

# **Clipston Endowed Voluntary Controlled Primary School**

## **Behaviour Policy (Sanctions and Rewards)**



**Be Kind ~ Be Your Best ~ Be Happy**

Adopted by the Governing Body: July 2023

Proposed Review: Spring 2024

Signed .....

**Mrs Chloe Wright: Chair of Governors**

**Do to others, as you would have them do to you – Luke 6:13**

# Clipston Primary School's Vision, Mission, Ethos and Aims

## Our Vision

Every Child Matters To God

## Our Mission

Be Kind ~ Be Your Best ~ Be Happy

## Ethos

Recognising its historic foundation, Clipston Primary School seeks to serve its community by providing a rounded, connected and coherent education of the highest quality.

We endeavour to preserve and develop our distinct religious character in accordance with the principles of the Church of England.

The school lives out its Christian virtues – Thankfulness, Kindness, Justice, Love, Forgiveness, Responsibility and Courage – and all those essential human values, which are common to good, kind and tolerant people of all faiths and none, through the experiences it offers to all its pupils.

## Aims

The school's aim, through its Christian ethos, is the creation of a safe, happy learning environment, which supports all children on their journey towards becoming:

- Successful engaged learners, who enjoy learning, who are knowledgeable and skilled, and who make progress and achieve their best;
- Confident, articulate individuals who can lead safe, healthy and fulfilling lives in the communities in which they live now and in the future;
- Responsible, happy citizens of the world who have the capacity to make positive contributions to society.

**"Do to others as you would have them do unto you" Luke 6:31**

To achieve these aims, staff and governors will work in partnership with parents, carers and the local community for the benefit of all our pupils.

## The Behaviour and Discipline Policy

### Policy Principles

This policy has been written using the Department for Education's guidance to Head teachers "Behaviour and Discipline in Schools" and acknowledges the school's legal duties under the Equality Act 2010, in respect of pupils with Special Educational Needs (SEN).

We believe that children flourish, grow and develop pride in themselves in an atmosphere of praise and encouragement. In order to achieve this, certain standards must be fully understood and maintained. These standards are our school rules. We actively seek to apply these standards and strive to uphold them at all times. The school rules are adopted by the school community of children, parents, teachers and governors. These rules are displayed in prominent positions around the school to promote positive behaviour.

## **Our School Rules**

We have three school rules which we expect every member of the school to uphold:

1. Treat others as you would like to be treated.
2. Try to do our best and stay positive
3. Use kind hands, kind feet and kind words

The powerful influence of home and school working in partnership will support our children in becoming happy, fulfilled and successful members of society and contributory citizens of the world, as outlined in our school motto: **Be Kind ~ Be Your Best ~ Be Happy.**

## **The benefits of good behaviour**

It is important that both children and adults know and understand what is expected of them in school.

### **For the children:**

- Children need to realise the importance of the way they behave and how it affects themselves, their peers and their teachers.
- Everyone should be able to work in a calm, quiet atmosphere, concentrating on their learning, free from disruption from others.
- Children learn to care for each other and about the importance of friendship. Older children are good role models to our younger children.
- Children learn self-respect, develop self-confidence and increase self-esteem in school.
- Children learn to try their best and what it is to feel proud of their hardwork, perseverance and achievements.

### **For the staff:**

- With expected behaviour choices from the children, staff are able to teach what they have carefully planned and thus meet the needs of all pupils.
- Lessons are then stimulating, worthwhile and free from disruption.
- Staff can spend more time with children to support their learning.

### **For parents:**

- Parents can feel confident that the children are learning in a positive environment.
- Parents can build relationships with the school in order to work together to provide the best possible learning environment for their children.
- Parents will know that their children will receive guidance, support and encouragement to behave well.

## **Behaviour that we wish to encourage**

We all need to have a common understanding of what good behaviour is, so that we can work together to achieve our aims. Behaviours we encourage, support and develop are:

- Honesty
- Self-regulation
- Respect for all adults, peers and property
- Politeness
- Humility
- The ability to listen well to adults and peers

- The ability to express our opinions appropriately
- The ability to appreciate that others have different opinions to us
- The ability disagree agreeably
- Tolerance and understanding of others
- Patience
- Pride in achievements, both academic and personal
- Cooperation
- A sense of calm
- Personal tidiness and care for ourselves, our belongings and our environment

This list is not exhaustive.

