



BEHAVIOUR & REWARDS POLICY

CUDWORTH CHURCHFIELD PRIMARY SCHOOL



W A T E R T O N

ACADEMY TRUST®

~ WHERE SUCCESS IS A SHARED EXPERIENCE ~

Date Reviewed: August 2020

Reviewed By: J Bean

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Introduction

Good behaviour is paramount to effective learning, and at Churchfield Primary School, we place an emphasis on reinforcing positive behaviour to enable all pupils to be successful learners and citizens. We strongly believe that a successful behaviour system rewards and reinforces positive behaviour, opposed to focusing on negative behaviours.

Aims

This policy is underpinned by the central aims of Churchfield Primary School and the values held by the school community. This policy provides:

- Detailed information for all stakeholders on how positive behaviour is promoted, rewarded and enforced in school
- Detailed information for all stakeholders on sanctions for inappropriate behaviour
- Detailed information on the processes of rewards and behaviour
- Information on the ways that we encourage communication between home, our community and the wider world
- Information on how we develop and maintain positive and supportive relationships between parents, pupils and school

Inclusivity

At Churchfield Primary School we use an inclusive approach to all aspects of education. Our aim is to always involve all children and stakeholders in all areas of the curriculum and school life. In accordance with the SEND Code of Practice, we recognise that some behavioural/ emotional regulation difficulties can be associated with underlying conditions within the four areas of needs (for example Communication & Interaction). We recognise that this may mean making reasonable adjustments to the details in this policy from time-to-time to accommodate and support these pupils. These adjustments will be made on a dynamic basis, based on the needs of the child and situation. We also recognise that some pupils with complex SEND may require a personalised approach to behaviour management and rewards - strong and supportive relationships with parents and pupils are paramount to this. This personalisation may mean a unique reward system for the child based on their specific interests, or a different method of communicating the various stages of our behaviour system. For pupils that are identified as requiring an adapted system/ targets, teaching and support staff will work together and inform parents of any significant changes.

Ethos & Rationale

Our children work exceptionally hard to make us proud every day. A large proportion of our pupils consistently display positive behaviour, and we strive for all pupils to feel noticed and rewarded. This is in line with our belief that appropriate behaviour is an expectation for all, and will benefit pupils as they progress in life. It is important however, that we have clear guidelines in place for occasions where inappropriate behaviour is displayed, rules are not adhered to or pupils' safety is put at risk. A child's education is a partnership between school and the family. Our Home School Agreement ensures that we work together to make Churchfield a safe and happy place for all pupils, enabling them to *Grow, Achieve and Shine*. When a child's education is effective and successful, it is because us as a school, and the family have supported each other and worked towards a common goal – the success, safety & happiness of the child. As parents have the choice for their child to move between schools, we strive for parents and pupils to want to attend Churchfield, not purely for geographical reasons. Strong relationships and an effective behaviour system are paramount to achieving this.

We work to promote a happy, safe and thriving school built upon our values of passion, respect, teamwork, self-belief and honesty. We want our pupils to leave Churchfield as well-rounded citizens that respect the environment, their community and most importantly– themselves. We aim to show children that positive behaviour can enrich our lives through helping others, caring about each other and the environment and following rules. This prepares pupils for following the rules of law as they grow up, and to take an active part in society.

Promoting outstanding 'learning behaviours' is the key to successful progress and attainment. Teaching time must not be lost to inappropriate behaviour, no matter how insignificant. If pupils are engaged in their learning and want to improve, then behaviour will be outstanding. Under no circumstances must any pupil or staff member feel at risk or unsafe in school, and we will take swift, consistent and decisive action to ensure that this is the case. We encourage all children to learn both independently and collaboratively, whilst developing them as confident learners who embrace challenge.

Golden Rules

Our Golden Rules incorporate our school values, and are on display around all school and in all classrooms. These rules are steps to success and can be applied to pupils across all year groups.

We expect pupils to embrace & adhere to our Golden Rules both in and out of school:

1. **We keep ourselves and each other safe**
2. **We are determined and resilient – embracing all challenges (Determination)**
3. **We work well together, treating everyone as equals (Teamwork)**
4. **We believe in ourselves, and value learning (Self-Belief)**
5. **We are honest, kind and always use good manners (Honesty)**
6. **We respect all people, property and the environment (Respect)**
7. **We work hard to be the best that we can be (Passion)**

These Golden Rules are a constant feature in assemblies and classrooms, along with each class' own agreed set of class rules. Pupils' involvement in the development and agreement of rules means that pupils have a shared ownership of these rules, and an understanding that breaking these rules will result in sanctions.

