



# BEHAVIOUR AND REWARDS POLICY

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## **Introduction**

Positive behaviour and attitudes enable children to make the most of school experiences and aid success in learning. In the context of a school, we would define positive behaviour as conduct that assists the school to fulfill its function which is to develop, as fully as possible, the abilities and social skills of all its pupils and to promote feelings of happiness and security for all.

## **Aims and Objectives**

We aim to:

- Provide a calm, safe environment in which all pupils can achieve their very best.
- Raise children's self esteem and help them to have confidence in themselves
- Recognise that each child is an individual with their own needs
- Help children to become aware of the needs of others
- Promote respectful and thoughtful behaviour between all members of the school community
- Promote independent self-discipline in our pupils and encourage them to accept responsibility for their own behaviour
- Teach children the skills and attitudes needed to achieve and maintain positive behaviour
- Encourage everyone to contribute to our codes of conduct
- Develop an understanding of the important role everyone has to play in the smooth running of the school
- Employ a consistent approach to behaviour throughout the school
- Involve parents in the good behaviour of their children and encourage them to support our code of conduct
- Develop an understanding of the importance of codes of conduct in our lives and why they need adhering to
- Positively involve pupils, staff and parents in a common purpose and direction

## **The School's Approach**

In the belief that our school should be a happy, secure place for all, we pursue a positive approach to good behaviour, encouraging children to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others.

Intrinsic to this approach is the additional belief that parents, children and staff are all involved in a home/school partnership.

## **THRIVE**

As a school we believe that every child matters. At Hawthorn Primary School we have embraced the THRIVE approach and use these principles to enhance the social, emotional and developmental needs of all our children.

## **Codes of Conduct**

At the beginning of each year, classes negotiate a class code of conduct based on the

Golden Rules. The children, with the help of their teacher, decide on positive ground rules that they believe will make for a happy, hardworking environment in their classroom. Once this code of conduct has been agreed, it is displayed in the classroom as a reminder and the children are expected to abide by them. If a child contravenes this code of conduct, they are reminded of the part they played in its creation and the commitment they made to it.

The Golden Rules are the general code of conduct for the whole school community, which is reviewed from time to time by the children and staff. The Golden Rules are displayed prominently in the school.

## **Hawthorn Primary School's Golden Rules**

Always try to do my best

Always listen carefully

Be honest and truthful

Respect others and their property

Keep my hands and feet to myself

Be kind and helpful

## **Governors' Responsibilities**

The legal responsibility for the discipline of the school lies with the governors who have delegated the day to day management to the head teacher.

## **Staff Responsibilities**

Class teachers have day-to-day responsibility for the discipline of the children in their classes. A caring classroom atmosphere helps to reinforce good behaviour and teachers themselves are expected to be good role models for the children in their classes. Teaching staff share the responsibility for the sensible behaviour of the children in and around the school.

The Behaviour Manager, Mrs Murray has overall responsibility for discipline during the lunchtime period and is based in the hall. Responsibility for managing behaviour during the lunch break, both in the dining room and at play, has been delegated to the senior midday supervisors and the other lunchtime supervisors. The senior supervisors liaise closely with the Behaviour Manager, Mrs Murray over the lunch break.

## **Parents' Responsibilities**

A Home-School Agreement will be provided for all incoming pupils on their arrival at the school and both parents and children are encouraged to read it and sign a declaration that they agree to it. We encourage parents to be aware of the school codes of conduct and expectations and to support the implementation of this behaviour policy.

We value the support of parents in helping children manage their own behaviour. There may be times when a child's behaviour continues in a way, which disrupts other children's learning or well-being. At this time parents will be asked to come into school and work with us to create positive change.

## **Children's Responsibilities**

Children are expected to follow the codes of conduct in the school and classroom and show respect for the rights and needs of everybody in the school community both adult and child.

Good behaviour, politeness and good manners are insisted upon, especially when dealing with teaching staff, all support staff and other adults who may be in the school.

