



BURTON SALMON PRIMARY SCHOOL

BEHAVIOUR & REWARDS POLICY

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Responsible officer			
J. Marwood			
Signed:			
Headteacher	S. MacDonald	Chair of Governors	J. Brown

Links to Other Policies	
Child Protection Policy	Acceptable Use IT agreements
Anti-Bullying Policy	

Behaviour Policy

At Burton Salmon Community Primary School, we are proud to be part of The White Rose Federation; one family, branching our together.

Introduction

At Burton Salmon School, we strive to create an ethos in which all stakeholders feel safe, valued and treated with respect. We believe that all pupils have the right to learn and all teachers have the right to teach, both unimpeded by the actions of others. This policy reflects a positive approach to behaviour management in which rules and expectations are collectively established and agreed by all. Every opportunity to recognise and reward pupils for meeting and exceeding these expectations is taken by all staff in a variety of ways. This positive approach helps build an intrinsic motivation within pupils to conduct themselves in an appropriate manner and supports the wider ethos of the school. Equally it is made explicitly clear to all pupils that, in the event of sustained or significant incidents of behaviour which breach our agreed rules, there will be an appropriate punitive response. These consequences are 'stepped' in nature and applied fairly and consistently. We also recognise that parents are partners in the establishment of good behaviour and teachers have the right to ask for the assistance of parents in developing the positive behaviour of pupils.

Aims

- to ensure all pupils know what acceptable behaviour looks like, why it is important and the rewards it brings
- to ensure parents and staff are clear about the behaviour expected of pupils and can work effectively to support them in meeting these high standards
- to produce an environment in which all children feel safe, secure and respected
- to ensure all children can learn effectively and all staff can teach without impediment
- to enable children to develop a sense of self worth
- to value and appreciate one another irrespective of age, gender or race
- to acknowledge that everyone has a valued role within our school community

Strategies to realise aims

We believe that a positive approach to behaviour management is beneficial to all. Strategies include:

- To place a strong emphasis on praise and reward where staff will not look for negative behaviour, instead take every opportunity to recognise pupils' appropriate behaviour.
- Pupils will be taught the expectations of the school, and every adult in school should act as models and examples of acceptable school behaviour.
- To deal quickly and consistently with incidents of abusive language, persistent disobedience, or violence, and all incidents reported to the Headteacher.
- Pupils will be given the opportunity to reflect upon their behaviour and understand that it is their choice to behave well or inappropriately.
- Parents will be informed as to the expectations of behaviour and involved in the reinforcement of the high expectations of the school.
- Negative consequences will be agreed by staff and shared with pupils in advance. These will include a scale of consequences for severe behaviours as well as persistently unacceptable and dangerous behaviour.
- Pupils will be made aware that acceptable / unacceptable behaviour and consequences will apply at all times, including playtimes and the lunch hour, in the classrooms, hall, corridors, toilets, cloakrooms and playground.
- All members of staff, including M.S.A.s, T.A.s, teachers, supply teachers, and students will implement this policy

Class Rules / Code of Conduct

The School Rules will be reviewed within both classes during the first week of the academic year. These rules will broadly be framed within a positive 'We will....' context, be written in an age appropriate voice and address all key areas of expectation.

The current school rules are as follows;

We will be kind, honest and polite.

We will talk to each other with care.

We will follow instructions.

We will listen to others.

We will always work hard and do our best.

We will look after our school and everything in it.

Our Whole School Behaviour Policy

We operate an Assertive Discipline policy, which is based on finding and rewarding positive behaviour – both socially and in relation to work ethic. We operate a clear policy as follows:

House Points: We will continue to arrange the children in “coloured houses”. House points are given to children by their class teacher for demonstrating our school rules. Every term the winning team gets a special reward, based upon curriculum enrichment. The reward is in school and the children are able to request their reward.

Weekly Certificates: These are awards given to those children who make an extra effort in their learning, both in class and at home, and have demonstrated any of our school rules.

There are consequences when pupils are not behaving appropriately:

Classroom	Playtime/Lunchtime
Reminder of school rules	Reminder of school rules
Formal warning from Class teacher	Formal warning from Class teacher
Sanction	Sanction
Referral to Head of School	Referral to Head of School
When appropriate, involvement of parents	When appropriate, involvement of parents

*Sanctions are personal and age appropriate to the child. These may be: missing some playtime, completing a reflection sheet or completing missed work.

Restorative Practice

To support children to reflect upon their behaviour, we operate a restorative practice approach in school. This encourages the children to find their voice, reflect upon their actions and consider the impact of their behaviour. The adult speaks to the person displaying challenging behaviour first. This approach is only used with pupils who are able to cognitively access the questions and reflect appropriately, which is why it is most successful in KS2. This can be followed up by using the reflection sheets.