Rewarding Consistently Good Behaviour

**Please note this policy was written in August 2020 in preparation for September 2020, and the tense of the following section reflect that (prior to consultation)*

This updated policy places the emphasis on rewarding consistently good behaviour. Ensuring that pupils who always follow the rules and work hard day-in, day-out are recognised. We encourage all pupils to be the best that they can be to earn both team rewards (House Points) and individual rewards. Our new behaviour system was introduced in September 2020 after consultation with parents, pupils, staff & governors. Children are rewarded for excellence and consistency in their high standards in many facets of school life including attendance, appearance, attitude, displaying school values and their work (both academic and vocational). We strongly believe that pupils respond best to positive reinforcement and modeled good behaviour. We will always use good examples and talk about what a child should do, rather than focus on a negative.

Staff use a wide range of rewards to reinforce positive behaviour. Rewards that are new for September 2020 are identified in brackets.

- Good to be Green system and praise text message (new for 2020)
- Good to be Green weekly prize draw (new for 2020)
- Churchfield Champion Postcards & phonecalls (new for 2020)
- Star of the Day (new for 2020)
- Value Awards (updated for 2020)
- House Points, House Points prize draw & House Points winners' trip
- Positive praise/ stamps/ stickers
- Weekly Golden Awards assembly
- Half-termly 'Behaviour All-Star' awards
- Exposure to parents and the wider school community through our Twitter feed (@ChurchfieldPrim)

- Invites to extra-curricular events (e.g Music nights, sports events)
- Acknowledgement from a member of the Senior Leadership Team (SLT)

To promote good attendance, we also use the following:

- Class attendance competitions and rewards (themed – e.g Selection box/ Easter Egg)
- House Point Golden Tickets (e.g 10 House Points)
- 100% attendance pencils

At lunchtimes we ask that our catering and SMSA teams promote positive behaviour by praising the use of good manners and dining etiquette. SMSAs also recognise pupils through weekly 'lunchtime awards' and a 'lunchtime bead' system, where classes can earn 'beads' to be put towards a 'treat'. Our SMSA staff use a 'stop and think' card to bring a misdemeanor to pupil's attention. Pupils then have the opportunity to improve their behaviour. If a pupil's behaviour does not improve rapidly, they will be given a time-out for five minutes. If the behaviour continues, the class teacher will be informed and that pupil moved to the appropriate level of our Good to be Green behaviour system.

Golden Awards & Behaviour All-Star Awards

Golden awards are held on a weekly basis (Friday) as a means of raising self-worth and rewarding outstanding learning behaviours by giving a positive, high profile reward to one child from every class. Children may be chosen if they have produced work of a high standard, made a positive contribution to school life, made a noticeable and sustained effort to improve the standard of their work, behaviour or relationships with their peers. Pupils will receive a sticker, certificate, and five House Points and having their name displayed on the Golden Awards board. Pupils will receive a 'Golden Card' to display on their class banner.

All-Star awards are presented at the end of each half-term in the place of Golden Awards. All-Star awards recognise one pupil from each class who has displayed the behaviours above consistently over a half-term. Pupils receive a sticker, certificate and ten House Points and have their name displayed on the All-Stars board.

House Points

House Points are used as a team-based reward system to encourage collaborative working, friendly competition between houses, and a sense of team spirit through a collective goal. House Points are used across school, and tie all of our behaviour systems together. Pupils are placed in a House (siblings in the same house) on entry into school and (in most cases) will remain in that House for the entirety of their time at Churchfield. Houses are also used for Sports Day teams and other events in school.

A house point (coloured counter) is awarded for excellent example of following our Golden Rules and displaying our school values. These can be awarded by any staff member in class, on trips/ visits, and for achievements in the wider community out of school. We encourage parents and pupils to share their achievements and successes out of school with us, and over Twitter (@ChurchfieldPrim). House Points are accumulated over the academic year, and a prize draw is held at the end of every term for the teams in 1st (£15 voucher per phase), 2nd (£10 voucher per phase), and 3rd place (£5 voucher per phase). For the teams in these positions, all pupils belonging to that house will be placed in a draw and winner pulled out for KS2, LKS2, KS1 & FS2. At the end of the year, the House with the most points wins a special reward such as a trip (e.g a visit to a park). Each year, two Y6 pupils are selected per House to be 'House Captains' and will have the responsibility of counting points each week, and receive a 'Captain' badge. During COVID restrictions, adjustments will be made to ensure the House Points system complies with all guidelines.