## **How We Encourage Good Behaviour**

- Clear expectations of good behaviour are laid out and discussed eg. in classroom codes of conduct.
- Anti-social behaviour is actively discouraged and mutual respect promoted.
- Social awareness and understanding the needs and rights of others is taught as part of the curriculum, particularly in S.E.A.L and collective worship.
- Sometimes self-esteem is promoted through special groups eg. social skills groups.
- Children are encouraged to take responsibility for their own actions and to make amends for any disruption or unhappiness they might have caused.
- Where appropriate, good behaviour is praised either privately or publicly and parent/carers are contacted via the telephone or text.
- High standards of behaviour are set through the example of the adults and children in the school.
- Children are encouraged to help each other to behave correctly and to support those who have difficulty in doing so.
- In certain circumstances, behaviour modification programmes may be set in place for specific children.

## **How We Deal with Unacceptable Behaviour**

- We talk calmly to the child who misbehaves, insisting that good behaviour is expected at all times. We reason with them and remind them of the school Golden Rules.
- In the case of aggressive behaviour, we make it clear that behaviour that hurts, either physically or mentally, or behaviour that irritates or offends to a marked degree is not acceptable.
- If necessary, we reassure the other child or children by making it clear to them that action is being taken to stop the aggressive behaviour.

Depending on the severity of the offence differing courses of action or sanctions may be applied. There is no corporal punishment. Unacceptable behaviour can be divided into five progressive stages as follows:

	Example of behaviour	Possible Responses	Possible Sanctions
S T A G E 1  Early Years Stage 1	<ul style="list-style-type: none"> <li>Wandering about</li> <li>Calling out</li> <li>Interrupting the teacher</li> <li>Pushing and shoving in line</li> <li>Irritating other children</li> <li>Interrupting other children</li> </ul> <ul style="list-style-type: none"> <li>Swearing</li> <li>Behaviour which could harm themselves or others</li> </ul>	<ul style="list-style-type: none"> <li>Speak to child</li> <li>Eye contact</li> <li>Reminders</li> <li>Give choices e.g. Either stop talking or sit somewhere else</li> <li>Name on board = 1<sup>st</sup> warning</li> <li>Name xx (warning)</li> <li>If behaviour continues move to Stg2</li> </ul> <ul style="list-style-type: none"> <li>Speak to child</li> <li>Eye contact</li> <li>Reminders</li> <li>Give choices e.g. Either stop talking or sit with an adult</li> </ul>	<ul style="list-style-type: none"> <li>None</li> <li>or</li> <li>Minimal</li> <li>e.g.</li> <li>Change seating plan</li> <li>Sent to play elsewhere or with someone else.</li> <li>Asked to apologise for behaviour</li> </ul> <ul style="list-style-type: none"> <li>None</li> <li>or</li> <li>Minimal</li> <li>Asked to apologise for behaviour</li> </ul>
S T A G E 2  Early Years Stage 2	<ul style="list-style-type: none"> <li><b>Repeated Stage 1 incidents</b></li> <li>Not responding to teacher</li> <li>Disruptive behaviour</li> <li>Deliberately causing a disturbance</li> <li>Refusing to do anything</li> <li>Accidental damage through carelessness</li> <li>Cheeky, off hand comments</li> <li>Minor challenges to authority</li> <li>Annoying other people</li> <li>Silly or irritating name calling</li> <li>Mild one off swearing</li> </ul> <ul style="list-style-type: none"> <li>Not responding to teacher</li> <li>Disruptive behaviour</li> <li>Refusing to do anything</li> <li>Accidental damage through carelessness</li> <li>Minor challenges to authority</li> <li>Annoying other people</li> <li>Mild one off swearing</li> </ul>	<ul style="list-style-type: none"> <li>Name xx= 15 mins. Miss play</li> <li>Name xxx = stage 3</li> <li>Talk with child</li> <li>Discuss consequences of behaviour</li> <li>Separate child from scene or other children involved</li> <li>Record in class incident book</li> </ul> <ul style="list-style-type: none"> <li>Talk with child</li> <li>Discuss consequences of behaviour</li> <li>Separate child from scene or other children involved</li> <li>Record in class incident book (amber)</li> </ul>	<ul style="list-style-type: none"> <li>Send to partner class for rest of the session.</li> <li>Send to Phase Leaders classroom</li> <li>Write a letter of apology or verbally apologise</li> <li>All work missed will be completed at home.</li> <li>If work is not completed at home it will be completed in an after school detention.</li> <li>Spend 15 minutes in the hall at playtime/lunchtime, supervised by the duty teacher/HLTA/TA.</li> <li>3 incidents in a week will result in a green behaviour card being issued.</li> <li>If on a behaviour card then after school clubs to be missed.</li> </ul> <ul style="list-style-type: none"> <li>Send to partner class for rest of the session.</li> <li>Amber time out (3 mins)</li> <li>All work missed will be completed in their time</li> <li>3x per week miss 10 mins dinner time with class teacher</li> </ul>

