



## Behaviour, Rewards and Sanctions Policy (Junior School)

### Introduction

Silcoates Junior School is a caring community, whose values are built on mutual trust and respect for all. The 'special atmosphere' of Silcoates and our ethos have been created through striving to combine firm discipline and high expectations with encouragement, praise and motivation; this combination is essential in order that pupils and staff can work together in a calm, happy and positive environment.

### Aims of this policy:

- To provide a welcoming, safe, secure, calm, happy and caring environment for children to learn and enjoy the opportunities available to them, so enabling pupils to develop or exceed their potential both inside and outside the classroom.
- To safeguard and promote the welfare, health and safety of pupils in school and in activities outside of school;
- To encourage self-discipline and good behaviour and to prevent poor discipline through vigilance, understanding and encouragement; to correct indiscipline with justice and compassion.
- To support effective teaching and learning.
- To ensure that all members of the Silcoates community feel valued and respected.
- To develop an ethos of kindness, honesty, cooperation and integrity.
- To encourage pupils to take responsibility for their own actions in understanding the consequences of their actions and the importance of making the right choices.
- To encourage pupils to adhere to a shared set of behaviour guidelines.
- To support the Silcoates' ethos of respect for each other, for the school environment and respect for learning.
- To inspire, motivate and encourage children, both in their work and in their behaviour.
- To develop a sense of pride in their own achievements and to value the achievement of others.
- To ensure that every individual is known and valued; that achievement, widely defined, is encouraged and rewarded as a means of promoting self-image and a sense of worth.

We recognise that children respond well to positive praise and need to be recognised for positive behaviour, good work and effort. They should begin to understand that our actions in life determine our success. The harder we work, the more we can gain in life.

When things go wrong, children have to take responsibility for their actions and need the opportunity to reflect upon what they have done. They need to be given the opportunity to change their own behaviour – once they make this decision; the improved behaviour is more likely to be sustained. This means that children will be sanctioned for inappropriate behaviour. Parents will not always be informed by school until the school deems the behaviour as being persistent.

The School implements, monitors and reviews policies which contribute to the welfare, health and safety of everyone in the School, including: Anti-Bullying; Safeguarding; Trips and Visits; Health and Safety, including Fire and Medical; Behaviour, Rewards and Sanctions. In addition:

- Each section of the School has a pastoral structure appropriate to the age of the pupils.
- Each pupil is under the supervision of a Class Teacher with whom they can make a personal contact and form an appropriate relationship, so that the member of staff can listen to and understand their experiences and monitor their progress.
- Good behaviour is promoted among pupils through a system of rewards and pupils are made aware of sanctions that are adopted in the event of misbehaviour.
- Staff are appropriately deployed to ensure proper supervision of pupils.
- Pupils are given support and guidance through a co-ordinated approach in a range of settings: subject teaching, form time and other specialist guidance (e.g. PSHEE)
- All staff and pupils are allocated to one of four Houses, which give an identity to the pupils across year groups and encourage involvement in activities and competitions.
- Pupils can put forward their views through a Junior School Council which meets regularly each term.
- Relevant information regarding pupils is provided for teachers by the Director of Admissions (new pupils), the Head of Learning Support and Head of Junior School. Transition meetings are held to discuss pupils moving from one year group to another. Information is circulated to the appropriate teaching staff and Class Teacher.
- Class Teachers and the Head of Junior School have responsibilities for monitoring the academic progress of pupils.
- The spiritual, moral, social and cultural development of pupils is provided through the pastoral structure, the PSHEE programme, assemblies and the curriculum.
- Staff new to the School are given guidance on pastoral care as part of their induction programme. Detailed information concerning pastoral care, including whole school policies, is contained in the Staff Handbook which is distributed to all staff. Support staff are made aware of the Anti-Bullying Policy and the Safeguarding Policy.
- Staff are given the opportunity for professional development in pastoral care. All staff receive appropriate training and updates in Child Safeguarding matters, according to statutory requirements.
- The School uses Class Charts to record rewards and sanctions in order to provide effective and consistent monitoring of pupil progress. This is visible to parents via Firefly.

