">No change in timed session</td> <td colspan="2" style="text-align: center;">Escalation</td> <td rowspan="2" style="width: 33%; text-align: center;">Positive change  Return to green zone</td> </tr> <tr> <td style="text-align: center;">Minor</td> <td style="text-align: center;"><b>Major incidents only</b></td> </tr> </table>	No change in timed session	Escalation		Positive change  Return to green zone	Minor	<b>Major incidents only</b>	CT						
No change in timed session	Escalation			Positive change  Return to green zone											
	Minor	<b>Major incidents only</b>													
<b>Red</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><b>A</b></td> <td style="width: 50%; text-align: center;"><b>B</b></td> </tr> <tr> <td>Persistent infringement of rules or minor escalation from amber.</td> <td>Physical or verbal aggression and/or damage to property with intent.</td> </tr> </table>	<b>A</b>	<b>B</b>	Persistent infringement of rules or minor escalation from amber.	Physical or verbal aggression and/or damage to property with intent.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"><b>A</b></td> <td style="width: 50%; text-align: center;"><b>B</b></td> </tr> <tr> <td>15 minutes in another suitable room.  If improvements are not made, an internal exclusion will be given.</td> <td>Member of SLT called:   <ul style="list-style-type: none"> <li>Parents informed</li> <li>Think sheet</li> <li>Remain out of class until calm/ agreed time.</li> </ul> </td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>C</b></td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>If behaviour has escalated beyond safe boundaries for staff and children, SLT to implement exclusions hierarchy plan (EHP)</b></td> </tr> </table>	<b>A</b>	<b>B</b>	15 minutes in another suitable room.  If improvements are not made, an internal exclusion will be given.	Member of SLT called:  <ul style="list-style-type: none"> <li>Parents informed</li> <li>Think sheet</li> <li>Remain out of class until calm/ agreed time.</li> </ul>	<b>C</b>		<b>If behaviour has escalated beyond safe boundaries for staff and children, SLT to implement exclusions hierarchy plan (EHP)</b>		CT – CT  (A)  SLT  (B / C)
<b>A</b>	<b>B</b>														
Persistent infringement of rules or minor escalation from amber.	Physical or verbal aggression and/or damage to property with intent.														
<b>A</b>	<b>B</b>														
15 minutes in another suitable room.  If improvements are not made, an internal exclusion will be given.	Member of SLT called:  <ul style="list-style-type: none"> <li>Parents informed</li> <li>Think sheet</li> <li>Remain out of class until calm/ agreed time.</li> </ul>														
<b>C</b>															
<b>If behaviour has escalated beyond safe boundaries for staff and children, SLT to implement exclusions hierarchy plan (EHP)</b>															

Please note: **If a child has been on the RED zone, they cannot have their named moved above 'green behaviour' in the same day.**

Appropriate provision will be put in place and reviewed regularly for children who persistently make the wrong behaviour choice. This may involve working with outside agencies.

Parents will be kept informed about their child's behaviour through discussion with the class teacher. Class teachers must inform parents of any incidents where a child's name has been moved to the 'red' zone including where it has reached the point where behaviour has been extreme and SLT have become involved, unless otherwise directly by SLT.

However, it is vitally important that communication with parents should be built on positive discussions and stickers that are given daily. Understandably, no parent wants the only conversations with their class teacher to be about negative aspects of their child's behaviour. Collaborative discussions that focus on next steps and possible support enable the child to succeed. If required, a behaviour plan can be put in place with support from the SENCO.

Class room staff will be available at the start and end of the day for quick communication, or to book in a further meeting date.

We adopt Team Teach principles; a recognised strategy to use positive handling techniques should a child's behaviour become so aggressive that there are in danger of hurting themselves, others, committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility), causing damage to property, engaging in any behaviour prejudicial to maintaining good order and discipline at our school or among our pupils. Any form of restraining techniques used should be reasonable, proportionate and necessary. Any physical intervention must be in the best interests of the child.

All restraints will be recorded using the serious incident report form by all staff involved.

Parents will always be informed if any Team Teach techniques are used. In some cases, it may become necessary for a child to have a personal support plan should this be regular occurrence. Parents will be supported and consulted throughout this process.

If behaviour has escalated beyond safe boundaries for staff and children, SLT will follow the Exclusion Hierarchy Plan (EHP), as shown in Appendix A.

## **Appendix A: Exclusion Hierarchy Plan (EHP)**

### **Internal Exclusion**

If after persistent infringement of school rules or adult request, a pupil may be requested to spend a period of time in Internal Exclusion (usually 0.5 of a day). The pupil will need to work in an agreed location (buddy classroom) and work independently and quietly to complete any missed work. Failure to complete the work set, will need to be completed at home before returning back to class.

SLT will inform parents and an Internal Exclusion letter will be issued.

Internal Exclusion will be implemented for;

- Persistent refusal to engage with learning despite 'Orange' choices and 'time out' in buddy class (red behaviour.)
- Physical Altercation/ aggressive language (red behaviour). A play plan may be required at this point.
- Persistent disruptive behaviour. Constant refusal to follow adult instructions and not keeping themselves safe. If a child refuses to follow instruction, it may be deemed required to enforce a short term exclusion.

If after a period of time (1 week) enforcing a play plan, the pupil's behaviour at lunchtime has not improved. The pupil may be sanctioned with a lunchtime exclusion.

### **Lunchtime exclusion:**

A pupil may be asked to leave the site during lunchtime if a play plan has not resolved behaviour issues.

### **Short Term exclusion:**

If a child is at risk or hurting themselves, others or damages property or physically hurts a member of staff then a short term fixed exclusion may be required.

A member of SLT will contact parents and carers, and a letter will be issued.

### **Long Term exclusion:**

Should the school, parents and external support agencies fail to resolve the behavioural difficulties of a child then the Headteacher may decide to exclude a child from the school initially for a fixed period but if the problem cannot be resolved, permanently. Parents will be informed of any exclusion and will be invited to a further meeting and notified of the reason for the exclusion in writing. A written record of the discussion by parents and school will be made for both parties.

Any employed adult on site is authorised to physically intervene to prevent children injuring themselves or others, committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility), causing damage to property, engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils.

**All** adults within the school are responsible for ensuring that behaviour standards are high at all times and any inappropriate behaviour should be challenged. Should staff feel they need support when challenging pupil behaviour where all other interventions have been unsuccessful then a member of the SLT can support where appropriate.

This policy should be read in conjunction with the Kent Exclusion Guidance 2016



Kent-LA-exclusion-guidance-for-schools-ar

**Reduced Timetables:**

In very exceptional circumstances, where the needs of a pupil require need re addressing, it may be reasonable for schools to consider placing a pupil on a reduced timetable for a short period. As the pupil's ability to cope improves, unmet needs are addressed and the offer is adapted, the pupil would be re-integrated quickly into full-time education.

See full guidance

[http://www.kelsi.org.uk/data/assets/pdf\\_file/0005/58253/Guidance-for-schools-on-the-use-of-reduced-timetables.pdf](http://www.kelsi.org.uk/data/assets/pdf_file/0005/58253/Guidance-for-schools-on-the-use-of-reduced-timetables.pdf)