



## Rewards and Behaviour Policy

*'Learning to Live, Living to Learn'*

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### Introduction

This document is a statement of the aim, principles and strategies for behaviour at Hartlip Endowed Church of England Primary School.

All policies are governed by our Christian School Values which were chosen by all members of the school community: Trust, Forgiveness, Friendship, Thankfulness and Peace. These values underpin the daily diet of the whole school community.

- All members of the school community are **trusted** by all those within the school community to deliver the very best for the children in all that they do
- Things will go wrong. There is a quiet acceptance of this deployed throughout the school and the opportunity to move on and learn from this, demonstrated through the value of **forgiveness**.
- All members are **thankful** for the community to which we belong and demonstrates this accordingly
- We learn in **peace**. We accept that we all learn in different ways and have different needs that require accommodation
- We learn in **friendship**; supporting each other to achieve to our very best potential at all times.
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In addition, we have one rule to add to our School Christian Values: we keep our hands and feet to ourselves.

### Purpose of the Policy

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

This policy is totally dedicated to ensuring that **all** children receive the teaching and learning they deserve to make the progress they are capable of. It is deployed with the complete understanding that teaching and learning is **central** at Hartlip School and must not be compromised with time lost.

The policy is written in compliance to **Section 89 of the Education and Inspections Act:**

*Determination by head teacher of behaviour policy:*

*(1) The head teacher of a relevant school must determine measures to be taken with a view to—*

*(a) Promoting, among pupils, self-discipline and proper regard for authority,*

*(b) Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils,*

*(c) Securing that the standard of behaviour of pupils is acceptable,*

*(d) Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and*

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(e) otherwise regulating the conduct of pupils.

(2) The head teacher must in determining such measures—

(a) act in accordance with the current statement made by the governing body under section 88(2)(a), and

(b) have regard to any notification or guidance given to him under section 88(2)(b).

(3) The standard of behaviour which is to be regarded as acceptable must be determined by the head teacher, so far as it is not determined by the governing body.

(4) The measures which the head teacher determines under subsection (1) must include the making of rules and provision for disciplinary penalties (as defined by section 90).

(5) The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school.

(6) The measures determined by the head teacher under subsection (1) must be publicised by him in the form of a written document as follows—

(a) He must make the measures generally known within the school and to parents of registered pupils at the school, and

(b) He must in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).

It is an expectation at Hartlip School that children demonstrate and learn exemplary behaviour. A system called Class DoJo is implemented to aid this. Children are expected to have a report of 90% or better positive behaviour at the end of every week. Behaviour percentages are reported to parents termly.

### Principles

Children want to be just like those they admire and love; their parents, teachers, brothers, sisters and classmates. We need to understand what is really happening when a child misbehaves. What is making him misbehave?

Misbehaviour is caused by one of three things.

Either:

1. The child is unable to cope in a situation, or thinks that they are unable perform to expectations,
2. Misbehaviour is a learned behaviour. Language and behaviour is acquired by copying those around them, patterns from those they love because they want to be just like them.
3. The problems start, for some, when children go out into the world and are expected to conform to the behaviour expected in a class or social group; to share toys, take turns, be kind and be sensitive to others.



At Hartlip School, we believe that we are our children's advocates. We meet with all members of the school community, to understand their needs and interpret them

We need to ask ourselves the question: why are we seeing this inappropriate behaviour? What does the child need? How can we help? We believe in resisting all urges to punish the child for something s/he can't help. We use the principle of 'I' This means us as the adult taking control of the situation: **I would like you to....** rather than expecting the child to conform in the form of 'you': **'How dare you!'** What does this mean? How does the child know what is wrong or undesirable?

We use restorative practices to resolve instances of inappropriate behaviour and conduct and conflict. All staff members are expected to adhere to this methodology and are will versed in the script with prompts of that on their person.