## Rewards

We encourage children to behave well because it is the right thing to do and creates a happy and cohesive school community. However, we recognise that children benefit from a rewards system that reinforces their positive behaviour and hard work. Behaviour is improved more effectively through a coherent system of positive reinforcement than negative punishment. There is often an injustice in the amount of time and energy spent on those who misbehave, while pupils who are meeting the School's expectations may risk being neglected or having their efforts unrecorded. By rewarding good behaviour we are modelling the standards expected from everyone.

### Rewarding good behaviour and effort

Our reward system has been designed to encourage the understanding that our behaviour in life affects our successes and achievements. It encourages children to know that working hard can bring rewards and that these rewards will be celebrated together by the school.

Every opportunity must therefore be taken to reward both pupils' achievement and their good behaviour. This may be through direct praise from a teacher or more formal recognition in a school assembly. Pupils' work is celebrated through displays within subject areas and also around the School. Class teachers should ensure that wall displays are regularly updated to showcase student work. Pupils who achieve outstanding academic grades, or whose grades show significant improvement, may receive a congratulatory letter or commendation from the Head of Junior School. Contributions to the wider life of the School can be recognised by commendations from every member of staff. At the School's annual Speech Day pupils receive prizes for academic excellence, for having consistently good effort grades and for success in co-curricular activities. The simplest way to reward pupils is by the issuing of Positive points using Class Charts. It is an expectation that staff use this system regularly. Firefly displays the positive points that children earn. Positive points that are added to Class Charts are converted into House Points.

Every child at Silcoates is part of the House System. House Points are awarded for positive behaviour including politeness, good manners, participation, showing consideration for others and positive attitudes to learning. House Points are collated each week and the house point totals are announced in the Celebration Assembly. A House Point trophy is awarded weekly to the House Captains of the House with the most points.

Pupils in Reception to Year 6 will be awarded the following in recognition of the positive points achieved. The number of House points required for each award is as follows.

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|-----------------------------|-----|
| Bronze Certificate          | 60  |
| Silver Certificate          | 120 |
| Gold Certificate            | 180 |
| Platinum Certificate        | 240 |
| Diamond                     | 300 |
| Head of Junior School Award | 400 |
| Chair of Governors Award    | 500 |

As well as the on-going certificates that are awarded the pupils in each class with the highest number of positives will receive a special certificate at the end of each term.

A House Point cup is awarded at the Junior School Speech Day for the earner of the most House Points. This is to encourage and recognise good sportsmanship, team spirit and participation in school life.

**Consistency in awarding Positives:** it is important that teaching staff are fair and consistent in applying our system of rewards so that pupils understand that good work and behaviour will result in commendation. Positives for effort outside the classroom can be awarded by any member of staff but this must also be done as consistently as possible. This will be monitored by the Head of Junior School.

**Staff should try to adhere to the following principles:**

- Positives are awarded to pupils for outstanding work, special effort, service to others and for any behaviour which is considered particularly worthy of commendation.

**Procedures for the Award of Positives**

- When a member of staff awards a Positive they should inform the pupil, whether that be verbally or by the use of a stamp or comment in their book.
- Class Charts alerts the Head of Junior School when a pupil is approaching the number of Positives required for a certificate.

**Commendations** are another reward in the form of a special certificate which is given for outstanding work/effort, continued exemplary behaviour or some other special reason. They are not given out each week in each class, but will be awarded when special recognition is needed.

In addition to all of the above:

- Individual pupils may receive certificates of good behaviour or stickers from any member of staff.
- Within a class, each Class Teacher also has their own rewards in place, and these are awarded at the teacher's discretion.
- Pupils may receive 'Congratulations' Postcards.
- The School also acknowledges all the efforts and achievements of pupils out of school and due praise is given accordingly.

