



ELVINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

BEHAVIOUR AND REWARDS POLICY

Rationale

The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Good pupil behaviour is essential for effective teaching and learning. It is also necessary to support the Christian aims of the school. Promotion of good pupil behaviour enhances the self-esteem of everyone in school and a framework is effective in ensuring this.

1. Aims and expectations

- 1.1 It is a primary aim of Elvington Church of England Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 1.2 The primary aim of the behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this behaviour policy in a consistent way.
- 1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

2. School rules

2.1 Our school rules are developed in discussion with staff and pupils and set out our expectations of pupils' behaviour throughout the school.

Respect: We listen to all adults and respond the first time. We always treat others and property with care and respect.

Hope: We have a positive attitude and approach each challenge with energy and optimism.

Perseverance: We always try our best and keep going even when things seem hard.

Friendship: We look after one another. We care for others and always use kind words.

Thankfulness: We are thankful and appreciate all that we have. We are polite at all times.

Trust: We look after our school environment. We move around school safely and quietly.

2.2 Reward systems

All staff use positive verbal feedback to reinforce and reward good behaviour, effort and attitude. The following systems are used:

2.3 Rewards:

What happens when I follow our school rules?

- Dojos will be used to give individual recognition
- Class Dojos will be used to give whole class recognition. This can lead to golden time at the end of the week
- Golden time is used by all class teachers, but may be adapted according to the age and needs of the individual class
- Stickers are used to recognise excellent behaviour during lunchtimes and are added as dojos back in class
- Headteacher stickers are given for pupils who are sent in recognition of exemplary behaviour or work
- Golden book certificates are presented weekly in sharing assembly
- Times Table Rock Star of the week is presented weekly in sharing assembly
- Pupils' pupil of the week

Rewards run for the whole week and return to 0 at the beginning of a new week. Parents are invited into school each week to join the school in our 'Sharing Assembly' which allows the children to share their work and achievements with members of the community. Children who excel in their behaviour and learning are sent to the Headteacher in order to receive formal recognition and praise.

2.4 Sanctions:

What happens when I don't follow our school rules?

A reminder of our school rules is given

1. A warning is given
2. A second warning is given
3. You will be asked to work away from the class for 5 minutes
4. You will be asked to work in another class for the rest of the lesson
5. Sent to the Headteacher

Severe Clause e.g. refusal to cooperate, violence, bullying. The Headteacher will be informed and will contact the parents.

Parents will be notified if their child frequently receives warnings or sanctions by telephone or face to face and behaviour will be monitored closely. Sanctions run through the whole day- if a child has 2 in morning, and gets another sanction at lunch time this will be recorded as 3 by the class teacher. MSAs will inform the class teacher of any child who has had sanctions applied at lunchtime. All Sanctions (1-5) are recorded on the Class Dojo and return to 0 at the beginning of each day.

3 The role of the class teacher

- 3.1 It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- 3.2 The class teachers in Elvington CE Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- 3.3 The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.
- 3.4 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or LA behaviour support service.
- 3.5 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. Where a pattern of persistent poor behaviour is observed, the class teacher will contact the pupil's parent and if appropriate discuss with the SENCO. An Individual Behaviour Plan may be used to set targets and strategies for improved behaviour.

4 The role of the Headteacher

- 4.1 It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- 4.2 The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- 4.3 The Headteacher keeps records of all reported serious incidents of misbehaviour.
- 4.4 The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

5 The role of parents/carers

- 5.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- 5.2 We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.3 If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher then the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
- 5.4 Parents should support teachers in the application of this policy, being aware that judgements on achievements or behaviour are often a subjective decision of every individual staff member.

6 The role of governors

- 6.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
- 6.2 The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

7 Fixed-term and permanent exclusions

- 7.1 The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.2 If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
- 7.3 The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- 7.4 The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
- 7.5 When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- 7.6 If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

8 Monitoring

- 8.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- 8.2 The school keeps a variety of records of incidents of misbehaviour. If a pupil has persistent behaviour problems they will be placed on the Special Needs Register and an Individual Behaviour Plan used to set targets and strategies for improved behaviour. The City of York Pupil Support Service provides support where appropriate.
- 8.3 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

- 9.1 The governing body reviews this policy every two years. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

