

Shaw Wood Academy

Behaviour and Reward Policy 2018-2019

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy.

Introduction

It is the aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for each other. The school's behaviour policy is therefore designed to develop and support the way in which all members of the school can live and work together. It aims to promote an environment where everyone feels happy, safe and secure.

We treat all children fairly, investigate incidents and apply this behaviour policy in a consistent way, taking into account the needs and maturity of the children. This policy aims to help children grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school community.

The basic premise of this behaviour policy is that staff should be able to teach and do their jobs and children should be able to learn. Disruptive behaviour is not acceptable. There are many external factors that can impact on a child's behaviour and, whilst we should be sympathetic and supportive, we do a child no favours if we allow disruptive behaviour to go unchallenged. Respect is critical and modelling required behaviour and standards is an expectation of all adults who work or volunteer in school.

Aims:

- To implement a consistent and positive approach to whole school behaviour, supported and followed by the whole school community, parents, staff, children and governors, where children are rewarded for positive behaviour and encouraged to take responsibility for their own actions.
- To ensure staff always project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- Through both the school curriculum and coincidentally as situations arise, teach positive values and attitudes as well as knowledge and skills whilst having the highest standard of pupil expectation in all aspects of school life
- To promote respect for all, regardless of gender, faith, culture and observe all aspects of equal opportunity;
- That children learn to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To consistently and fairly implement reward and sanctions systems, treating problems when they occur in a caring and sympathetic manner focusing firmly on achieving an improvement in behaviour
- To work effectively with parents and the wider community to promote children's education and maintain the highest standards of behaviour
- Promptly use CPOMS to ensure that all necessary staff are informed of significant issues and updates that may arise

Behaviour in the Early Years

It is important to understand that for some children, being in school is the first time that they have had to follow structured rules and routines. Therefore, in the Early Years Foundation Stage, children need to learn values, the difference between right and wrong and how to behave around other children and adults (see Appendix 2).

Behaviour Code of Conduct

Our behaviour code is based on consistent rewards and sanctions, the '4Cs' – be **calm**, **courteous**, **considerate** and **courageous**. Examples of each are given below.

- **Calm**
 - Walk quietly and sensibly in and around school
 - Always be ready to learn and try your best
- **Courteous**
 - Be polite and friendly to visitors, adults and other children
 - Always use good manners when speaking to grown-ups and other children
- **Considerate**
 - Respect others and their property (no name calling or hurting others)
 - Always listen carefully
 - Be honest and truthful
- **Courageous**
 - Don't stand by and watch someone else being hurt – tell someone
 - Try new things in your work – it's okay to make mistakes, we learn from them

Our Listening Code (Zero noise)

When an adult claps twice and shows their hand, I:

Stop what I am doing

Empty hands/show me five

Look at the adult

Keep quiet and still

Listen to instructions

Our Line up and Moving Code

When I am asked to line up I:

Walk to the end of the line

Leave a person space

Keep my hands and my feet to myself

Keep quiet and still

Listen to instructions

Walk through school quietly

These basic rules are displayed in all classrooms and corridors and regularly talked about across school.

Rewards

General

- Above all, praise and encouragement in and out of lessons should be used as much as possible.
- Favourable comments can and should be entered on pieces of work and stickers will be put in books, (see Marking Policy).
- Recognition will be given for success in assemblies.
- Children's work will be displayed and celebrated as much as possible in school
- Well behaved children will be given greater responsibility in school, e.g. playground leaders, buddies, monitors, School Council etc.

Whole School Reward System



4C Tokens

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of '4C' tokens. Tokens may be awarded for any actions, deeds or attitudes which are deemed noteworthy.

When awarding the 4C token the member of staff should reinforce the good behaviour e.g. 'You can have a token for waiting so patiently' a token can be awarded by any staff member to any child at any time.

It is expected that staff will carry 4C tokens at all times to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that **the care of our children is the responsibility of all adults in school.**

4C tokens are given to reward specific actions and, as such, they can never be taken away.