### **Sanctions**

Children will be expected to have good behaviour, both inside and outside the classroom. The expectations for all areas of our class have been made explicitly clear to the children and the Golden Rules will be visible on walls within the classroom and outside the classroom.

We expect staff to ensure that they have time to listen to children and value their contributions to all aspects of school life. An understanding of the pupil behind the behaviour is key to our behaviour strategy for all pupils and will always be part of the consideration when deciding how best to respond.

The aim of the behaviour policy is to be firm and caring, but with a strong emphasis on trust, courtesy and consideration. Initially, any problems are checked by a word quietly administered and every effort is made to maintain the generally excellent relationships between staff and pupils, and between the pupils themselves.

Pupils are expected always to show good manners, be courteous, well turned out, punctual and reliable in fulfilling their obligations. Pupils are asked to pursue their own goals with enthusiasm but with respect for others. They are asked to treat others with sympathy, understanding and tolerance. They are also asked to respond positively to the demands that community life places upon them.

There is a clear policy and strategy for dealing with academic problems in the classroom. Class Charts are used to record academic concerns and this can be viewed by the Class Teacher to enable them to have an overview of their pupils. The most common academic concerns are missing homework and failing to meet classroom expectations.

If homework becomes a regular issue, teachers should inform the Head of Junior School in the first instance and contact parents. The Head of Junior School will also monitor homework punctuality across all subjects and classes and speak with the pupil and parents if a wider problem exists.

The teacher should use appropriate strategies to correct the behaviour. This may include, a quiet word, name on the board, moving seats, or verbal reminders. Good classroom management always begins with teachers having clear expectations that are clear to all pupils. If behaviour does not improve despite the use of appropriate strategies, then the teacher should use the relevant button on Class Charts to log the behaviour - for serious behaviour, staff may issue 'Blue Time'. An example of this may be fighting, swearing or answering back. Staff may log behaviour outside of lessons in a similar way or issue a 'Yellow Time'.

The Head of Junior School will regularly review the positives and negatives given to pupils and intervene appropriately to help pupils change their behaviour, supporting staff where required.

Where children fail to adhere to one of the Golden Rules, staff will proceed in the following ways:

- The member of staff will make it clear that it is the behaviour that is being criticised and not the child.
- Staff will endeavour to ascertain the facts before taking further action.
- A child may be given a verbal warning. Failure to respond to the verbal warning may result in a child being given a negative point on Class Charts.
  - 3 Negatives for classroom behaviour = A Blue Time
  - 3 Negatives for outside behaviour = A Yellow Time
- Blue, Yellow or Red Time may also be given without a warning if the behaviour is more serious or an individual fails to respond to warnings.
- Specific comments will be addressed to those responsible.
- The class teacher, or adult on duty, will deal with the incident in the first instance.

In EYFS and KS1 there is a staged approach to explain what is acceptable and why. If the Golden Rules are broken then it is explained to the child and a warning is given in an age appropriate manner. If the child persists with this behaviour then parents may be asked to come in and discuss the behaviour.

After a warning, a negative point will be given or if the behaviour is more serious, the child will be given the sanction of 'Blue Time' or 'Yellow Time'. Our behaviour management recording covers behaviour both inside and outside the classroom and applies to all pupils in the School. Where a child is sanctioned for their Learning Behaviour, it is termed as 'Blue Time'. If a child is sanctioned for their Outdoor/Playtime Behaviour, this is termed as 'Yellow Time'. This involves the child missing some of their lunch break to reflect on their behaviour. This will usually be overseen by Mrs Moss, Head of Junior School. Blue and Yellow Time take precedence over any clubs (unless it is a paid lunchtime club/lesson).