Star of the Day (new for 2020)

Each day every class teacher will select a pupil for 'Star of the Day'. The Star of the Day will receive a sticker and a 'Star Card' to place on their class banner for the next day. A pupil may be awarded Star of the Day for following the Golden Rules consistently, a particularly impressive piece of work/ effort, a positive shift in learning behaviours or displaying our school values. In order to reduce paperwork for staff, Star of the Day does not need to be formally recorded. However, we will celebrate Star of the Day on a regular basis on our Twitter account (whilst we will aim for this being daily, this will not always be possible due to the nature of day-to-day life in school).

Value Awards (updated for 2020)

Value awards are held on a weekly basis (Wednesday). During COVID restrictions, Value Awards will run slightly differently. Each week, every class will select one pupil who has displayed a particular value in the previous school week. This can be any of our five values (passion, respect, self-belief, determination, teamwork). Winning pupils will receive a sticker, certificate and five House Points.

When COVID restrictions are not in place, this system may be returned to the previous method of awarding Value Awards based on the lunchtime 'Personal Challenge' activities run by our Y6 Play Leaders.

Churchfield Champion Postcard (new for 2020) (Name pending and TBC)

In order to recognise 'in the moment' instances of outstanding work, or outstanding example of our school values, staff are able to send home a 'Churchfield Champion Postcards'. These are for instances when a pupil has gone above and beyond, and to further develop home-school relations. Churchfield Champion postcards will include a short hand-written message from a class teacher, member of support staff or member of SLT with information on why the pupil has been recognised. These will be posted home so may be received a few days after the event.

Good to be Green (New for 2020)

Good to be Green is the name of our main behaviour management system, and focuses on recognising pupils for consistently good behaviour. Each class will display a 'banner' with card slots and name cards for each pupil in the class. All pupils will have a 'Good to be Green' card, an amber 'warning' card and a red 'consequences' card. Days are split into two sessions (AM & PM) and all pupils start each session on 'Green'.

Good to be Green (New for 2020)

Good to be Green – Pupils who follow the Golden Rules all week will remain 'Good to be Green'. This means that they will be rewarded and receive the wide range of privileges and rewards on offer in school such as House Points, certificates, privilege opportunities, extra-curricular opportunities and prizes. At Churchfield we work hard as a team of staff to create as many broad and exciting opportunities as possible for the children. In order for pupils to access these opportunities, some of which are outside our regular curriculum expectations due to the good will and enthusiasm of our staff, children must work hard and follow the high expectations we set. Pupils who are 'Good to be Green' at the end of the week will receive the following:

- **A Good to be Green celebration text (detailed further in this policy)**
- **A House Point**
- **Entry into a weekly school-wide prize draw**
- **Individual classes may also have their own class-based prize draws**

Amber (Warning) – After an initial verbal warning, if a child continues to present any of the following: breaking of the Golden Rules, disruptive behaviour, lack of effort, low-level behaviours, name calling etc, disrespect to staff or pupils then they will have an amber warning card inserted into their name on the class banner. This means that their behaviour is not acceptable and we expect it to improve rapidly. Children can move back to Good to be Green as soon as they rectify their behaviour and show that they are now following our Golden Rules. Parents should note that if their child is moved onto amber, we will not routinely contact parents but this amber warning will be logged. Where children are regularly placed on amber, we will contact the parent to discuss our concerns and potential consequences. If a pupil has been on amber but worked back to Good to be Green, they will still receive a Good to be Green celebration text. All amber incidents will be logged by the Head of School/ Executive Head, and must be emailed by the class teacher at the end of the day. This is used to identify trends in behaviour.

Red (Consequences) – If a child: fails to improve after an amber warning, commits a further indiscretion after amber (of any kind), displays any proven physical behaviour (hitting, kicking, biting etc), uses inappropriate language, makes any prejudice comment or breaks social distancing guidelines (with intent e.g spitting) then they will have a red consequences card placed in their name slot on the class banner. Pupils who have been placed on red at any point in the week, or on amber more than three times, will not receive a Good to be Green text at the end of the week, regardless of if they have worked back to green. It is important that children recognise that negative behaviours have consequences.

