

## 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 give all pupils the experience of school as a well-ordered, caring community where relationships are open and friendly, warm and supportive, so enabling pupils to develop their potential;
- To safeguard and promote the welfare, health and safety of pupils in school and in activities outside of school;
- 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;
- To encourage self-discipline and good behaviour and to prevent poor discipline through vigilance, understanding and encouragement; to correct indiscipline with justice and compassion;

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, subject co-ordinators 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 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.

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.

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 commendation certificate 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 also referred to as House Points.

Positives are awarded for good behaviour including politeness, good manners, participation, showing consideration for others and positive attitudes to learning. Points are collated each week and the 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.

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:** It is imperative that there is a consistent approach in the use of both rewards and sanctions. To that end, all staff should have a clear understanding of the Behaviours, Rewards and Sanctions Policy and implement it with appropriate professional judgement. The awarding of any reward or consequence should therefore be well thought out and appropriate to the behaviour. To ensure its effectiveness for all involved, pupil voice and school council allow pupils to have their voices heard.

**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 Junior School Administrator when a pupil is approaching the number of Positives required for a certificate so that the appropriate certificates can be printed off and given to the children at the end of each week

**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. Efforts and achievements are shared in assemblies and in the weekly edition of Clarus.

## Sanctions

The aim of the School's disciplinary 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.

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.

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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.

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. There may be occasions where we feel it is appropriate to discuss sanctions with parents and we ask that parents discuss their child's in-school behaviour with the child, the reasons for the sanction and how they are going to change their behaviour.

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 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. More serious behaviours, such as fighting, swearing or rudeness to members of staff, contribute a greater number of negatives and would result in quicker escalation through the behaviour flow chart. This is applicable to both structured (lesson) and unstructured (break/lunch) time.

Alongside the Head of Junior School, the Junior School Assistant Head (Pastoral) 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 and pupils should be given the opportunity to share their version of events.
- A child may be given a reminder about positive behaviours and then verbal warning. Failure to respond to the verbal warning may result in a child being given a negative point on Class Charts.
  - Accumulation of negative points will progress a pupil through the behaviour flow chart (below).



- Red Time may also be given without a warning if the behaviour is more serious or an individual fails to respond to warnings.
- 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 reminder and appropriate warnings, a 'negative' point will be given. Our behaviour management recording covers behaviour both inside and outside the classroom and applies to all pupils in the School. Receiving a negative will come with an immediate consequence carried out by the class teacher, such as missing part of a break or lunch time. After accumulating 5 negative points, a pupil will have a lunchtime reflection. This involves missing some of their lunch break to reflect on their behaviour and will usually be overseen by a Junior School Assistant Head. This reflection will take precedence over any clubs unless it is a paid lunchtime club/lesson. These occasions are opportunities for children to reflect upon and choose positive changes to their behaviour. Parents and pupils are asked to sign a 'Reflection Card', which is an acknowledgment of the sanction and an opportunity for discussion at home.

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. All Red Time sanctions and lunchtime reflections will be recorded on SIMS. 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 Head.

Negative points are not visible to parents but will be communicated by the class teacher or Junior School Leadership Team when necessary, especially in the instance of escalation through the behaviour flow chart.

We recognise that not all rewards and sanctions work for every child and reasonable adjustments are made using professional judgement. 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.