Children can receive two Blue Times or Yellow Times before parents are contacted. These occasions are opportunities for children to reflect upon and modify their behaviour before parents get involved. At Silcoates we acknowledge that all children make mistakes as part of growing up. We also recognise the need for children to learn from their mistakes.

On the third time a child receives one of these sanctions, parents will be notified by the class teacher. We ask that parents discuss their child's behaviour at school with the child, the reasons for the sanction and how they are going to change their behaviour.

Further necessity for Blue/Yellow time sanctions will result in The Head of Junior School requesting to meet with the parents. The purpose of these meetings will be to discuss what strategies can be put in place at home and at school to help support a child's behaviour. Junior School works collaboratively with parents, so that pupils receive consistent messages about behaviour rules and expectations.

A 'Red Time' sanction may be given to a child whose behaviour is more serious. This may include: physical assault, extreme defiance, racism and stealing. Any Red Time will be recorded on SIMS. The Head of Junior School will also record all Red Time sanctions. Parents will be informed by the Head of Junior School if their child receives Red Time. Major disciplinary matters may result in a pupil being suspended from school for a fixed duration or being asked to leave the School by the Headmaster.

We recognise that not all rewards and sanctions work for every child. There may be occasions where a child is given a behaviour log.

If a child's behaviour warrants a phone call or a meeting with a parent then other sanctions may be imposed. For example, if a child is not behaving well in school then the privilege of representing school in a fixture may be withdrawn until the child can prove that they have modified their behaviour.

For pupils in Year 6 it may be appropriate to set up a meeting with Mr Evans, Deputy Head Pastoral in Senior School to discuss their behaviour. Year 6 pupils are expected to lead by example and behave appropriately in readiness for their transition into Senior School.

The start of each half-term provides pupils with the opportunity to start with a clean slate. It is important that intervention and education is used, not just sanction. Pupils may need help in order to change their behaviour.

## **Suspensions**

Suspensions from school can be either internal or external. During an internal suspension the pupil works in school in isolation. The pupil is supervised at break and at lunchtime and is isolated from his/her peer group.

In all cases of suspension, the Head of Junior School, via the Class Teacher, will ask for additional work to be set for the suspended pupil. Arrangements may be made for the parents to collect additional work from the Junior School Reception.

In the absence of the Headmaster, the Deputy Head Senior School (Pastoral) has the power to impose a suspension, but this will be subject to official ratification by the Headmaster on his return.

### **Exclusion or Withdrawal from the School**

In exceptional circumstances, or after a series of other measures have been implemented without success, a pupil may be required by the Headmaster to leave the School.

The process whereby a pupil is excluded from the School is detailed in the Exclusions Policy, which is available on our website.

### **Corporal Punishment**

Corporal punishment is illegal and will not be used at Silcoates.

Physical restraint would only ever be used to prevent pupils from committing a criminal offence, injuring themselves or others, damaging property and to maintain good order and discipline. Physical restraint would only ever be used under the specific guidelines set out in the Staff Handbook and the Safeguarding Policy. The degree of force used should be the minimum needed to achieve the desired result. The Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will record any significant incident and report the incident to the pupil's parents as soon as is feasible after the incident.

### **Impacts of Covid 19**

In order to reopen school in a safe manner, a number of rules and systems have been put in place around the site. It is vital that pupils follow these rules to reduce the risk of harm to all members of our School community. Behaviours such as deliberately coughing or spitting at another person, deliberately entering the area of another bubble, making false claims about symptoms or spreading rumours about others related to the virus will be treated extremely seriously.

In case of a full or partial school closure, teaching will take place remotely. Where possible Junior School pupils will be expected to be online during the hours of the school day. When taking part in remote streaming, pupils will be expected to behave according to the ICT Code of Conduct which will have been signed at the start of the school year.

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| <b>Reviewed by:</b>         | Mrs Moss – Head of Junior School |                             |            |
| <b>Date of last review:</b> | June 2021                        | <b>Date of next review:</b> | April 2023 |