### **Aims**

Our aims for behaviour are that all children will:

- ◆ develop a responsible and co-operative attitude towards work and towards their roles in society
- ◆ achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- ◆ take a pride and responsible interest in caring for their environment
- ◆ act in accordance to our school values
- ◆ learn to be tolerant and understanding with respect for the rights, views and property of others

### **Responsibilities**

**All members of the school community** (teaching and non-teaching staff, parents, pupils and Governors) work towards the school's aims by

- ◆ appreciating children and adults as individuals and respecting their rights, values and beliefs
- ◆ fostering and promoting good relationships and a sense of belonging to the school community
- ◆ providing a well ordered environment in which all are fully aware of behavioural expectations
- ◆ offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- ◆ encouraging, praising and positively reinforcing good relationships, behaviours and work
- ◆ not tolerating all conduct involving bullying or harassment
- ◆ helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- ◆ caring for, and taking a pride in, the physical environment of the school
- ◆ working as a team, supporting and encouraging one another
- ◆ acting in accordance to the school values
- ◆ adhering to restorative practice



## The Management Team

(Governors, Headteacher and teaching staff) work towards the school's aims by

- ◆ taking a lead in the establishment of the school ethos
- ◆ taking responsibility for the effect of teaching on pupils' behaviour and motivation
- ◆ monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- ◆ Ensuring that all staff adhere to restorative practice
- ◆ recording and monitoring attendance and punctuality and responding firmly when either is poor
- ◆ recording and reporting incidents of serious misconduct
- ◆ taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified.
- ◆ acting in accordance to our school values

**Teachers** work towards the school's aims by

- ◆ providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- ◆ recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ◆ enabling children to take increasing responsibility for their own learning and conduct
- ◆ ensuring that learning is progressive and continuous
- ◆ being good role models - punctual, well prepared and organised
- ◆ taking quick, firm action to prevent one child inhibiting another's progress
- ◆ providing opportunities for children to discuss appropriate behaviour
- ◆ working collaboratively with a shared philosophy and commonality of practice.
- ◆ acting in accordance to our school values
- ◆ adhering to restorative practice

**Pupils** work towards the school's aims by

- ◆ attending school in good health maintained by adequate diet, exercise and sleep
- ◆ attending school regularly
- ◆ being punctual and ready to begin lessons on time
- ◆ being organised - bringing necessary kit, taking letters home promptly, returning books efficiently
- ◆ contributing to the development of the school's code of behaviour
- ◆ conducting themselves in an orderly manner in line with this code
- ◆ taking growing responsibility for their environment and for their own learning and conduct.
- ◆ taking growing responsibility towards the well-being and confidence of younger children.
- ◆ acting in accordance to our school values
- ◆ responding to restorative practice

**Parents** can work towards the school's aims by

- ◆ ensuring that children attend school in good health, punctually, and regularly (avoiding holidays during term time)
- ◆ providing prompt telephone calls and/or letters to explain all absences
- ◆ providing support for the discipline within the school and for the teacher's role



- ◆ being realistic about their children's abilities and offering encouragement and praise
- ◆ participating in discussions concerning their children's progress and attainments
- ◆ ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- ◆ taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- ◆ allowing children to take increasing personal and social responsibility as they progress throughout the school
- ◆ accepting responsibility for the conduct of their children at all times.
- ◆ Acting as a role model to their child at all times
- ◆ Acting in accordance to our school values
- ◆ Adhering and responding to restorative practice

### **In order to develop good partnership with parents the school will**

- ◆ encourage regular informal contact between parents and teachers who are accessible to parents before and particularly after school, in person or by phone.
- ◆ Report behaviour percentages to parents termly
- ◆ provide other methods of communication, such as: Class DoJo and email.
- ◆ hold a weekly church assembly open to parents and the community
- ◆ have good communication channels including regular newsletters from school and PTFA (Parent Teacher Friends Association)
- ◆ hold parents' evenings three times per year.
- ◆ hold a programme of open evenings, productions and PTFA fund raising events
- ◆ hold an induction programme for children entering Reception
- ◆ welcome parents into the classroom on a regular basis (to offer support with reading, for example)
- ◆ welcome other parental contributions such as organising resources, accompanying educational visits, providing transport for children and helping with extra-curricular activities
- ◆ have a clear policy for children with special needs which involves parents (see Special Needs Policy)