| FS2 & KS1 (FS2, Y1 & Y2) | LKS2 & UKS2 (Y3, Y4, Y5 & Y6) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Level 1 – Time out & verbal apology • Level 2 – Missed Playtime or Lunchtime • Level 3 – Off-Yard, potential missed privilege | <ul style="list-style-type: none"> ▪ Level 1 – Missed Playtime or Lunchtime ▪ Level 2 – Off-Yard & missed privilege ▪ Level 3 – Removed of privileges for half a term |

***Privilege refers to a variety of rewards in school, for example: extra-curricular clubs, a disco or party, a reward trip/ event, a sporting fixture or other non-curriculum event. After removal of a privilege for a set period of time, a clean slate will be applied and the system starts again.**

Staff must report all incidents of pupils being moved to red (consequences) on CPOMS as a 'negative behaviour incident'. SLT will be informed on the same day and the incident will be logged and reported to Governors. The class teacher must inform the parent that same day, either in person or via phone call. If the indiscretion is more serious (e.g racist/ homophobic comments, significant physical altercation) then a member of SLT may contact the parent.

The Good to be Green system will apply to all children from FS2 to Y6. We will make reasonable adjustments for pupils with additional needs and for our youngest pupils so that the sanction will normally take place on the same day wherever possible, ensuring that the pupil recognises that their actions have consequences.

We have high aspirations for every one of our pupils. Where pupils have a diagnosis of a SEND that may contribute to their behaviour, we still believe that all pupils need to learn right from wrong and on all occasions an appropriate consequence will be applied using reasonable adjustments. These consequences will be related to the child's personalised behaviour modification strategy. We will work with our highly-skilled inclusion team, outside agencies and parents to ascertain suitable sanctions to meet the needs of the pupil. As detailed in the inclusion part of this policy, children with significant social and emotional needs may have adapted or personalised (still based on rewards and consequences) that are more instant and based on shorter periods of learning time. We will consult with parents where necessary to discuss an adapted system to benefit the child. However, any agreed system will still be rooted in school's high expectations. Parents and staff should note that each child is unique, and their needs will be taken into consideration – not all pupils with SEND will require an adapted system.

Communication with Families

If a child has been Good to be Green all week (or on amber and worked back to green before the end of a session), we will send a Good to be Green celebration text out on a Friday after-school to celebrate their achievement and provide recognition for the child and family. We strongly encourage parents to share the text with their child and link this in to home reward systems. This will contribute to our ethos of working in partnership and show consistency between home and school.

If a child was still on amber at the end of a session (lunch and end of day), or has been on amber more than three times in a week, then the parent will not receive a Good to be Green text. We will not report all amber incidents to parents, but may make contact if we have a particular concern, the child has been on amber regularly or it is out of character. The purpose of this brief communication is to make parents aware of their child's behaviour, so that expectations can be discussed at home.

If a child has been on red (consequences) at any point in the week then we will either contact the parent that same day by phone, in person or via email. This conversation will also confirm the level the child has reached and details of the sanctions (and what days/ weeks they will take place on). If an after-school club is to be missed or removed for a half-term, then we will give parents one week's grace to cover possible childcare issues. It is the responsibility of the parent to make alternative arrangements. This contact should be made by the class teacher (unless a certain level of severity as detailed above) and must be on the same day (in most cases).

As part of our PHSE and well-being curriculum, we may offer pupils who have displayed inappropriate behaviour and reached the consequences stage sessions with a trained member of staff such as our learning mentor. This will enable them to take part in restorative activities and to support them in understanding school's values and expectations.

Where pupils display consistently physical or verbal indiscretions at lunchtime, causing a risk to the safety and/or wellbeing of other pupils or staff, parents will be invited in to discuss our concerns.

Unacceptable/ Inappropriate Behaviour

Unacceptable/ inappropriate behaviour is any behaviour that is not in line with our high expectations, school values and Golden Rules. We acknowledge that sanctions run alongside rewards when promoting positive behaviour, and it is essential for later life that pupils understand that their actions have consequences. To be effective a sanctions system must be consistent.

Class teachers will deal with minor infringements (amber or red level 1) that will inevitably happen in a large community of pupils. More serious incidents (level 2 or 3) may be dealt with by a member of leadership.

We would like to make clear that there is no place for any prejudiced activity (racism, sexism etc), bullying, violence, verbal abuse, vandalism or rudeness within our school to any pupil or staff member. We will always make all attempts to discourage, address and eradicate any of these behaviours, as well as educating our pupils as to why these are not acceptable under any circumstances.

We will report all incidents of prejudice, bullying and physical/ verbal abuse to Governors and these will be logged using our safeguarding system.