<p>S T A G E 3</p>	<ul style="list-style-type: none"> <li>• <b>Repeated Stage 2 incidents</b></li> <li>• Deliberately throwing objects with the intention of breaking them</li> <li>• Harming someone</li> <li>• Deliberately damaging school or personal property</li> <li>• Leaving class without permission</li> <li>• Repeated refusal to do set tasks</li> <li>• Continued and serious cheeky responses</li> <li>• Serious challenges to authority</li> <li>• Harmful or offensive name calling, including racial comments</li> <li>• Serious or repeated swearing</li> <li>• One off bullying or manipulative behaviour</li> <li>• Fighting and intentional physical harm to other children</li> <li>• Verbal abuse of any staff</li> </ul>	<ul style="list-style-type: none"> <li>• Name xxx = Removal from class and green behaviour card. 30 Mins miss play.</li> <li>• Referral to Phase Leader</li> <li>• Formal letter / phone call to parents/carers</li> <li>• Incident recorded in Behaviour Incident Book by adult in class</li> <li>• In the case of racial incident, Behaviour Manager informed so incident can be logged with the L.A</li> </ul> <p>In repeated cases:</p> <ul style="list-style-type: none"> <li>• Move to stage 4</li> <li>• Head teacher involvement</li> <li>• Formal contact with parent/carers by Head teacher</li> </ul> <p>Incident recorded by Behaviour Manager and on CPOMS</p>	<ul style="list-style-type: none"> <li>• Exclusion from classroom for a period of time depending on the circumstances</li> <li>• Parent/carer may be asked to remove the child from the school premises at lunchtime. (for playtime behaviour)</li> <li>• Pastoral support plan and/or SEN support plan set up for pupils that are at serious risk of permanent exclusion</li> <li>• Monitor behaviour using a card</li> <li>• All worked missed will be completed at home</li> <li>• If work is not completed at home it will be completed in an after school detention</li> <li>• Miss 30 minutes play and go onto a green behaviour card for 5 days</li> <li>• If on a behaviour card then after school clubs to be missed</li> </ul>
<p>Early Years Stage 3</p>	<ul style="list-style-type: none"> <li>• Repeated Stage 2 incidents</li> <li>• Tantrums</li> <li>• Throwing objects with the intention of breaking them</li> <li>• Harming someone</li> <li>• Repeated refusal to do set tasks</li> <li>• Continued and serious cheeky responses</li> <li>• Serious challenge to authority</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous referral to Phase Leader</li> <li>• Incident recorded in behaviour incident book by adult in class</li> <li>• In the case of racial incident, Behaviour Manager informed so incident can be logged with the LA</li> </ul>	<ul style="list-style-type: none"> <li>• Time out (5 mins)</li> <li>• 3x red miss 10 mins. lunchtime with Behaviour Manager</li> <li>• Work to be completed during child initiated learning time</li> </ul>

<p>S T A G E  4</p>	<ul style="list-style-type: none"> <li>• Leaving the school grounds Vandalism</li> <li>• Stealing</li> <li>• Persistent bullying, including racial harassment</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate removal of offender from scene</li> <li>• Immediate involvement of Head teacher (or Deputy if Head not available)</li> <li>• Incident recorded by the Behaviour Manager and on CPOMS</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers telephoned and a meeting arranged with Head teacher as soon as possible</li> <li>• Internal inclusion or possible fixed term exclusion for repeated/severe incidents</li> <li>• Possible involvement of parent e.g. working with child in class</li> <li>• Possible fixed term exclusion for repeated incidents</li> <li>• Pastoral support plan set up for pupils that are at serious risk of permanent exclusion</li> </ul>
<p>S T A G E  5</p>	<ul style="list-style-type: none"> <li>• Extremely dangerous or violent behaviour</li> <li>• Very serious challenges to authority</li> <li>• Repeatedly leaving school grounds</li> <li>• Physical abuse of any staff member</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate removal of offender from scene</li> <li>• Immediate involvement of Head teacher (or Deputy if Head not available)</li> <li>• Incident recorded by the Behaviour Manager and on CPOMS</li> <li>• Involvement of outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term exclusion</li> <li>• For repeated Stage 5 behaviour, permanent exclusion may be considered</li> </ul>