### **The school will provide children with opportunities to discuss appropriate behaviour through**

- ◆ promoting the School Values at the heart of everything
- ◆ exercising restorative practice
- ◆ a School Council of pupils and staff which meets regularly
- ◆ a programme of Personal and Social Education designed to promote mutual respect, self discipline and social
- ◆ a programme of Health Education which includes work on relationships and feelings
- ◆ a programme of Religious Education (RE) which includes ethical and moral issues (see RE Policy)
- ◆ Circle Time, a forum for discussion held in every classroom whenever the need arises

### **In order to promote desirable behaviour**

- ◆ staff will act as role models
- ◆ staff will offer guidance to children including praise and encouragement
- ◆ the school will make provision of a curriculum designed to stretch and engage each child
- ◆ classroom organisation will facilitate independent working
- ◆ the school will encourage and appreciate children who act as positive role models



- ◆ the school will plan collaborative work within classes and across year groups to help to develop good relationships
- ◆ adhere to restorative practice
- ◆ Class DoJo is used in all classrooms and by all teachers and support staff. Points are rewarded and these feed in to the cross phased tree team groupings. The winning tree team will have a non uniform day on the last day of every term.

#### **To eliminate undesirable behaviour the school will**

- ◆ provide clear guidelines on responding to behavioural issues which have been developed by and have the full commitment of, all teaching and non-teaching staff
- ◆ undertake conscientious supervision of pupils at all times
- ◆ adhere to restorative practice
- ◆ respond rapidly to incidents of bullying and racial or sexual harassment
- ◆ tackle persistent behavioural problems through the special needs procedure (see Special Educational Needs Policy)
- ◆ contact parents over proven instances of offensive language. (See Appendix 1)

#### **To promote care of the physical environment we may**

- ◆ display children's work to enhance the environment, engage children's commitment to the environment and increase self esteem
- ◆ involve children, parents, Governors and representatives of the wider community in the planning and, where practical, the implementation, of developments to the school environment
- ◆ request the commitment of donated funds to developments to the school environment
- ◆ provide a variety of security measures including movement sensitive lighting and alarm systems.

#### **Lunchtime Supervision**

- ◆ The headteacher and in her absence, the deputy headteacher, is responsible for the lunch period
- ◆ A designated teacher (Mrs Hunt) oversees lunchtime policy and practice. Refer to appendix 3
- ◆ A Play leader is employed to oversee the provision and programme of activity for children over the lunchtime
- ◆ TAs have hours organised to cover lunchtime supervision
- ◆ Teachers have a weekly lunchtime duty scheduled on the same day as their PPA time
- ◆ The HT and DHT have a weekly lunchtime duty scheduled
- ◆ In addition, lunchtime is supervised by one midday meals supervisor (MMS) who oversees the eating of school dinners in the hall
- ◆ Refer to appendix 3

#### **Procedure for Policy Monitoring and Evaluation**

This policy was reviewed and updated in September 2018

Next review – September 2019



Appendix 1:

**OFFENSIVE LANGUAGE LETTER**

Dear Parents,

**Offensive Language in School**

**Child's Name**

**Date**

I am writing to you in accordance with our behaviour policy which requires the school to notify parents of any proven instances of offensive language.

Your child today said:

I know that you will be as disappointed as we are. I would appreciate it if you would talk to your child, making it clear that in a civilised society such words are not to be used because they are offensive to those who hear them.

Thank you for your support.

Yours sincerely,

Mrs T Jerome  
Headteacher



**Appendix 2**

**Strategies for Dealing with Difficult Behaviour**

	Behaviour examples	Sanctions	Comments/strategies
Stage 1	minor rule-breaking	<p>Tell a child once that their behaviour is unacceptable, Reminding them of our school values.</p> <p>Yellow warning</p> <p>If the behaviour is repeated the child is reminded and warned of the consequences of a further repetition (that being retained at playtime to discuss inappropriate behaviour/after school with parent.</p> <p>Orange warning</p> <p>On the third occasion, proceed to stage 2</p> <p>Red warning</p>	<p>The behaviour is dealt with at the time and wherever possible not carried over in to the next day. All staff endeavour to ensure that any dealings with behaviours or indeed consequences do not interfere or impact on learning.</p> <p>A member of staff will spend time with the child (not in learning time), explaining what school values have been compromised and how in working together, the behaviour will not be repeated.</p>
Stage 2	<p>Sustained low level disruption</p> <p>The above procedures will be followed in the first instance. Should this not achieve the desired result and other children’s learning is being disrupted then the child may need to be removed from the</p>	<p>Each class teacher has a set of timers. The child will be withdrawn from the classroom with an issued timer (shortest first) The work will go with the child and the child</p>	





