



Behaviour and Rewards Policy

Policy for Rewards & Sanctions

AIMS

It is our firm intention to provide a safe, happy and caring environment, rooted in Christian values, for our children to learn to their maximum potential. Appropriate behaviour should be encouraged at all times. Our policy therefore emphasises the reinforcement of good behaviour, as well as the need to deal firmly and consistently with unacceptable behaviour. We realise the importance of recognising achievement and promoting learning at all times.

BEHAVIOUR AND REWARDS

Politeness and Manners

All adults will, of course, set a good example for children and recognise and encourage good manners, politeness and respect for others by the children.

Positive Reinforcement

Individual Rewards

Excellent behaviour and the following of our Golden Values should be recognised and praised in a variety of formal and informal ways. Adults can convey their approval by smiles, thank you's and by an encouraging word. Dojo points or 'you've been spotted' stickers are a slightly more formal form of approval.

Every class will have rewards displayed clearly in their rooms outlining the different forms of rewards. Individual dojo points are to be awarded to children of all year groups by all members of staff and volunteers. These will be awarded for: following and displaying excellent behaviour when in corridors, worship, on the playground, in the dining hall, being polite and well-mannered to staff and visitors, displaying excellent behaviour on trips or visits etc.

Children will be able to add their dojo points to the computer or ipad either during a session or at the end of a session. Staff will know if a child should be adding a dojo point based on whether they have a 'you've been spotted' sticker.

The aim is for children to collect 50 dojo points each half term. Those children who do achieve this will be awarded with a Headteacher certificate, award and have their photograph placed on the central reward board.

Class Rewards

A system of **class reward points** is there to encourage collective responsibility for behaviour inside, and outside the classroom. The teacher and class are to decide on appropriate rewards that should be achieved within each half term. As a guide, approximately 5 reward points could be given out each week, with the big reward for 25 points towards the end of each half term. There needs to be an agreement by the class as to what their reward is to be at the end of the half term. This should be displayed within the classroom so all children remember what they are aiming for.

Group/ team Rewards will also be recognised within each class to reinforce team work and collaborative working. Each class teacher is to decide how they reward groups.

Discussion/Circle Time

Circle time can be used each week as a means for the pupils to discuss and solve any problems that may arise within the class. These problems can be brought to the teacher's attention with the use of a

class **worry/problem box**. Circle time can also include items that can be brought to the School Council by the class representatives. Teachers are to let their class know when there is a private time for the children to speak to the teacher if necessary

The above is not an exhaustive list but outlines a number of procedures designed to consistently reinforce the message that good behaviour is noticed and appreciated by everyone at Winwick CE Primary School.

MISBEHAVIOUR

There can be instances of misbehaviour at this school, as at all others. However, careful analysis of potential trouble spots will enable us to take measures which enable us to minimise opportunities for disruption. These measures need to be regularly evaluated and adapted or altered as appropriate. Some key practices include:

A teacher to supervise the yard from 8.45am ushering children into school as soon as they arrive on the playground.

To avoid allowing children to be lined up/sitting on the carpet for longer than is necessary.

A teaching assistant on duty to be on the yard a minute or two before children from other classes to ensure adequate supervision. The teacher(s) on duty to then follow out.

All adults to be mutually supportive and co-operative.

Children from each class to leave the building for playtime. No child should be in during playtime unless they are ill/ injured. If children are to stay in at lunchtime there should be adequate supervision.

Teachers to supervise corridors, at break times and to be on the yard at lunchtime as the children enter. Ensure that the organisation of the classroom meets the needs of the children by having work appropriate for their ability and making sure that resources are matched to their learning needs.

Individual learning tasks (continuous provision) available for children in each classroom.

When children do break Golden Rules a range of sanctions of increasing severity are available.

Verbal reprimand/ Name on the board within KS2 as a warning: if it persists within the session the name is ticked and involved a loss of 5 minutes to the next playtime/ lunchtime. Each session is a new chance. Moving up/ down the sunshine/ cloud within KS1. If child is on the cloud then they would miss two minutes of their playtime/ lunchtime. Each session is a new chance.

Loss of privileges eg. Miss the first part of lunchtime (stand with the teacher on duty outside)

Parents to be informed – verbally or via homework diary.

If the misbehaviour is persistent or there is a serious one off incident then the Headteacher/ Deputy is to be informed and this will be recorded formally.

Formal meeting with parents to discuss problem.

Child being placed on Individual Behaviour Plan

Temporary exclusion.

Permanent exclusion.

At all times we must be seen to be fair and reasonable in our actions, and make it clear that it is the behaviour that we dislike, not the children. For any child who has a disability then provision will be made for them in line with the school's disability policy which may mean that a child will be treated differently to other children so that their needs are catered for.