### **Behaviour that is deemed unacceptable**

We must all work together to discourage the behaviours we do not wish to happen:

- Bullying of all types including aggression
- Disrespecting others
- Bad language
- Words and actions that are prejudice towards others
- A “don’t care” attitude towards learning
- Conduct in lessons which reduces the capacity of teacher to teach and others to learn
- Hurting other people either physically and/or emotionally
- Using personal smart technology during school time

### **Positive behaviour strategies**

The following strategies are used to promote good behaviour:

- Listen to children
- Criticise the action, not the child
- Displaying of and referring to the school rules
- Be positive role models
- Be consistent in our expectations of children
- Praise good behaviour
- Give children jobs and responsibilities
- Value children’s ideas
- Reward appropriate behaviour choices with praise, stickers, class awards and house points
- Have high expectations for all areas of children’s learning in school - behaviour, attitudes and academic work

### **Rewards and Sanctions – making the right choice**

In each classroom the Choices Ladder is displayed. Children move up the ladder and gain rewards for good behaviour and down the ladder when they require sanctioning for inappropriate behaviour choices. An example of a Choices Ladder can be found in Appendix 1. Each class teacher will create a Choices ladder that best suits the age and development of the children in their class.

### **Rewards**

At Clipston Endowed VC Primary School, we place a strong emphasis on rewards and privileges to support the adherence to our behaviour aims. We celebrate good behaviour

by using a range and variety of rewards. All children can be awarded House Points. Winners of the House Cup earn an incentive each half-term.

Other rewards may vary according to the age of the children and could include:

- Verbal praise and individual stickers
- Team points / Table stickers
- Special jobs
- Helping others in class
- Special House events such as “parties”, films or extra playtimes
- Choosing special activities
- Gold Awards
- Head Teacher’s Awards

### **Sanctions**

A variety of strategies are used to address unacceptable behaviour choices:

- Check that the child understands why they are in trouble
- Establish that the child knows that the behaviour was unacceptable and how it has affected others
- Talk with the child to discuss strategies to avoid the same situation in the future.

Teachers use a variety of methods to help children take ownership of their behaviour. These can include:

- Verbal warnings
- Visual warnings – teacher’s “look”
- Tactical ignoring
- A private reminder
- Repetition if a task is not completed satisfactorily
- Time out from the activity to go elsewhere to reflect
- Time to talk with a member of staff to discuss what “went wrong” and discuss strategies to help the child improve / avoid the same thing happening again.
- Miss part / all of morning break or lunchtime
- Miss the beginning of lunchtime
- Missing a club or activity
- Time to talk with the Head Teacher
- If a child does something really awful or dangerous, the matter will usually be articulated to parent, either by phone call or letter.
- Continual inappropriate behaviour choices may result in a child being placed “on report” so that parents can be kept informed of the types of inappropriate behaviour that are taking place daily and when. The precise arrangements for “Being on Report” will depend of the developmental level of the child.

If inappropriate behaviour persists, a meeting may be arranged with parents and a Behaviour Action Plan may be drawn up and monitored. Support from external agencies such as Jogo Behaviour Support may be commissioned.

### **Permanent Exclusions or Fixed Term Suspensions**

In exceptional circumstances where a child has seriously breached the school’s Behaviour Policy or is involved in a serious incident, the Head Teacher may exclude / suspend a pupil.

Any action to exclude would follow the Local Authority guidelines and/or government advice (e.g. the Exclusion Flow Chart, an example of which is shown in Appendix 2). A pupil may be excluded for:

- Physical assault against a pupil or adult
- Verbal abuse / threatening behaviour against a pupil or adult
- Persistent bullying
- Racist or homophobic abuse
- Sexual misconduct
- Theft
- Persistent disruptive behaviour
- Being found with weapons or drugs in school

**Exclusions at Clipston School are exceptionally rare.**

### **The Role of Governors**

The Named Governor for Behaviour and Discipline may be made aware of circumstances pertaining to a particular pupil. Incidents of very poor behaviour are recorded in the Behaviour Incident Log which is monitored by the Governing Body at least three times per year.