	<p>classroom for a short period of time. The TA is responsible for taking the child to the paired class with the red card and timer. The TA ensures that the child is collected from this class after the withdrawal time. The CT will advise parents that this has occurred during the course of the day.</p>	<p>will work in a paired classroom as follows:</p> <p><i>Robins – Blackbirds</i>  <i>Blackbirds – Peacocks</i>  <i>Peacocks – Eagles</i>  <i>Eagles – Robins</i>  <i>(rainbow room if appropriate)</i></p> <p>Should behaviours not improve, the child will be withdrawn from the classroom for a longer timer and the above repeated.</p> <p>Should there be a loss of learning and work is incomplete, it will be an expectation that the work is completed at home. Parents will be notified accordingly either verbally or by note from the class teacher.</p>	
<p>Stage 3</p>	<p><b><u>Persistent Inappropriate Behaviour</u></b></p> <p>Should a child persist in behaving inappropriately this will prompt a behaviour meeting in school.</p>	<p>An action plan will be developed to address inappropriate behaviours and encourage positive ones.</p> <p>If a marked improvement is not noted in the following term, the child may be referred to the LIFT (Local Forum Inclusion Team) and</p>	



		<p>specialist advice or intervention sought.</p>	
<p>Stage 4</p>	<p><u>Violent behaviour in school.</u></p> <p>Intended violent behaviour or cause of harm to others is not acceptable and will not be tolerated. There is one school rule and that is 'to keep arms and legs to ourselves' Nothing can then go wrong.</p>	<p>Any fighting or deliberate hurting of another child will result in the incident being recorded.</p> <p>The matter will be referred to SLT.</p> <p>SLT will advise class teacher of the action that needs to happen next, or deal with accordingly.</p> <p>The incident will be dealt with in the child's own time and will not be impactful on learning as has previously been mentioned.</p> <p>Parents are informed that this type of behaviour has taken place.</p> <p>In addition to this, a member of staff will discuss the incident with the children concerned in restorative practice, to ascertain the facts, make it clear where the behaviour went wrong, discuss with the children what should have happened and restore harmony between them.</p>	<p>Professional judgements <b>MUST</b> be applied. However, the decision may be made for the exclusion policy to be applied. This is at the discretion of the Headteacher and the decision is final.</p>



### Appendix 3

- ◆ Lunchtime commences at 12 midday with the youngest children and works on a rolling programme
- ◆ Teachers escort their children to the lunchtime hatch and oversee the serving of dinners
- ◆ Packed lunch children present to the designated class
- ◆ Hall/Class display lunchtime dojo groups displayed to allow positive points to be rewarded
- ◆ Children with exemplary lunchtime behaviour each week, will be rewarded with VIP dining on a Friday
- ◆ VIP Dining: Top table with tablecloth, cutlery, glasses, juice and after dinner treat. Accompanied by a designated member of staff, usually the HT
- ◆ The Pastoral Assistant works through lunchtime to support children for a variety of reasons
- ◆ behaviour issues are recorded in a class log book for the class teacher's attention. It is **essential** that incidents are dealt with at the time in accordance to restorative practice as detailed in appendix 2 so as not to interrupt the learning of the child on return to class. The Class teacher signs the log to indicate s/he is aware and decides what action to take in terms of informing parents etc. The class teacher also uses this log book to alert TAs/ MMS of any issues/concerns.
- ◆ The class teacher makes contact with parents with any issues that need to be brought to their attention via a means of the varied methods of communication.
- ◆ If the child breaks the hands and feet to self rule causing physical injury to another, they will be placed on lunchtime report for the next five sessions. The child will have a lunchtime report card which will be signed by their MMS and then by SLT. Any issues will be noted on this card. If a child has three or more incidences marked, they will receive a formal lunch time exclusion. Should this system need to be followed again in the future, the number of exclusions will increase by a session at a time.
- ◆ A selection of good quality games equipment is available for the children to use in the playground and they have access to the field when the weather is suitable.