LUNCHTIMES/PLAYTIMES

The same procedures outlined above must be followed by midday assistants/teachers on duty. A verbal reprimand may then be followed up by the child remaining with the MDA/teacher for a period of time for a 'cooling off' time. MDAs are to use the dojo system of reward. The children should be encouraged to resolve any disputes/friendship problems by liaising with the Play Leaders (Year 5 elected children) on KS1 and KS2 playgrounds.

BULLYING (please see the additional Anti-Bullying Policy this can be found on the school website)

GENERAL AIMS

To create and maintain a secure and safe environment for the children in our care.

To listen to and act upon any information that we receive.

To enable children to deal more adequately with situations and to know when, where and from whom to receive help.

To emphasise that the reporting of bullying is not 'tale telling' and is the responsibility of all pupils

To use the curriculum and school assemblies where appropriate in the prevention of bullying.

To ensure that appropriate support and help is available to all parties.

There is a separate anti – bullying policy that supplements this policy. Aggressive behaviour can be defined as bullying when it is directed on a number of occasions at an individual by another individual or group. It may consist of threats, taunts or physical abuse.

It is the responsibility of **everyone** involved with Winwick CE School to ensure the safety and happiness of every member of the school. Therefore we will not tolerate behaviour which makes a child feel uncomfortable or frightened. We must encourage children to feel comfortable to tell us if they are being bullied and then we must act on this. The class '**Worry Box**' is very important and must be available for the children to use if they feel that they are being bullied. This will be regularly monitored by the class teacher.

When an allegation of bullying has been made, the procedure outlined below should be followed:

Attend to what has been said. Establish the facts, gathering evidence from relevant sources.

Reassure the child that (s)he was right to tell you.

Talk to both parties.

Inform the Head.

If appropriate, inform the parents.

Decide upon a course of action and determine what support will be needed

Further details of these procedures are contained in the separate policy.

When dealing with alleged bullying we would hope to -

Stop the bullying behaviour immediately.

Re-educate pupils' attitudes and behaviour for the future.

Where possible, reconcile the pupils involved.

HOME/SCHOOL/CHILD AGREEMENT

All parents and children will be asked to join the school in signing this agreement which outlines the key areas in which the school, parents and child can together contribute to successful education. This will be done annually at the beginning of an academic year.

GOLDEN VALUES These six rules summarise the moral values expected of all children.

THE GOLDEN VALUES ARE:

RESPECT: we listen to everyone equally

COURAGE: we work hard and challenge ourselves

FRIENDSHIP: we are kind and look after each other

FORGIVENESS: we forgive each other and ourselves

TRUTH: we are honest and tell the truth

GENEROSITY: we look after our community and the wider world

TRUST & HOPE: we put our trust and hope in Jesus and the example he has set

These are to be displayed around the school with photos/ pictures.

USE OF FORCE TO RESTRAIN PUPILS

The school has adopted the Warrington guidelines in this area.

The detail of procedures and practices will be regularly monitored and adapted in order to enable us to be closer to achieving our stated aims.

ACHIEVEMENT POLICY

INTRODUCTION

The aim of our school is to encourage each child to learn and achieve their maximum potential, thus when they do this we must celebrate their achievements. This will take the following forms:

Merit Star of the Week

In Friday assembly each class is to receive a 'Superstar of the Week' certificate. This is someone who has produced excellent work for them, or shown an excellent attitude during that week. Class teachers are to ensure that **every** child during the course of the year is recognized in such a way and a list is to be kept centrally in the staffroom with who has been awarded and why.

Values Star of the Week

In Friday assembly each class is to receive a 'Values star of the Week' certificate. This is someone who has shown an excellent attitude during that week and displayed one of our Core Values either in RE lessons or within the class. Class teachers are to ensure that **every** child during the course of the year is recognised in such a way and a list is to be kept centrally in the staffroom with who has been awarded and why.

Sports Star of the Week

In Friday assembly one child will receive a 'Sports Star of the Week' certificate from our sports coach apprentice to encourage children to partake and behave in all lessons, including those taken by a sports coach.

Headteacher Awards

Children will be awarded with a Headteacher Award for producing a piece of work or homework which is over and above the expected. These will be presented in assembly on a Friday and displayed in school and on the newsletter for parents to see.

House Points

House points are another positive way to celebrate achievement and reward good work. The general rule is 1hp for a good piece of work for that child, and 5 hp if a target has been achieved. The children are to be in house names and scores will be given out in the end of week assembly. There will be weekly and half termly winners.

A display area in the hall will show the House point totals, the sports champion of the week will be displayed on the sports board, values and merit stars of the week and the half termly Headteacher award winners will be displayed in the entrance so all children can clearly see their efforts. The display will also celebrate individual achievements for Sport and Music which have been awarded in assembly and have appeared in the newsletter.

As well as the ways outlined above, we must celebrate achievement in other ways, such as through positive verbal and written feedback, a message on PING to parents, a thumbs up or a smile so that our children know that we value their efforts and motivate them to succeed further.