## **After School Detentions**

- After school detentions will take place during lunchtime for KS1 children and after school, 3.00 – 4.00p.m. for KS2 children
- Work that has not been completed at school will be completed
- Teachers will be responsible for setting work for these sessions

## **Swimming**

As part of the curriculum Year 5 (and when possible Year 6) take part in weekly swimming lessons. Children are expected to follow school behaviour rules and procedures when they go to the swimming baths. In addition to this children are expected to keep the changing rooms neat and tidy, to walk along the poolside and to sit quietly waiting for their lessons. In the pool the children must hold onto the side unless told to move across the pool by the teacher. They must not put their head under the water unless they are told to do so. All children should be quiet when in the pool and listen carefully. When the drown alarm sounds the children should exit the pool at the nearest side and walk to the front of the pool area and await instructions.

Should a child not adhere to the school's (and swimming baths) behaviour rules and procedures this could result in a child missing a swimming session. Should unacceptable behaviour continue then school will revisit the Local Authority risk assessment and evaluate the health and safety protocol and a decision will be made if the child can continue with swimming lessons.

## **Common Assessment Framework (CAF)**

Where the school has ongoing concerns about a child's behavior, parents/carers will be asked to work with a member of staff to complete a CAF. This is a detailed form that is designed to assess strengths and needs in the family and may lead to Team Around the Child Meetings (TAC) where other agencies e.g behaviour support, family support worker will work with the school to support the family and child.

## **Children not on the premises at lunchtime**

- Midday supervisors are to fill in a behaviour record sheet for the behaviour in both Key Stages during lunchtime. Where appropriate, the Behaviour Manager will follow it up. The Behaviour Manager will also record the incident on the school tracking grid. Three incidents in one week by the same child in KS will result in a yellow lunch time behaviour card being issued and they will spend lunchtimes in KS1 playground. Three incidents by a child in KS1 will result in the child spending two lunchtime breaks with the Behaviour Manager
- If a child's behaviour is continually unacceptable during lunch time, parents may be asked to make arrangements for their child to go home for lunch. If this is the case, the child will initially have to be taken home from school for 2 lunchtimes, leaving at and arriving back in school in accordance with the Key Stage they are in and the timings that apply for their lunchtime. A parent/ carer must collect and return the child
- If the child's behaviour continues to be unacceptable after the 2 days, the child will be taken home for 5 lunchtimes.
- If the child's behaviour continues to be unacceptable after the 5 days the child will be taken home for the remainder of the term.

- Free packed lunches will be supplied to eligible children

## Playtime and Lunchtime rules

<b>Respect the school environment</b>	<b>Do not throw anything that isn't a ball or bean bag, do not throw these high. Do not stand on benches or damage any school equipment.</b>
<b>Be polite to others.</b>	<b>Do not be rude to adults or children. Do not call others names. Do not shout at others at any time.</b>
<b>Be kind and play well together</b>	<b>Do not hurt anyone intentionally. Do not play fighting games.</b>
<b>Listen to each other</b>	<b>Do apologise if you have hurt anyone or broken the school rules.  When someone is speaking, stop talking and listen. Be prepared to admit if you have made a mistake.</b>
<b>Keep to the rules yourself and expect others to do so.</b>	<b>Do not encourage or support another to break the rules.</b>

## Playtime and Lunchtime Procedures and Sanctions

We believe that it is important for both children and adults to have a happy playtime, where mutual respect is shown at all times. Staff will use positive language to encourage appropriate behaviour and will always give positive rewards such as kind words, tokens and golden tickets making it clear to the children what they have done well.

