

Northburn Primary School Behaviour and Rewards Policy

Rationale

Our behaviour policy has been developed to ensure that the procedures that operate throughout the school are consistent and that the aims of the school are fulfilled.

It was constructed with regard to The Equalities act 2010 in respect of safeguarding and in respect of pupils with special educational needs.

It was also constructed with reference to the policy document- Behaviour and discipline in schools- DFE00023-2014

It is our intention to create an ethos where children have high self-esteem; positive patterns of behaviour are learned and where the pupil has a positive view of her/himself: we will do this by:-

- Providing a school community in which our children can feel secure and happy
- Tailoring learning plans to individual needs
- Encouraging attitudes of understanding and tolerance towards each other's beliefs and aspirations.
- Encouraging children to look for the best in each other and to offer support and encouragement to others
- Encouraging children to care for their own environment and to be considerate of the environments of others.

It is the responsibility of all adults in school to look after our pupils in a caring, sensitive and fair manner. We will work to provide a fair and well-understood code of discipline through discussion with children, parents, staff and governors. We will inform parents of any serious or repeated problems encountered, or caused by a child while in school.

We will work:

- To foster polite, patient and considerate attitudes amongst the pupils based on mutual respect.
- Develop our own knowledge, through training, of how best to support pupils.
- To encourage pupils to interact with others effectively both within school and the wider community.
- To enable learning to take place effectively.
- To enable the day-to-day functioning of our school to operate efficiently.
- To develop honesty, trustworthiness, self-discipline and motivation within our pupils.

We expect parents will support this relationship between their children and the school by keeping us informed of any concerns or problems, and working together with us to help their children overcome any difficulties.

School rules to be adopted by all members of the school community.

1. Children will be well mannered and will behave in a friendly and supportive way.
2. Bullying, fighting, unwanted touching, name-calling, or other discriminatory behaviour will not be tolerated.

3. Children should talk in school, (not shout) and walk around the building quietly.
4. Children must keep their hands and feet to themselves.
5. Children must behave appropriately on any transport provided.
6. Children will follow instructions at all times and display acceptable behaviour.
7. Children are not allowed inside of the building without an adult, or to be alone in a classroom or toilet with an adult. (This is in line with the guidance on safe guarding children.)
8. Children are not allowed to leave the school grounds without the permission of a member of staff.
9. Children leaving school for appointments must be collected from their class or reception area by a responsible adult and signed out of school.
10. Children may not wear jewellery
11. Children must not have inappropriate and elaborate hair styles or make up.
12. Children may not bring valuables, toys or potentially dangerous items to school.
13. Children may bring mobile phones to school but only for security purposes. They must be kept in the school office during the day.
14. Children must have the correct kit for P.E and games.
15. Children must adhere to all school policies.

Rewards

The school has a house system in place to recognise positive behaviour.

The details of the house system are shown on the website.

<http://www.northburn.northumberland.sch.uk/site/2735-about/page-6331-house-system->

It is expected that all classes will individually produce a contract including expected behaviour and sanctions. This will be written with the form teacher and children in the class and shared with adults and children visiting the class.

Rewards and sanctions need to be immediate. We use a reward system to encourage positive behaviour, it is the behaviour which is not acceptable not the child. Foundation Stage and Key Stage one children will be given stickers whenever it is appropriate to acknowledge effort, respect and progress. They will also be reprimanded for any anti social behaviour immediately.

Where individual children hamper the efforts of others; it will be taken into account when class rewards are given and the child will have to forfeit the reward.

Consequences of misbehaviour will be dealt with as follows.

NB in the event that extreme examples of misbehaviour occur pupils may be moved straight to any appropriate stage on the policy; without needing to pass through earlier stages. (In these circumstances this accelerated action will be agreed by a member of the Management Team- stages 2+3- or the Senior Leadership Team- stages 4+5.)

Stage 1

Correct the unacceptable behaviour by explaining preferred behaviour.

Stage 2

The pupil's name may be placed on the classroom board or in the teacher's notebook. The pupil and teacher then discuss the behaviour at the end of the session. If poor behaviour is

repeated during the session a sanction is applied. This may be in the form of a loss of break time, or other appropriate sanction-e.g. additional task to complete. **The pupil's form teacher must be informed.** The pupil may be asked to write a letter informing their parents of their unacceptable behaviour, the pupil must own his action. This applies to behaviour in and around school as well as in the classroom.

Stage 3

The form teacher deals with repeated unacceptable behaviour by discussion with the parents/guardian and there is an agreement secured on methods to support the pupil's behaviour. At this stage the key stage leader is informed and the formal reporting and monitoring of the pupil's behaviour begins. (NB the key stage leader and form teacher will check that all appropriate strategies are in place to manage behaviour in the classroom. (Referring to the SENCO as necessary) The key stage leader monitors adult behaviour is appropriate to the pupil's behaviour and learning style.)

Reporting and monitoring at stage 3:

Foundation Stage and KS1

The pupil will be placed on a traffic light system which will have clear rewards and sanctions attached as outcomes. Sanctions could include removal of a house reward, removal of golden time or removal of another activity as appropriate. Rewards will be as agreed with the parents/guardian.

KS2

The pupil is placed on a 2 week period of report that will have clear rewards and sanctions as outcomes. The sanction will be a 50 minute detention after school, parents will be given 24 hours' notice.

Stage 4

If unacceptable behaviour is repeated and the agreement broken the pupil may be asked to telephone their parents/guardian to explain that they have broken the agreement and the sanctions of the contract/report would be applied.

At this stage a further meeting would take place between the parent, form teacher, key stage leader and a member of the senior leadership team. This would constitute a final attempt to correct the behaviour before application of stage 5.

(At this stage the agreement at stage 3 may be strengthened or extended as appropriate.)

Sanctions to be discussed may include:

Detentions after school

A period of time taught in isolation from peers

Temporary exclusion

Permanent exclusion

Stage 5

Northumberland County Council agreed Exclusion Policy will be put in place. The appropriate outside agencies will be contacted to review the situation.

Date; April 2015