

Church Langton CE (Aided) Primary School



Rewards, Behaviour, Discipline and Exclusion Policy

Approved by Governors (date).....

Signed on behalf of the Governing Body.....

Chair of Governors

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Church Langton CE (Aided) Primary School.

1. Principles.

Good behaviour is an essential condition for effective teaching and learning to take place. At Church Langton, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept early learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

2. Purpose of the policy.

2.1 We want everyone who enters the school to feel respected and valued during the time they spend here.

2.2 To establish a clear and consistent set of high expectations that everyone knows and understands as acceptable or unacceptable behaviour.

2.3 To provide a safe and healthy environment.

2.4 To keep school rules to a sensible minimum and make sure that everyone, particularly the young children in our care, fully understands the reasons why these rules exist.

2.5 So that parents are encouraged to share in the responsibility of the school as a positive and responsible community.

2.6 To ensure that equal opportunities issues are considered in all aspects of policy procedure.

What we expect of adults and children.

We want our school to be a place where we:

- Value and respect each other
- Care for others
- Are honest and can be trusted
- Are polite and considerate.
- School will then be a place where we can:
 - Learn to work together
 - Enjoy achievements
 - Find new friends
 - Feel safe and share ideas and problems.

Our aims for good behaviour.

To work consistently and fairly in the positive management of behaviour

To help our children develop into caring, thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others

To encourage staff, children and parents to value good behaviour

To develop our children's self-discipline

To help our children to feel good about themselves and others

To create a positive and stimulating learning environment, having high expectations of children's work

To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

3. Our Objectives.

We support positive behaviour and a positive environment through:

- a consistent approach by the whole school community
- constructive whole school planning for PSHE
- appreciating and following agreed codes of behaviour
- encouraging our children to see themselves as a member of the school team and recognize their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment
- having a positive and consistent approach to playtimes and lunchtimes
- creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently
- offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- ensuring that curriculum issues concerning organization, methods of teaching and learning, content, differentiation are addressed.

As adults we have a vital part to play as role models.

We do this through:

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- demonstrating good manners
- practicing good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feedback when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoiding labelling
- listening with empathy and tact
- handling confidential information with sensitivity
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- an awareness of our appearance and demeanour and the messages it gives.

We have school wide general expectations that all children will

- do their best in all areas of school life
- think before they act
- take responsibility for their own actions
- treat others as they would like to be treated themselves
- consider the feelings of other people

Swearing Rule.

Swearing is totally unacceptable. A child who is heard to swear will be referred to a senior member of staff immediately.

4. Rewards System

Each child is in one of four houses.

Each child has a house credit card. Credits are awarded for particularly good or improved work, consistently good work or consistently good or improved behaviour.

When they have earned 50 credits the card is handed in to the Headteacher and a certificate will be awarded in assembly.

50 = bronze award and a book mark

100 credits = silver award and pencil

150 credits = gold award and a pen

200 credits = platinum award and a memory stick

Each week all of the credits for each house will be added together and a house will be awarded a victory. Over the course of the term, the victories for each house will be shown in the hall. The winning house at the end of each week will be awarded the trophy and the KS2 will get to go to lunch first for the following week. The house with the most victories at the end of the school year will be given a house party.

Year 6 pupils will be selected as house captains and vice captains.

If an individual reaches 10 credits in a week or does an exceptionally good piece of work they should be sent to the Headteacher to receive a Headteacher award sticker.

It is also encouraged to send children to show their good work to a different teacher.

Each Friday will be a celebration assembly with each class nominating children to show their work.

During this assembly the WOW cup will be awarded for someone who has made a special contribution to their class.

A Mathlete of the week trophy will also be awarded.

Headteacher's Award – certificates are given out in assembly each Friday for demonstrating the school values

5. Our 3 'Rs'

- Respect and care for ourselves
- Respect and care for our environment
- Respect and care for everyone around us.

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- We believe that these 3 simple rules help us all to lead a happy and fulfilled life at Church Langton Primary School

When a child forgets a classroom rule or one of the 3r's, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour. The child will be given the choice after each sanction to confirm. This encourages the child to take responsibility for his/her own behaviour.

The range of sanctions include

- planned ignoring
- non-verbal signals
- verbal warning, reminding the child of our aims/rules
- private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- change of position within the learning environment
- separating the child from a group or class
- loss of privilege
- Referring the child to another teacher
- time out procedures . More than 3 entries in a term will initiate contact with parents to discuss ways of helping the child to improve his/her behaviour and putting an Improving Behaviour Plan in place for suggested period of time. A date for review will be recorded. All Behaviour plans will be filed in the log book in the Headteacher's office.
- Referring the child to Senior Teacher
- Referring the child to the Headteacher (severe misbehaviour)

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour.

6. When the procedures don't work.

In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting may be called. This involves the class teacher and member of senior leadership team, child and parents.

It may also involve the Head Teacher, SENCO, EWO or Educational Psychologist.

The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets for both child and school will be set within a behaviour support agreement, signed by the child, the school and the parent and a review date agreed.

7. Exclusion

In rare cases it may be necessary to exclude a child for example if there has been a physical attack on another person. This is only ever considered after all avenues have been explored. At all times, the LEA's protocol is followed. Any child returning to school following an exclusion is helped to behave appropriately.

8. Physical Restraint

When a pupil's behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, approved staff may need to take physical control until such time as the pupil is able to take back control for themselves..

9. Monitoring and Evaluation

This policy when finalized by teaching staff will be presented to the Governing Body. Its success will be evaluated regularly through leadership team meetings.