As a last resort where behaviour is unacceptable, these procedures will be followed:

- A verbal warning will be given to the children explaining why their behaviour is unacceptable, they will be asked to stop.
- Time will be given while staff wait and watch to see if the child corrects their behaviour.
- If behaviour is repeated, staff will send the child to the wall where the staff will log the child's name in the behaviour book and explain clearly what about the behaviour is unacceptable and why.
- Ensure that the child understands, **speaking to the child calmly and respectfully.**
- Child will be given time out as deemed necessary by the member of staff responsible
- When child returns expect and accept an apology from them, thank them for the apology.
- The matter is then finished and needs no further discussion.
- If behaviour continues then the child is sent into school to the Behaviour Manager
- Lunchtime behaviour incidents are recorded and parents/carers contacted as necessary. More serious incidents are investigated and appropriately dealt with

- If persistent incidents happen i.e. three incidents in a week a yellow playground behaviour card will be issued and behaviour will be monitored for the week. A failed card (three sad faces on the card) will result in two days play / lunch time missed.
- If unacceptable behaviour continues during lunchtime then parents/carers will be contacted and arrangements will be made for the child to leave the premises at lunch time and lunch provided as appropriate.

## **Lining up procedure**

The bell will ring once and children will be expected to walk straight away into their class lines.

## **Moving around the school**

All children will be expected to walk around the school premises keeping to their left when moving between classrooms, to the hall, the office or playground.

Any child who is seen running by any member of staff will be sent back to walk correctly and as a consequence will have to miss playtime/lunchtime for 15 minutes.

## **How We Support Staff in the Application of this Policy**

All staff members have a communal responsibility for behaviour and discipline within the school and are expected to help and support each other, when needed, without reservation. We try to ensure that no member of staff is, or feels, isolated at any time.

If a child's behaviour in class is such that the teacher wishes them to be excluded from the classroom for a time, the parallel teacher may receive the child in the first instance. If the behaviour is repeated, then help from the appropriate Phase Leader will be sought. In the case of the behaviour becoming more serious or continuing to be repeated, the child will spend time with the Behaviour Manager. The Behaviour Manager may ask the Headteacher to become involved if she feels it appropriate or if the nature of the behaviour is very serious.

## **Special Needs**

Some children's behaviour is beyond normal incentives and sanctions. These are usually children with emotional or physical needs who may have a condition, sometimes diagnosed, which affects their ability to respond in the expected way. Their needs may sometimes make them unhappy, angry or suffer from low self-esteem. It is often necessary to create for these children special, tailor-made programmes to include personal, achievable targets and a system of rewards. In extreme cases of difficulty, special curriculum programmes and timetables may need to be set up for the child.

Areas of behaviour that need improvement are identified and targeted in the child's individual program. Parents, Headteacher, Deputy Head, Inclusion Managers, Teaching Assistants and outside agencies may be included in the program if deemed necessary or helpful.

## Rewards

Pupil rewards are great motivators and should be used as often as is appropriate.

**Reward tokens** are available in the staffroom and can be given to children for good work, showing good manners, good attitude, good behavior, active listening, returning homework, reading at home etc. They can be used as motivators at staff discretion e.g. lining up, returning letters and so on. All staff who work with children should give reward tokens.

Reward tokens are collected in each classroom and a weekly draw is held in each class and the winners can choose a small prize e.g. pencil, key ring etc.

Tokens should not be taken back for subsequent poor behavior.

**Smiley face** – Children's names can be written under a smiley face on the board for good behaviour etc. These children can be given reward tokens.

**Golden Tickets** are given a lunchtime to children who eat all their lunch, show good manners or leave their place clean and tidy. A weekly draw is made for each class and winning children are invited to choose a small prize.

**Activity Day** Children will take part in a half day of fun activities twice during the term if they meet the criteria below:

- No name on the 'Sad Side' of the board for the term

Ticks are given by the class teacher on a daily basis providing a child has not got their name on the 'sad side' of the board.

Time earned for the fun day will be calculated and allocated based on the number of weeks in the term and blocked

e.g. 50 days in a term and 50 ticks = a full day  
40-49 ticks = miss 15 mins of the activities  
30-39 ticks = miss 30 mins of the activities

On the next fun day if there is no evidence of an improvement in behaviour than the time that they miss will be doubled. This will give the children a real incentive to improve their behaviour.

### Early Years

- \* Tokens
- \* Stickers
- \* Teacher notes/certificates
- \* Start of the Week
- \* Peg cards for bonus playtime (10 minutes)

## In Conclusion

We seek to provide a safe and happy environment in which children can learn. By following this policy, we expect to promote in children an understanding of the effect their behaviour

has on other people and the importance of codes of conduct in our society.