Restorative Questions 1	Responding to Challenging Behaviour
What happened? What were you thinking about at the time? What have your thoughts been since? Who has been affected by what you did? In what way have they been affected? What do you think needs to happen next?	

Restorative Questions 2	Responding to Those Harmed
What happened? What were your thoughts at the time? What have your thoughts been since? How has this affected you and others? What has been the hardest thing for you? What do you think needs to happen next?	

Restrictive Physical Intervention

For the vast majority of the time, pupils at Burton Salmon behave well. However, in order to fulfil our duty of care to all pupils and to prevent harm and maintain a safe/secure learning environment, as a last resort, staff may need to restrain a pupil for his/her own safety and the safety of those around them.

Staff have been trained in de-escalation techniques and will always explore all strategies before using restrictive physical intervention. Restraint will only be used in strict accordance with the legislative framework (Powers of members of staff to use force, Education and Inspections Act 2006) to protect the child and those around them.

Power of members of staff to use force:

- (1) A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely—
- (a) committing any offence,
 - (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or
 - (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.
- (2) This section applies to a person who is, in relation to a pupil, a member of the staff of any school at which education is provided for the pupil.
- All incidents will be recorded and reviewed in line with DFE guidance.

This policy has been written following consultation with pupils, staff, governors and parents. Agreement has been sought in the spirit of partnership as school aims can only be achieved if all parties work together for the good of all concerned.

Recording Behaviour

We record behaviour incidents on CPOMS. Staff access the pupil page and write up the incident under 'conduct'. Parents are informed if a pattern of behaviour emerges. Follow-ups occur within a week and are written up on CPOMS underneath the conduct section and governors are informed of behaviour incidents at each termly meeting. All staff are informed about significant behaviour follow up outcomes in order to support the child effectively.

Referral to Head of School

If an incident is considered a serious breach of the school rules, the Head of School will be involved immediately.

The school has a zero-tolerance policy with regards to bullying. Any behaviour that is deemed inappropriate will be dealt with by the class teacher. Appropriate action will ensue that will reflect the nature and severity of the incident. All incidents will be recorded on CPOMS, with appropriate actions logged to ensure that a suitable resolution is attained. This may involve in school consequences. This is then shared with parents. Parents are contacted if their child's behaviour has been deemed to be wholly inappropriate to the standards at Burton

If unacceptable behaviour continues, or if an incident were to be of an extremely serious nature, then exclusion will not be ruled out. The Executive Headteacher will be consulted at this point and is responsible for the decision to exclude. However, permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

If a pupil persistently displays behaviour that impacts negatively on the learning of other pupils, they will be placed on the Special Needs Register and an Individual Behaviour Plan used to set targets and strategies for improved behaviour. This is implemented in partnership with parents. North Yorkshire County Council Support Service will be approached to provide support where appropriate.

Parents

Teachers cannot teach effectively, and pupils cannot learn effectively, in classes disrupted by poor behaviour. As a parent, you are asked to respect the school's behaviour policy and the disciplinary authority of school staff. Parents are asked to treat school staff with the same respect they would expect to receive. Parents can be barred from school premises if their behaviour is unreasonable and the Parent Behaviour Policy reflects our thinking around this. Parents must not take matters into their own hands.

Related Policies

The school also has a separate policy on safeguarding pupils (Child Protection Policy) and an Anti-Bullying Policy.

Appendices: Behaviour Reflection Sheet

All of the awards will be given out each week, in our Friday Celebration Assembly.

Reviewed September 2020

Corona Specific

All staff, pupils and visitors will:

- Follow altered routines for arrival or departure.
- Follow school instructions on hygiene, such as handwashing and sanitising.
- Follow instructions on who pupils can socialise with at school.
- Stay in their own bubble and will not move across classrooms.
- Use tissues and put hands to mouth when sneezing, coughing. Dispose of tissues immediately and wash hands thoroughly using warm water and soap. Avoid touching mouth, nose and eyes.
- Pupils will tell an adult if they are experiencing symptoms of coronavirus or if they are feeling unwell.
- No toys will be brought into school, water bottles are for their own use and each child will have an equipment pack. There will be no sharing of equipment.
- There are amended expectations about breaks and play times, including where children may or may not play.
- Each bubble will have access to their own toilets, cleaned regularly throughout the day.

- Deliberate coughing or spitting at or towards any other person will not be tolerated and will be dealt with in accordance with our sanctions.
- Pupils will use online learning responsibly, adhering to our acceptable use agreement.