

Behaviour, Rewards and Consequences Policy

At Firfield Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do. We want our pupils to be ready to learn and to be safe at all times. Our staff strive to create independent articulate thinkers and learners who have confidence to achieve their ambitions. Some parts of this policy has been written specifically for children, other parts are for adult guidance. However, there are three key principles, which underpin the policy.

The Key Principles of Behaviour Management

Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour;
- Some of our children, for some or all of the time, will need more of our attention and support than others;
- We have a responsibility to teach social behaviour to all children;
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable (such as those relating to violent or other unsafe behaviour);
- All pupils have the right to be educated no matter how challenging their behaviour;
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

Being Positive

- Parents/carers need to be as fully involved as possible;
- We should have high expectations of what is acceptable behaviour in our school and within the wider community we should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers;
- If we want our pupils to behave in a particular way, **alongside parents**, we are responsible for making it clear to them how we want them to behave;
- We should recognise acceptable behaviour through positive reinforcement;
- We should provide pupils with honest and sensitive feedback on their own learning and behaviour.

Being Assertive

- We believe we all have rights - teachers have the right to teach, pupils have the right to learn;
- Pupils and staff have the right to feel safe in school;
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school;
- We should never tolerate violent, abusive or anti-social behaviour (**see 'steps to managing behaviour'**) in the classroom or anywhere in school;
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

The policy operates in conjunction with our [Anti-Bullying policy](#), [SEND policy](#), [School Complaints Policy](#) and [Code of Conduct](#).

Rules and procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards behaviour.

Our School Rules

Be Ready - being ready to learn

Be Respectful - being respectful to all

Be Safe - being and keeping yourself and others safe

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our school. The School Rules form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.

Visible Adult Consistencies

- Meet and greet
- First attention to best conduct
- Warmth calm and caring

"Praise, recognise and respond"

We believe that praise is the most powerful form of influencing children's behaviour. In our school, we use various systems. All rewards in our school are named Reward points.

Class teachers (Individual Reward System)

Each class will have devised a method for rewarding good behaviour. This is based on the individual class needs and therefore maybe different in each class.

- Dojo electronic system / reward points
- Star of the Week
- Happy side
- Teachers send a recognition note home
- Treat prizes

- **Stickers**
- Stickers on an effort chart
- Teachers give children verbal praise

Whole school Class Dojo Reward System

To support children in remembering the school rules and to reward those children who are making good choices, we are using a positive behaviour software program called 'Class Dojo'. This is for EYFS, Key Stage 1 and 2 children. Reward points can be awarded for the whole class, groups and individuals. **Parents of children in KS1 and KS2 are able to see their child's Dojo profile. Parents of children in EYFS are able to monitor their child's progress via their online learning journal 'Tapestry'.**

Class Marble Rewards

Children collect class rewards daily through a 'marbles in a jar' system. Once the class has achieved 30 marbles, they receive a treat afternoon. Children vote for their choice of treat. Examples include; class picnic, dress up afternoon, additional sports and outdoor time etc.

EYFS / KS1

- The children are given reward points; **these are added to Class Dojo and recorded on** effort charts. When a given amount of reward points are achieved, they will receive a certificate in assembly.
- Firfield 'Star of the Week' is celebrated in assemblies weekly. Six certificates given out each week for each class.
- Children also receive attendance awards, as a class. Three certificates achieved by the class will receive extra playtime covered by the Headteacher. The class with the highest attendance over the term receives their own non-uniform day. This is celebrated in assembly.

KS2

Children are in 4 house teams.

- Children collect reward points. These **are added to Class Dojo and recorded** as a class and as a school.
- When 300, 500 and 1000 reward points are achieved; they will receive a certificate in assembly.
- The individual reward points are added to the class total and then whole school totals. The winning team receive termly treats.
- All reward points are wiped clean each year.
- Midday Supervisors' Awards are awarded in celebration assemblies' e.g. use of trim trial or ball court.
- Firfield 'Stars of the Week' are celebrated in assemblies weekly. **Three** certificates given out for each class.
- Children also receive attendance awards, and as a class. Three certificates achieved by the class will receive extra playtime covered by the Headteacher. The class with the highest attendance over the term receives their own non-uniform day. This is celebrated in assembly.

Over and above

The Class teacher and / or Headteacher gives special awards for outstanding effort or achievement, this includes certificates and other special treats.

Lunchtime behaviour

Top Table

Midday supervisors nominate children to use the Top Table each week. This is a special table used by children who have displayed good manners, made healthy choices & generally displayed good behaviour in the dinner hall. They have special privileges on the table e.g. special table and a special invite.