At the end of each week, a celebration assembly will take place where there will be a prize draw for FS, KS1 & KS2. One 4C token will be drawn for each key stage and that child will win a prize. All tokens will be retained and entered in an end of term prize draw.

At the weekly assembly, one child from each class will also be presented with a 'star of the week' certificate, chosen by their class teacher, for doing something exceptional during the week. Their photograph will be placed on the star tree, for everybody in school to see.

If a child does something exceptional in school a post card of celebration will be sent home by the class teacher or head. The child will also get their photo on one of the stars in the school corridor.

Classroom Reward System and Managing Behaviour

Our school uses a traffic light system to monitor and record behaviour within the classroom. Each classroom has a traffic light board (see image). At the beginning of every session, all children start on green.



Staff follow the steps below if a child is misbehaving or being disruptive:

Step 1- Verbal warning

Step 2- Move the child's photograph on the chart to amber

Step 3- Move the child's photograph to red

Step 4- Child is sent out of class, with the appropriate work, to the other year group teacher

Step 5- Child is removed from the classroom by Mrs Tame or a member of SLT

Amber- A child will be recorded as amber on their achievement card but there will be no other consequence to their behaviour

Red- A child will be recorded as red on their achievement card, the member of staff in the classroom will record the incident in the behaviour book and the child will miss 15 minutes playtime. If a child achieved another red on their achievement card (see below), the teacher will contact the parent.

Black- A child will be recorded as black on their achievement card, the member of staff in the classroom will record the incident in the behaviour book and the child will miss 30 minutes playtime. The child will meet with Mrs Tame (behaviour manager) and be given a blue stage 1 behaviour card. Parents will be notified straight away.

In Key stage 2, if a child has worn correct school uniform and PE kit for the week, they will get a green dot on their achievement card. If a child has completed their homework, they will get a green dot on their card, if they have only completed one piece they get an amber. A homework club will be offered to the children.

Each child will be given an achievement card on the first day of the half term. It is a teacher's responsibility to check that the achievement cards are filled in correctly.

Date	Monday	Tuesday	Wednesday	Thursday	Friday	Uniform (only KS2)	Homework (only KS2)
3.9.18	●	●	●	●	●	●	●
10.9.18	●	●	●	●	●	●	●
17.9.18	●	●	●	●	●	●	●
24.9.18	●	●	●	●	●	●	●

The children work towards an end of half term fun day. Children who behave consistently well enjoy the whole of fun day and are able to make choices about which sessions they attend.

The end of half term fun day is split into 3 separate sessions. Each teacher plans and coordinates a fun activity.

Purple Star

Above the traffic light board, every classroom has a purple star. If a child has been consistently good and shows outstanding commitment to their learning within the class, their photo can be placed on the purple star. It can remain there for the full half term, as long as they continue to show excellent behaviour.

As an additional reward, on fun day they will be invited to a 'Special SLT Tea party'. The children will be provided with afternoon tea.

Missed fun sessions

Where a child has not behaved consistently well the following will apply:

- 6 amber dots misses 1 session
- 2 red dots misses 1 session
- 1 black dot misses 1 session
- **It is possible for a child to redeem a lost session by demonstrating 2 consecutive weeks of exemplary behaviour (on green).**

At the end of each term, children will have the opportunity to earn a good to be green certificate. To earn this, they need to have had **no more than 2 amber dots per half term.**

- End of Autumn- Bronze certificate
- End of Spring- Silver certificate
- End of Summer- Gold certificate

Always Badges



Children have the opportunity to earn an Always Badge at the end of each academic year. To receive a badge, the children need to have received a Gold certificate and over 97% attendance through the year. This will be tracked through their time at Shaw Wood, and if they continue, will get a more prestigious badge. This starts at the beginning of key stage 1.

