

## **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**

- We understand that behaviour is a form of communication and will always endeavour to understand what a child is communicating to us;
- 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 behaviour to all children;
- We should be clear with staff, pupils, parents and governors about which expectations are non-negotiable;
- 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.
- There may be children who do not have diagnosed needs who find parts of our behaviour policy and expectations difficult. All children will be supported in an individual way as and when needed.

#### **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, PSHE 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 explicitly taught to all pupils
- be kept to a necessary minimum
- be positively stated, teaching 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 by all staff working in school
- promote the idea that every member of the school has responsibilities towards behaviour.

### **Our School Rules**

**Be Ready** – always being ready to learn

**Be Respectful** – always being respectful to all

**Be Safe** – always 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 taught and referred to as part of behaviour management strategies.

### **Visible Adult Consistencies**

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

### **Whole School Routines and Expectations**

Each September we teach our behaviour expectations through our behaviour weeks in school. Behaviour weeks are recapped at the start of the Spring and Summer terms. The Firfield behaviour weeks will explicitly teach, model and practise the routines and school rules to all of our children so that each routine becomes a habit. There will be continual reminders, reiteration and reinforcement from all staff at all times. Behaviour weeks will explicitly be taught at the beginning of academic year.

## **Classroom Expectations**

We aim to provide a broad and balanced curriculum through quality teaching and learning experiences. The planning and delivery of high-quality learning experiences, matched to individual needs and abilities, minimises the opportunity for disruptive behaviour. Staff are entrusted to manage inappropriate behaviour promptly and efficiently in accordance with our school policy. A combination of praise, rewards, feedback and sanctions are used to encourage good behaviour from our pupils. Further information can be found about our rewards and sanctions in this policy.

Pupils are expected to adhere to a number of classroom expectations, which link to our school rules of being **ready, respectful** and **safe**. These expectations include:

- ✓ Meeting and greeting all staff politely
- ✓ Following instructions given by an adult
- ✓ Showing respect to others at all times
- ✓ Carefully hanging up their coats and bags in the cloakroom
- ✓ Exhibiting good learning behaviours (SLANT - Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker)
- ✓ Speaking audibly in full sentences when making contributions to class discussion (SHAPE - speak in full sentences, hands away from faces, articulate, project and make eye contact)
- ✓ Practising good respiratory and hand hygiene
- ✓ Looking after our equipment.

## **Playground Expectations**

At Firfield Primary School we recognise the unique contribution playground activities makes to the wellbeing of the children at our school. Providing a safe and supportive environment, the playground offers children opportunities for play, creativity, fun and enjoyment.

Pupils are expected to adhere to several playground expectations, which link to our school rules of being ready, respectful and safe. These expectations include:

- ✓ Having fun with one another and playing fairly
- ✓ Following instructions given by an adult
- ✓ Showing respect to others at all times
- ✓ Looking after equipment
- ✓ Playing appropriately with equipment
- ✓ Tidying up equipment when finished playing with it and at the end of sessions
- ✓ Putting litter in the bins
- ✓ Being kind and helpful
- ✓ Lining up quickly and quietly
- ✓ Entering and exiting the playground in our expected manner.

## **Dining Hall Expectations**

At Firfield Primary School we are lucky to have our school meals catered for on site. We recognise the value and importance of pupils being able to eat and socialise together during meal times.

Pupils are expected to adhere to several dining hall expectations, which link to our school rules of being ready, respectful and safe. These expectations include:

- ✓ Practising good hand hygiene - washing or sanitising hands before and after meals
- ✓ Lining up sensibly
- ✓ Talking politely and at a moderate volume with the other pupils on their tables
- ✓ Using good table manners when they are eating, for example using a knife and fork
- ✓ Only touching their own food
- ✓ Asking an adult before they begin eating their dessert
- ✓ Tidying up after themselves: disposal of unfinished meals, rubbish, plates etc.

### **Corridor Expectations**

Firfield Children are expected to move around the school calmly and quietly in a respectful manner.