### **The School Bus**

We expect the children to behave properly on the bus, to ensure the safety of all on board, and we support parents in enforcing the following expectations:

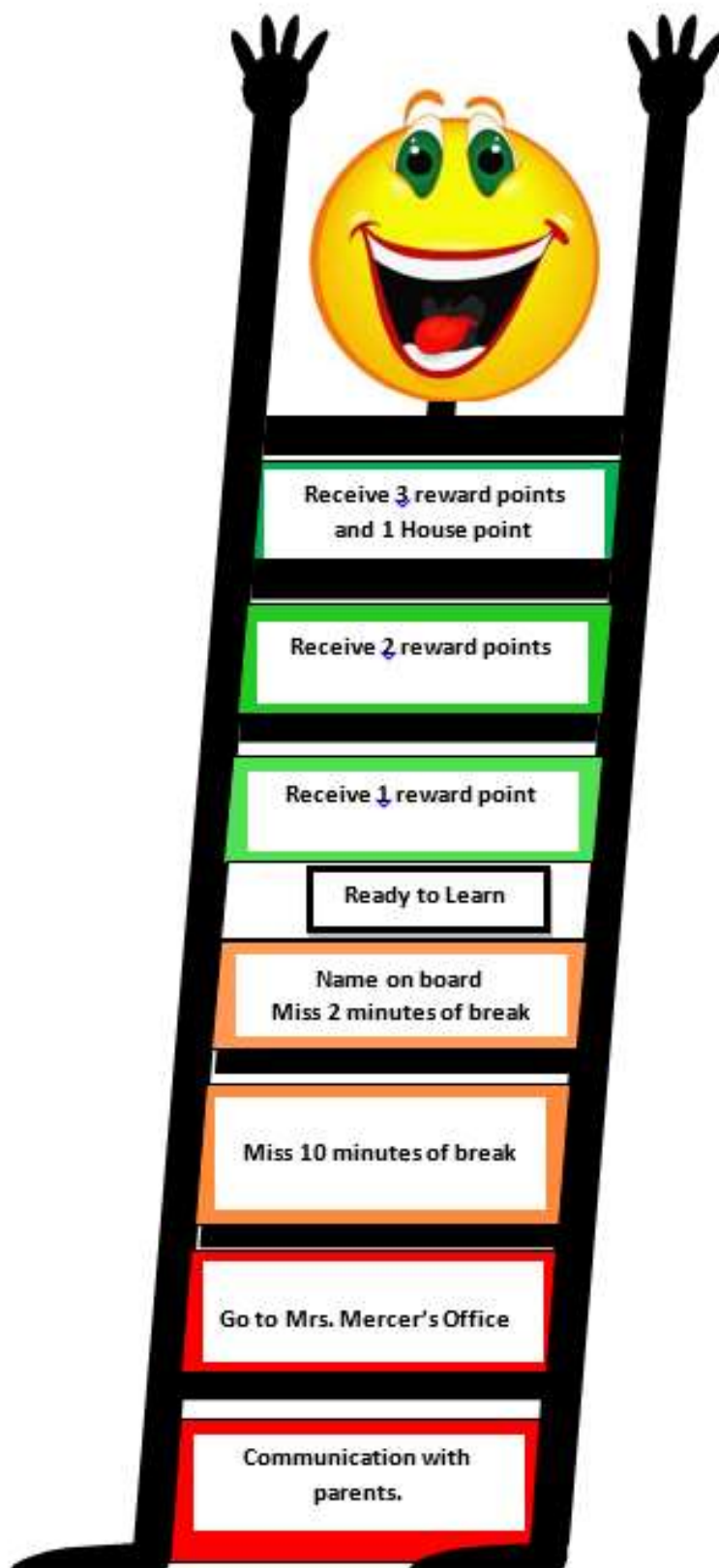
- Find your seat quickly
- Remain seated until the bus reaches your stop
- Talk and behave quietly; do not disrupt the driver
- Be polite to the driver

Should a child behave inappropriately on the bus, we may liaise with the driver and Bus Company to discuss what steps need to be taken to support and improve the behaviour. A seating plan for the individual child, or all the children, may be introduced.