We have a zero-tolerance policy to malicious and/or targeted physical and verbal abuse to pupils or staff. We will not hesitate to follow our consequences or exclusion procedures in these instances. In any exclusion case, we will work with parents and outside agencies to resolve any problems and reintegrate the pupil back into school.

Any pupils who have been placed on red or regularly on amber in a week will not receive a Good to Be Green text, and therefore will not enter the prize draw or be eligible for any reward that week (such as Golden Award, Star of the Day etc.)

Bullying is perceived to be taking place when a child is repeatedly targeted in an ongoing manner that makes them unhappy or feel unsafe. We are careful not to use the word bullying for isolated incidents of unacceptable behaviour over a longer period of time. If a parent suspects that their child is being bullied, and has significant reason to believe that is the case, they should contact their child's class teacher, the Wellbeing Manager or a member of SLT as soon as possible.

Physical behaviours like hitting, kicking, biting and spitting are not acceptable in school. Children can be boisterous and some may engage in 'play fighting'. These not be accepted and we urge parents to reiterate this at home. Where there is an incident where a child has been intentionally physically harmed, we will make every effort to contact the parent of each child involved as soon as possible.

We also acknowledge that accidents can happen. On occasions children can get mixed up or have a different perspective on what has happened during the day. Parents sometimes become frustrated about an incident that seems to have happened in school and can become upset. We urge all parents to please contact school if you feel that your child has been hurt or involved in an incident so that we can work together to resolve it. From our experience, the majority of issues come from a breakdown in communication, rather than the actual incident.

Monitoring & Improving Persistently Negative Behaviour

For the majority of pupils, the clear and consistent boundaries, sanctions & rewards will be effective in promoting positive behaviour. However, there may be a small minority of pupils whom this does not work for, and regularly receive red cards/ display negative behaviours. In these cases, these pupils will be placed on an Individual Behaviour Support Plan (IBSP). The IBSP will be a working document, between teachers, parents and the pupils with clear strategies in place to stop a particular behaviour, and promote particular positive behaviours.

When a teacher feels that a particular child is regularly displaying negative behaviour/ receiving red cards, they must raise this concern with a member of SLT and the following process will be followed:

1. Staff member identifies a concern relating to a pupils' behaviour
2. Concern raised with SLT
3. Meeting called between parents, class teacher(s) and a member of SLT
4. Parents reminded of the expectations of the school behaviour policy
5. Individual Behaviour Support Plan completed for the child, with the parents and signed off
6. Strategies put in place for the identified pupil to improve behaviour
7. Plan monitored over a half-term and review/ extended if needed
8. Plan removed when the behaviours have consistently stopped

All IBSPs must be saved in non.pupil – Private Pupil Data – Behaviour Plans

Physical Intervention

Physical intervention will always be used as a last resort after de-escalation techniques and other strategies have been applied. Physical intervention may be used to break up fights or remove pupils from a class/ situation when other techniques have failed and/or the child's or other pupils' safety or learning is at risk. All physical interventions are logged on CPOMS and reported to governors.

Link Between Home & School

We are very fortunate at Churchfield that we have an incredibly supportive school community. While it is completely natural for parents to become frustrated with issues in school from time to time, we believe that school staff should be trusted to deal with behaviour issues fairly and consistently. School leaders make themselves available to discuss any issues and offer support at the earliest opportunity. School should be a safe and welcoming environment for children, parents and staff. For this reason, we will act swiftly to ensure that we safeguard our school community from:

- Casual swearing
- Threatening behaviour
- Raised voices
- Aggression or violence
- Unpleasant or personal comments

Parents need to be aware that pupils will sometimes keep information to themselves at school (or become confused about the finer details of what has happened) but then may share an incident when they get home. Staff may be unaware of the incident, so unable to act on it. The best way to deal with any incident of this kind is for parents to contact school and speak with their child's class teacher. Working together is key for the happiness and safety of our school community. Please encourage your child to be open with staff and bring incidents to a staff member's immediate attention.

Communication is at the heart of our behaviour policy, for both rewards and sanctions. If parents do not receive a Good to be Green text, and have not been previously informed that their child has moved to red in the week. They must contact school, as this may be down to numerous amber warnings, or an error with the number that school has been provided with. Parents will need to download the School Gateway app so that they can receive the notification.

Use of CCTV

School has CCTV in operation in key areas of school to increase the security of the building. To increase the efficiency of dealing with behaviour, footage from CCTV may be used when appropriate to support the leadership team in investigating incidents.