Adults are expected to model this to children as they move around the school and remind children when they are not moving around school as we expect them too.

In order to be ready, respectful and safe our walking expectations include:

- ✓ Walking in single file
- ✓ Walking quietly
- ✓ Walking with hands at your sides
- ✓ Walking with good posture - shoulders back and down
- ✓ Walking with your head held high
- ✓ Smiling as you pass people in the corridor - *we do not punish children if they do not or are unable to do this. We understand that we do not smile all day every day, and for some children and adults, this is a challenging request.*

### **Assembly Expectations**

*Assemblies at Firfield are an opportunity to reinforce our ethos, values and mission statement. Our key stage assemblies take place on a Monday and Friday. Class assemblies take place on Tuesday, Wednesday and Thursday. These enable opportunities for classes to follow up on themed discussion and any class behaviour expectations that are required at a class level.*

In order to be ready, respectful and safe in assemblies our pupils are expected to:

- ✓ Walk into assembly silently
- ✓ Line up in the allocated position for their class, leaving space between themselves and the person in front
- ✓ Showing good learning behaviour: SLANT (Sit up, Listen, Ask and Answer Questions, Never interrupt, Track the speaker)
- ✓ Sit still, keep hands to themselves and do not bring items into the assembly hall
- ✓ Joining in with songs
- ✓ Celebrating the success of others through applause
- ✓ Standing up silently at the end of assembly when instructed to do so
- ✓ Walk silently back to class.

## **Praise, Recognise and Respond**

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

### **Individual Pupil Reward Systems**

All staff reward 'reward points' to pupils. Class teachers keep track of pupils reward points on Class Dojo. Reward points can be awarded for the whole class, groups and individuals. All parents are invited to join their child's Class Dojo profile and are able to see their child's reward history.

Class teachers make use of other systems, which link to Class Dojo, in the classroom to support the rewarding of positive behaviour.

- Stickers
- Stickers on an effort chart
- Star of the Week
- Teachers give children verbal praise
- Happy side (List of children who are working positively)
- Teachers send a recognition note home
- Teachers make phone calls home
- Treat prizes

### **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.

We have a few variations between Key Stages in our rewards. These are listed below.

#### **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 is achieved, they will receive a certificate in assembly.
- Firfield 'Star of the Week' is celebrated in assemblies weekly. Six certificates are given out each week for each class.

#### **KS2**

- 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 totals.
- 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. Two certificates given out for each class.

### **Over and above**

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

Hot Chocolate Friday takes place for EYFS / Key Stage 1 and Key Stage 2 on a fortnightly basis. Staff select a member of the class who is a role model for following the school rules and demonstrating exemplary behaviour.

### **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.

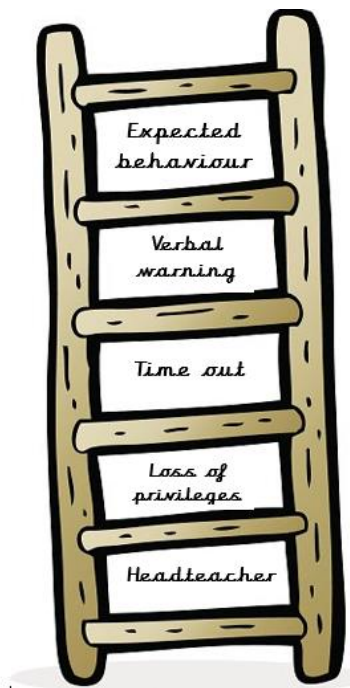
#### **Reward points**

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.

### **Actions for Managing Low Level Behaviours**

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 tiered sanction in place. The behaviour ladder supports the children in understanding their actions and help them to make reflect and make positive choices.



1. We expect our pupils to behave. Therefore, they will always be at the 'top' of the ladder.
2. If needed, children will be given a verbal warning.
3. If a verbal warning does not stop a child's behaviour they will be given 'time out'. This might be time out from an activity and the pupil can remain in the classroom. This will be at the professional judgement of the teacher.
4. If a pupil continues to break our rules they will be given a consequence, such as lost playtime.
5. If this persists, the Headteacher or Assistant Headteacher will be called and will be involved in the consequence.