### **Links to other policies and procedures**

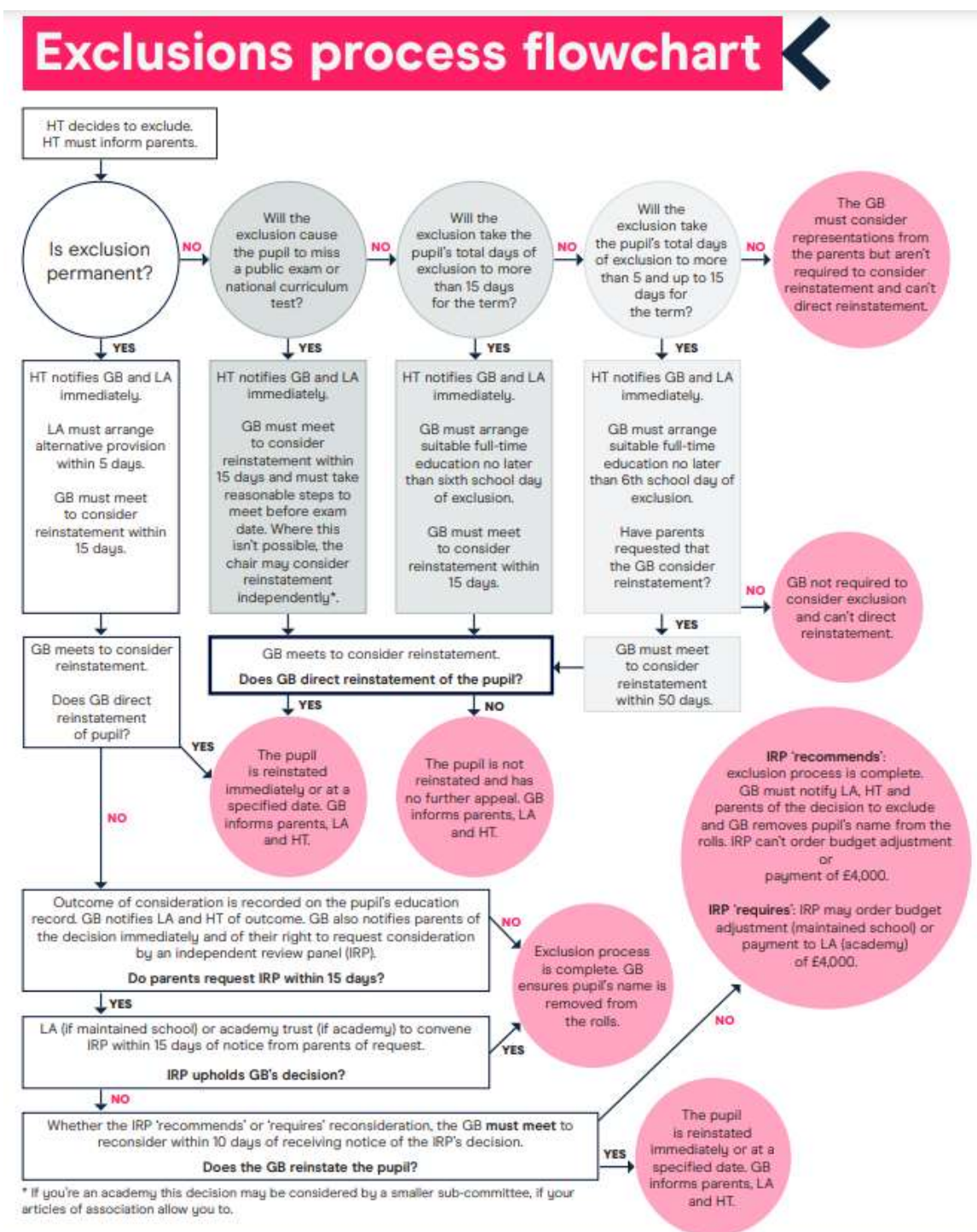
This Policy should be read in conjunction with our Home-School Agreement, the Online Safety Policy and the Child On Child Abuse Policy, all of which can be found on our school website [www.clipstonprimaryschool.org](http://www.clipstonprimaryschool.org)

## Appendix 1 - Choices Ladder – Example





## Appendix 2 – Exclusion Flow Chart – Example



With Reference to:

**Behaviour in Schools 2022** <https://www.gov.uk/government/publications/behaviour-in-schools--2>

**Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England 2023** <https://www.gov.uk/government/publications/school-exclusion>