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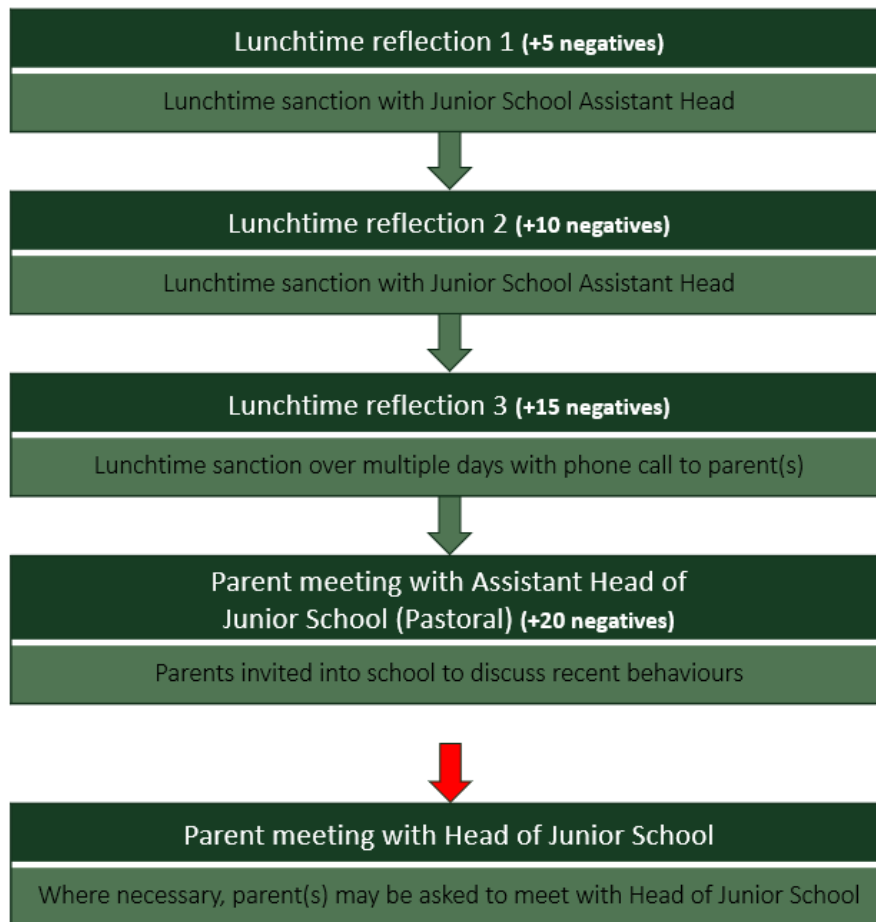
For pupils in Year 6 it may be appropriate to set up a meeting with Mr Evans, Deputy Head (Pastoral) in Senior School to discuss their behaviour. Year 6 pupils are expected to lead by example and behave appropriately in readiness for their transition into Senior School.



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. We believe in a positive practice, where pupils are supported in making positive choices and given opportunities and help to change their behaviour. To encourage this, pupils should be able to recognise a safe adult(s) in school who they can speak to when they need support.

After the accumulation of 5 negative points, pupils will move through the escalation flow chart. At each stage, pupils are given the opportunity to explain their actions, to reflect and to recognise what positive choices could be made in the future.

Pupils will return to the top of the escalation flow chart at the start of each half term.



Where necessary, parent(s) may be asked to meet with the Head of Junior School if there are not signs of improvement in behaviour or there are instances of more serious poor 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 Head, 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 Head 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.

## **Equality**

The School will make reasonable adjustment for managing behaviour relating to a student's special educational need or disability. The use of support, positive discipline and rewards may enable SEND students to manage their behaviour more effectively. For repeated behaviour problems, the SENDCO will be involved in supporting the student, and if required, advice will be sought from external agencies. When considering the use of sanctions, SEND conditions will always be taken into consideration, including the ability to fully explain their point of view. Due regard will also be made for any requirements linked to religious observation.

## **Malicious Accusations**

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented, the Head will consider whether to take disciplinary action in accordance with this policy. Where the accusation has a parental origin, the Head will consider whether to require the parents to withdraw their children from the school. In line with Keeping Children Safe in Education (2023), the School will consider a malicious allegation to be one where, on the balance of probabilities, there has been a deliberate act to deceive and the allegation is entirely false.





The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

<b>Reviewed by:</b>	Mrs Moss – Head of Junior School Mr Trotter – Junior School Assistant Head (Pastoral) Mr Evans – Deputy Head (Pastoral)		
<b>Date of last review:</b>	May 2024	<b>Date of next review:</b>	June 2025