### Undesirable Behaviours:

At Firfield Primary School, we consider the following ***dangerous, difficult*** and ***disruptive*** behaviours to be unacceptable.

### Disruptive behaviour can include:

- **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.

### Difficult behaviour can include:

- **Persistent disruptive behaviour** - includes; challenging behaviour, disobedience, persistent violation of the school rules, having temper tantrums.
- **Refusal** - to complete tasks or follow instructions.
- **Physical** - throwing, kicking or hitting objects which is not directly aimed at others.

### Dangerous behaviour can include:

- **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.

- **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 school and the wider community.

The school uses a variety of 'steps' to manage behaviour. Low level disruption will be managed quickly within classrooms. Teachers 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 Headteacher 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 Integriss 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 Integriss by Class Teachers, HLTAs and Teaching Assistants. Midday Supervisors and WRAP staff may also log incidents using paper forms. This will be transferred to Integriss 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 Headteacher 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 / SENCO. Parents can request to see their child's behaviour incident forms or Integris log through a freedom of information request.

### **Internal or Fixed Term Suspensions**

If a serious incident occurs, the Senior Leadership Team (SLT) may decide that a pupil should be **suspended** 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 **suspended** from eating their lunch with their peers/ attending an after school club and representing the school in school sports events.

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

### **Support and Management of Vulnerable Pupils**

Many 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 will be 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.

Reviewed and amended October 2022.

### Steps to Managing Behaviour

The table below shows how we will respond to individual cases of behaviour concerns.

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.

**Steps to Managing Behaviours and Sanctions at Firfield Primary School (Adult Guidance)**

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

<p><b>CONSEQUENCES &amp; ACTIONS</b></p>	<ul style="list-style-type: none"> <li>✓ Non-verbal / verbal reminders</li> <li>✓ Time out within the classroom / year group teaching partner</li> <li>✓ Use of behaviour ladder in classroom to refer to next steps and how to make behaviour better</li> <li>✓ Restorative conversation to take place at a convenient time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Change of position in classroom / use of partner classroom</li> <li>✓ Time out - space in classroom</li> <li>✓ Time out in a TA room / space away from the class</li> <li>✓ Loss of privileges - as decided by the class teacher</li> <li>✓ Parents informed by the class teacher of incident/s</li> <li>✓ Restorative conversation to take place at a convenient time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Parents informed by letter from AHT</li> <li>✓ Potential support / involvement from SENCO</li> <li>✓ Loss of privileges to be decided between class teacher and AHT</li> <li>✓ Time out in a TA room / space away from the class</li> <li>✓ Restorative conversation to take place at a convenient time</li> </ul>	<ul style="list-style-type: none"> <li>✓ Meeting with parents/carers, class teacher and AHT</li> <li>✓ Individual risk assessments / behaviour plans in place</li> <li>✓ Referrals to external agencies for repeated behaviours</li> <li>✓ Applications for funding to support the child in managing school for repeated behaviours</li> <li>✓ TAF meetings for persistent behaviours</li> <li>✓ Loss of privileges</li> <li>✓ Potential isolation from other pupils</li> <li>✓ Loss of playtimes</li> <li>✓ Lunchtimes away from peers</li> <li>✓ Restorative conversation to take place at a convenient time</li> <li>✓ Potential fixed term exclusion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Personalised plans in place.</li> <li>✓ Potential need for a part-time timetable.</li> <li>✓ Mr Yellop, Headteacher, will be actively involved.</li> <li>✓ Potential for fixed term exclusions.</li> <li>✓ Potential for a permanent exclusion.</li> <li>✓ TAF / multi-agency meetings in place</li> <li>✓ Local Authority, including Behaviour Support, Inclusion Officers and Exclusion Team aware of difficulties.</li> </ul>
<p><b>SUPPORT</b></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/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>