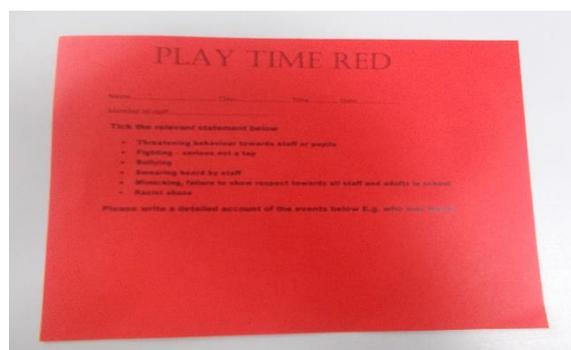
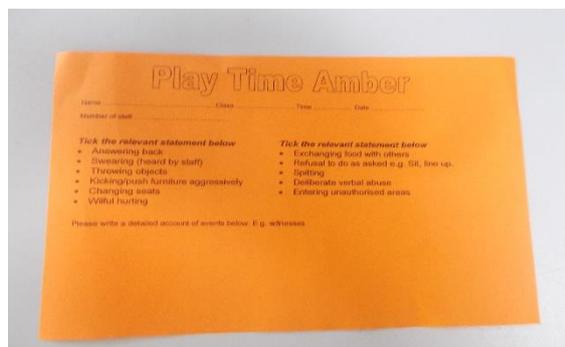
1. Bronze
2. Silver
3. Gold
4. Platinum star

If a child has been rewarded with a platinum star and is still in year 5 or 6, they will be rewarded with a special 'Always' trophy

School trips and representing the school

Consistently poor behaviour can result in a child missing school trips or representing the school. Each case will be reviewed on an individual basis and decisions will be made by senior leaders, following meetings with class teachers and the pastoral team.

Playtime and Lunchtime Behaviour



If children misbehave at playtimes and lunchtimes they will be given a verbal warning first, if they continue they will be given an amber and sent into the behaviour room for 15 minutes- additional time will need to be made up during the following break or lunchtime. If there is a serious incident (see list below) a child can be given an instant red card. They will be sent into the school behaviour room and have to miss 30 minutes.

If a child gets 3 amber cards within 5 school days, they will be placed on a yellow playground and tracked by staff. They will be asked to stay in the quiet playground. This also means they will miss one fun day sessions at the end of term.

During morning break, children's names are recorded in a behaviour book, this is tracked by Mrs Tame. During lunchtime, midday supervisors will record incidents on amber and red cards, these are shared with Mrs Tame who tracks behaviour and follows up any serious incidents.

Serious incidents- Warrants removal from the classroom (black dot on cards)

- Refusal to leave class when asked.
- Threatening behaviour towards staff or pupils
- Fighting – serious not a tap or minor scuffle
- Bullying (investigated & proven)
- Swearing at staff (heard)
- Mimicking, failure to show respect towards all staff and adults in school.
- Wilful hurting
- Racial abuse
- Homophobic abuse
- Wilful damage

These lists are not exhaustive and consequences for incidents not mentioned will be determined by the heads and behaviour manager

Behaviour Cards

When a child is sent out of class, he/she will be given a behaviour card; the child will be rigorously monitored each session for five days. After each session, the teacher will award a happy, straight or sad face to represent the behaviour of that child.

The marking of behaviour cards

Staff should mark cards using the following criteria-

Photo stays on green chart = 😊

Photo on orange chart = 😐

Photo on red chart = ☹️

If a child gets 3 sad faces on their card within the week, they will have an after school detention and move onto stage 2 behaviour card, where this process is repeated. If stage 2 behaviour card is failed, the child will be placed into internal exclusion (see appendix 1). A serious incident while on a behaviour card will move the child onto the next stage of the policy

Support Card

- When a child has completed a behaviour card successfully they are placed onto a support card. This card is the child's responsibility and it is up to them to get the card signed.
- It is stressed that this card is not a behaviour card, but a chance for the child to show that they can keep the school rules.
- The child is set an achievable target on this card and if achieved they are rewarded with a ticket for the weekly prize draw.

Appendix 1

Internal Exclusion (KS2 only unless exceptional circumstances)

- Internal Exclusion, where the child works on their own in a room under the supervision of a member of staff.
- The child should come into school at 8.55 a.m. and leave at 3:05 p.m. They eat their lunch in the room and take breaks to the toilet either before or after the school timetabled breaks. These measures ensure that the child has no contact with their peers. Weather and behaviour permitting, brief breaks for fresh air are taken either before or after the general school breaks.