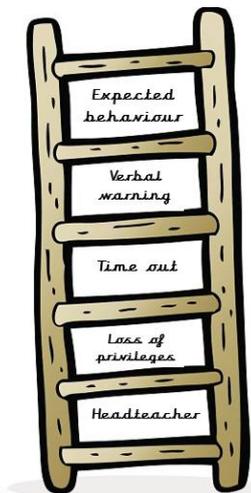
Reward points

Pupil(s) chosen by Midday Supervisors/ WRAP for behaviour on the playground before school, during lunchtimes and after school are given reward points which can be added to their own scores which are kept a tally of in class.

Managing behaviour

Engagement with learning is always our primary aim at Firfield Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Each classroom has the following ladder in place to support the children in understanding their actions and to help them to make positive choices.



Undesirable Behaviours:

At Firfield Primary School, we consider the following behaviour to be unacceptable:

- Physical assault - includes; fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object that could be used intentionally to harm someone else.
- Verbal abuse and threatening behaviour - includes; threatened violence, aggressive behaviour, use of swearing or bad language, verbal intimidation, unkind remarks, lying, establishing gangs, emotional abuse.

- Persistent disruptive behaviour - includes; challenging behaviour, disobedience, persistent violation of the school rules, having temper tantrums.
- Bullying - Bullying is usually defined as behaviour that is: intended to hurt someone either physically or emotionally; behaviour that is repeated over a period of time by an individual or group; often aimed at certain groups, for example, because of race, religion, gender or sexual orientation
- Racist abuse - includes; taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.
- Sexual Misconduct - including abuse, assault, harassment, bullying, graffiti, and lewd behaviour.
- Drug and alcohol-related - including possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol or substance abuse.
- Damage - to school or personal property to any member of the school community, vandalism, arson and graffiti.
- Theft - including stealing school property, personal property, and extortion.

Consequences

The school recognises that undesirable behaviours can have an effect on all children's learning. The school recognises that it is important for children to learn from their mistakes and to be clear about what behaviours are acceptable and unacceptable in both social and the wider community.

The school uses a variety of 'steps' to manage behaviour. Low level disruption will be managed quickly within classrooms. Teachers may choose to use appropriate consequences, such as the loss of privileges in order to teach children that their actions have consequences. If behaviours become more challenging the class teacher will be supported by the school's Senior Leadership Team and, if needed, outside agencies.

See appendix for the school's steps for managing behaviour.

Serious incidents

Depending on the age of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher, Assistant Headteachers or SLT. A collaborative decision on next steps will be made with the class teacher, SLT and the Headteacher. This will be communicated to the parents by the SLT member dealing with the incident. Serious incidents will be recorded on Integris by the member of staff who witnessed the incident or the first member of staff to be made aware. The SLT will support as necessary.

Monitoring and tracking behaviour

Behaviour incidents, from steps 2 - 5 (see 'step's for managing behaviour'), are logged on Integris by Class Teachers, HLTAs and Teaching Assistants. Midday Supervisors and WRAP staff may also log incidents using paper forms. This will be transferred to Integris by a class teacher or SLT member.

Incident logs will be collated by the Assistant Headteacher, Rachel Tittershill, and analysed at the end of each half term. This will identify key problem areas around the school and ensure plans are put into place to address them. All staff must email the Assistant Headteachers and Headteacher to report an incident once recorded. Rachel Tittershill will inform other members of staff who need to be aware of the incident, e.g. online safety coordinator / PSHE coordinator. Parents can request to see their child's behaviour incident forms or Integris log through a freedom of information request.

Internal or Fixed Term exclusions

If a serious incident occurs, the Senior Leadership Team (SLT) may decide that a pupil should be excluded from the classroom and playground for longer periods of time and asked to work in another class. This can happen from between half a day and up to 5 days. The child may also be excluded from eating their lunch with their peers/ attending an after school club and representing the school in school sports events.

Pupils may also be excluded from the school for a 'fixed term' or permanently, for disciplinary reasons - see full Exclusion Policy for details.

Support and Management of Vulnerable Pupils

Most children, at some time during their time at school, will require extra support in managing their behaviour. At these times, the behaviour strategy may need to be adapted to support vulnerable pupils.

Regular meetings planned with the class teacher, parents and Assistant Headteacher to create a prompt response for vulnerable pupils. Parents will be informed that the school has concerns about their child's behaviour, in the first instance in an open and honest forum. The team will discuss with parents the strategies in place to further support their child's behaviour. These may include:

- Behaviour Support Plans;
- Support from the Behavioural Support Team;
- Support from the school's SENCO;
- The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

The school will ensure that all consequences are reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs and any SEND before making a decision about which sanctions are appropriate.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate the policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental

support will be sought in devising a plan of action within this policy, and further disciplinary consequences will be discussed with the parents.