Internal Exclusion – staff protocol

An internal exclusion is a serious matter. To be effective, it cannot be seen by the child as a positive, or desirable, experience. As staff, we must be consistent in our approach and following this protocol will enable us to achieve an austere but humane experience.

Any internal exclusion will be subject to a risk assessment. Based on evidence available, if it is felt that there is a realistic danger of any abuse of staff than an internal exclusion will not be appropriate and an exclusion from the premises will be applied.

Staff safety is of paramount importance. In the unlikely event that a child is exhibiting violent or unpredictable behaviour or trying to escape from the exclusion room, summon assistance – do not try to prevent the child leaving. Restrain only as a last resort if you, the child or another person are in danger and follow school guidelines and procedures. Have a mobile phone with you.

A timetable of cover will be provided at the start of an exclusion but please be flexible as we may need to cover unforeseen occurrences elsewhere in school. You will not be abandoned in the exclusion room!

Ideally, the excluded child should be brought to school and collected by a parent or carer. All parents of excluded children will be aware of this requirement.

Our approach to the excluded child ought to be matter-of-fact and business like with no conversation. The exclusion must not to be seen as an opportunity for socialising by the child. We like the child but not their behaviour and a period of exclusion should reinforce the unacceptability of certain actions.

The duration and routine of the exclusion will be determined by behaviour and the age/ability of the child.

A notice will be displayed on the door advising of an inclusion and asking people to wait at the door and not enter the room. If someone comes to speak to you please go to the door and talk to them in the corridor.

Work will be provided for the period of the exclusion. Completed work should be received with a 'thank you' or similar but exclusion is not an occasion for achievement stamps, treats or effusive praise etc.

The excluded child should not come into contact with his or her peers during the day.

- The child will have a scheduled toilet break at approx. 11.15 a.m. and another at 1.20 pm, when the corridors should be clear of other children. Weather permitting, short fresh air breaks should also be given at these times.
- Lunch will be taken in the exclusion room.
- Except in an emergency, the excluded child should not leave the exclusion room during any of the periods when the rest of the school are out of class.
- Water bottles are encouraged during a period of exclusion.

Exclusion record sheets will be provided. Please make a note of each of your sessions in the room, record any incidents, work done, attitude of the child etc. Thank you!

Appendix 2

Behaviour in the Early Years

It is important to understand that for some children, being in school is the first time that they have had to follow structured rules and routines. Therefore, in the Early Years Foundation Stage, children need to learn values, the difference between right and wrong and how to behave around other children and adults.

The following procedures help the staff to prepare the children for the more structured behaviour system used throughout school.

Nursery (F1)

It is important that if a child misbehaves, that they understand why what they have done is wrong.

- If a child misbehaves, they will spend 1 minute on the time out square with the 1 minute timer. As the year progresses, this time is increased to 3 minutes, then 5 minutes.

Reception (F2)

- If a child misbehaves i.e. low key – shouting out, swinging on a chair etc. they should be quietly but firmly warned, a look may be sufficient. *You may consider repositioning the child or separating etc.*

For harming another child, children are immediately placed on the sad face.

- If unacceptable behaviour continues, the child's name will be written under the sad face on the whiteboard.
- If the child continues to persist with the behaviour, or misbehaves by displaying a different behaviour, they will receive a cross next to their name under the sad face. For each cross given to a child during one session, the child will miss 5 minutes of playtime and will stay in their classroom. Children will be recorded in the behaviour book if they receive a cross next to their name. For each session of the day, the names are removed from the sad face and children have a fresh start.
- For a child who is continuously misbehaving in the classroom, the teacher or teaching assistant will take that child out of the classroom to have 'time out' for 5 minutes or until the child has calmed down and is ready to learn again.

Should a child be removed from the classroom, the parent should be informed after school.

- Lunchtime Behaviour – any child that misbehaves in the playground has to 'stand out' for 5 minutes. These incidents should be reported back to the class teacher at the beginning of the afternoon.