Roles and Responsibilities

The role of the Headteacher and Governing Body is to:

- monitor the progress and development of the policy
- provide support for colleagues as appropriate
- liaise with the leadership team, parents, governors and support agencies.

All staff were able to contribute to the policy and share the responsibility for its implementation and development.

September 2020

Review September 2021

Steps to Behaviours and Sanctions at Firfield Primary School

		Step 1	Step 2	Step 3	Step 4	Step 5
			PERSISTENT STEP 1 BEHAVIOURS	PERSISTENT STEP 2 BEHAVIOURS	PERSISTENT STEP 3 BEHAVIOURS	PERSISTENT STEP 4 BEHAVIOURS
Behaviour Descriptor	REFUSAL	<ul style="list-style-type: none"> ➤ Refusing work ➤ Not listening ➤ Making a poor effort 	<ul style="list-style-type: none"> ➤ Refusal to follow an instruction ➤ Telling lies directly to an adult 	<ul style="list-style-type: none"> ➤ Leaving the classroom without permission 	<ul style="list-style-type: none"> ➤ Refusal to follow any instruction from any member of staff 	<ul style="list-style-type: none"> ➤ Persistent refusal to follow instruction from staff
	VERBAL	<ul style="list-style-type: none"> ➤ Calling out ➤ Interrupting ➤ Inappropriate chattering 	<ul style="list-style-type: none"> ➤ Answering back ➤ Interrupting rudely ➤ Swearing ➤ Name calling ➤ Unkind remarks 	<ul style="list-style-type: none"> ➤ Using language which offends others 	<ul style="list-style-type: none"> ➤ Racist, sexist and homophobic abuse as a single incident 	<ul style="list-style-type: none"> ➤ Racist, sexist and homophobic abuse which has happened more than once
	DAMAGE	<ul style="list-style-type: none"> ➤ Interfering with the property of others 	<ul style="list-style-type: none"> ➤ Defacing own work ➤ Minor, deliberate damage to property ➤ Deliberately throwing or flicking small items 	<ul style="list-style-type: none"> ➤ Defacing others work ➤ Deliberately damaging school property 	<ul style="list-style-type: none"> ➤ Intentional, serious damage to school property 	<ul style="list-style-type: none"> ➤ Serious damage to the school or property that has happened more than once
	DISRUPTION	<ul style="list-style-type: none"> ➤ Distracting others 	<ul style="list-style-type: none"> ➤ Encouraging others to misbehave 	<ul style="list-style-type: none"> ➤ Disrupting the class so that learning is affected 	<ul style="list-style-type: none"> ➤ Persistent, significant disruption to the learning of other pupils 	<ul style="list-style-type: none"> ➤ Persistent, significant disruption to the learning of other pupils despite numerous strategies to engage and support the pupil
	PHYSICAL	<ul style="list-style-type: none"> ➤ Play fighting 	<ul style="list-style-type: none"> ➤ Unwanted physical contact ➤ Minor physical assault 	<ul style="list-style-type: none"> ➤ Deliberate physical assaults including: hitting, kicking, strangling, biting, punching, kicking and spitting 	<ul style="list-style-type: none"> ➤ Deliberate, serious physical assaults including: hitting, kicking, strangling, biting, punching, kicking and spitting 	<ul style="list-style-type: none"> ➤ Persistent step 4 behaviours
	BULLYING					<ul style="list-style-type: none"> ➤ Monitoring for bullying with regularly targeted behaviour incidents from one child to another

<p>CONSEQUENCE</p>	<ul style="list-style-type: none"> ✓ Non-verbal / verbal reminders ✓ Time out within the classroom / year group teaching partner ✓ Use of behaviour ladder in classroom to refer to next steps and how to make behaviour better ✓ Restorative conversation to take place at a convenient time 	<ul style="list-style-type: none"> ✓ Change of position in classroom / use of partner classroom ✓ Time out - space in classroom ✓ Time out in a TA room / space away from the class ✓ Loss of privileges - as decided by the class teacher ✓ Parents informed by the class teacher of incident/s ✓ Restorative conversation to take place at a convenient time 	<ul style="list-style-type: none"> ✓ Parents informed by letter from AHT ✓ Potential support / involvement from SENCO ✓ Loss of privileges to be decided between class teacher and AHT ✓ Time out in a TA room / space away from the class ✓ Restorative conversation to take place at a convenient time 	<ul style="list-style-type: none"> ✓ Meeting with parents/carers, class teacher and AHT ✓ Individual risk assessments / behaviour plans in place ✓ Referrals to external agencies for repeated behaviours ✓ Applications for funding to support the child in managing school for repeated behaviours ✓ TAF meetings for persistent behaviours ✓ Loss of privileges ✓ Potential isolation from other pupils ✓ Loss of playtimes ✓ Lunchtimes away from peers ✓ Restorative conversation to take place at a convenient time ✓ Potential fixed term exclusion 	<ul style="list-style-type: none"> ✓ Personalised plans in place. ✓ Potential need for a part-time timetable. ✓ Mr Yellop, Headteacher, will be actively involved. ✓ Potential for fixed term exclusions. ✓ Potential for a permanent exclusion. ✓ TAF / multi-agency meetings in place ✓ Local Authority, including Behaviour Support, Inclusion Officers and Exclusion Team aware of difficulties.
<p>SUPPORT</p>	<p>Peer support from staff members including: year group partner, TA's, HLTA's and performance management cycle.</p>	<p>All incidents from step 2 must recorder on Integris and emailed to RT/AF/JY. RT will inform other members of staff as appropriate.</p> <p>RT will monitor behaviours. If persistent, step 3 will be followed.</p>	<p>RT actively involved.</p> <p>Persistent behaviours - SLT check-in's throughout the day to monitor behaviour.</p> <p>Behaviour plans written for persistent behaviour.</p> <p>Nurture Provision in place - group / individual provision.</p>	<p>RT maintains involvement and has close contact with both staff members and parents / carers.</p> <p>SLT check-in's throughout the day to monitor behaviour.</p> <p>Nurture Provision in place - group / individual provision.</p>	<p>JY supporting decisions and support in place.</p> <p>Local Authority support - as appropriate.</p>

The school recognises that pupils are individuals. For some children, particularly those with Special Educational Needs or those who may have experienced a trauma, the school will take account of the individual circumstances before deciding how best to respond to incidents and persistent challenging behaviours. The school has a duty of care to all pupils and staff and will make decisions based on the best interest for all attending the school.

The Assistant Headteacher will liaise with other curriculum coordinators, such as; PSHE coordinator and Online Safety coordinator as necessary for individual concerns. The AHT will liaise and be supported by other members of the Senior Leadership Team when appropriate.

COVID-19 Updates to Firfield's Behaviour Policy

Our three rules are relevant to preventing the spread of Covid-19.

We expect children to be:

- ✓ Ready - to only have the resources they need and ensure they do not bring in additional items to school.
- ✓ Respectful - being aware of personal space and the need, particularly towards some people, to social distance.
- ✓ Safe - washing hands frequently throughout the day, maintaining good personal hygiene and remaining in our safe bubble areas.

In addition to the school rules, further guidance and risk assessments are available for staff, parents and pupils.

The school will:	To help my child at school, I know and understand that:	I will do my best to:
<ul style="list-style-type: none"> • Provide an environment which has been risk assessed in response to the COVID-19 infection; • Promote the government's social distancing guidance in an age appropriate way; • Provide a curriculum that meets the needs of your child's social, emotional and academic needs; • Contact Parents/carers if a child displays symptoms of COVID-19; • Inform you if staff or children in your child's 'bubble' show symptoms of COVID-19 as this will mean you will all need to self-isolate for at least 14 days or until the test comes back negative; • Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well the expectations outlines in this agreement; • Communicate between home and school through Tapestry, text, email and the school website. • Continue to plan home learning activities 	<ul style="list-style-type: none"> • If my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, we will self-isolate for 14 days as a family, I will get them tested and I will let the school know as soon as possible via telephone; • If my child, or another child in their bubble, shows symptoms of COVID-19 at school, I will collect my child from school immediately; • On my commute, and when dropping my child off and picking them up, I will adhere to the 2 metre social distancing rules and will bring no additional people with me (unless absolutely necessary). • When dropping off and picking up, I will be punctual and adhere to the school timings for my child; • My child must not bring any items into school with them except a lunch box and a drinks bottle; • I will need to remind my child about social distancing rules, understanding that they are difficult to maintain for Primary aged pupils • My child will need to use good respiratory and hand hygiene and will be in clean uniform each day; • I will not be allowed into the school grounds and understand that communication will remain via text, email, Tapestry and by phone. • I need to support all staff in their efforts to create an 'as safe as possible' environment during this period; • Read all letters/messages/emails that are sent home; • I need to inform the school immediately of any changes to parents/carers and emergency contacts details. 	<ul style="list-style-type: none"> • Follow the social distancing rules in the classroom and in the playground; • Tell an adult if I feel unwell; • Only bring in important things, such as my lunch box, hat and drinks bottle; • Only use the equipment provided to me by school; • Only mix with my bubble; • Stay in my bubble zone; • Only enter and exit the school building by the designated gate; • Follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it); • Follow good hand hygiene - use soap and water for 20 seconds or use hand sanitiser; • Behave well at all times to maintain the safety of myself and others; • Follow these expectations and know that if I don't, I will be sent home and will not be able to come back into school until I can be safe.