

HEYBROOK PRIMARY AND NURSERY SCHOOL

BEHAVIOUR AND REWARDS POLICY



Approved by:	Joseph Doyle (Deputy Headteacher)	Date: December, 2018
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HEYBROOK PRIMARY AND NURSERY SCHOOL

BEHAVIOUR AND REWARDS POLICY

This policy applies for all staff and pupils in Years 1 to 6 and will be introduced for the spring term, 2019.

A behaviour and rewards policy will be written for EYFS in the spring term of 2019.

Ethos

- We endeavour to treat pupils with the highest level of respect. We think about how we would want to be treated ourselves and ask that staff treat pupils in a similar manner. For example, we ask that pupils will not be separated from others and asked to face a wall as this will shame pupils and reinforce negative stereotypes.
- We aim, as we would in any other area of school life, to teach children what good and poor behaviour looks like and the consequences their choices have on themselves and others around them.
- We recognise that some pupils lack role models who display behaviour that we consider appropriate and need our help in addressing this.
- We recognise that some pupils are in homes which require additional pastoral support to help with complex and difficult domestic situations.
- We will endeavour to remain control of our emotions; speaking to pupils with authority and control rather than shouting at children.
- We aim to de-escalate conflicts rather than confront pupils, we are the calm adults.
- We will set the tone for behaviour in the manner in which we treat each other, the pupils and the community.

However, above all of this all members of Heybrook staff expect that all pupils behave in a manner which represents the Heybrook values of learning together; we are a kind, courteous and respectful school and want pupils to treat each other in a manner which we treat our colleagues.

Golden Rules

The golden rules for all pupils across the school are:

- 1) **We respect others.**
- 2) **We listen carefully.**
- 3) **We are polite.**
- 4) **We keep our hands and feet to ourselves.**



How do I get attention?

a) Stand with both arms outstretched in a 'Y' position. This should prompt children to:

1. HAND UP. Stop talking, stop doing.
2. FOCUS. On your teacher.
3. SIGNAL. Classmates.

The expectation is that all pupils should have stopped and be focused in under 5 seconds. Where this is not the case across the class this should be rehearsed.

b) The timer alerts pupils to stop the task or conversation.

1. FOCUS. On your teacher.
2. SIGNAL. Classmates.

No other stop signals should be used so that this signal is embedded throughout school and can be used by any adult with any group of children.

Are there any exceptions to the policy?

There may be pupils whose needs need to be managed outside of the standard behaviour code:

- The SENCO will liaise with staff regarding SEN pupils who exhibit poor behaviour. The SENCO will decide if, and when, school sanctions should be used, or if an independent process would be more appropriate. This will normally relate to pupils with an EHC plan.
- The DSL will liaise with staff regarding pupils who are suffering with complex and difficult lives outside of school. The DSL will decide if, and when, school sanctions should be used, or if an independent process would be more appropriate.
- The DSL will liaise with staff regarding pupils who are suffering from trauma or bereavement. The DSL will decide if, and when, school sanctions should be used, or if an independent process would be more appropriate.
- For pupils with specific emotional needs or those whose behaviour cannot be managed through this behaviour policy SLT will decide if, and when, school sanctions should be used, or if an independent process would be more appropriate. These pupils may follow an individual behaviour plan if deemed necessary.

Behaviour Code

The school uses a web based system (Class Charts) to reward, sanction and monitor behaviour.

All members of staff, including peripatetic teachers will use this system.



Positive Points

Green points are awarded for positive behaviours.

All staff **can** award points for (*examples in italics*):

- Good work x1 *completing a piece of work correctly*
- Kindness x1 *holding a door open*
- On task x1 *concentrating throughout a lesson*
- Good presentation x1 *neat work meeting the expectations set out in the presentation policy*
- Improved uniform x1 *remembering their PE kit if they normally forget*
- Movement around school x1 *walking sensibly on the slopes*
- Courtesy x1 *holding the door open, saying please / thank you*
- Effort x1 *trying hard, particularly when they find something difficult, to improve*
- Working well with others x1 *following Kagan structures. May often be awarded to multiple pupils*
- Good playground x1 *playing in a positive manner with others or lining up promptly and properly*
- Reading in class x1 *reading aloud to others*
- Reading record x3 *an exceptional reading record*
- Times tables x1 *scoring full marks in weekly assessment*
- Spellings x1 *scoring full marks in weekly assessment*

- Consistency x3 *when a pupil achieves no red points within a week x3 green points are automatically awarded*

Team Leaders can award points for:

- Star of the week x5 *to be awarded each Friday. One pupil in each class will be chosen by the class teacher based on a different theme each week. The theme should be explained in Friday's assembly for the following week and each Monday in class. In addition to the points the child will receive a certificate, a pencil and a text message to parents. The child and reason should be put on Class Charts by each 8:00am Friday morning and the certificate completed in time for assembly. Name passed to Shahida Ali for newsletter.*
- Reader of the week x5 *to be awarded each Friday. One pupil in each class will be chosen by the class teacher. This can be awarded for a variety of reasons. For example, a pupil who has visited the library, a pupil who has read a different genre of book, a pupil who has performed a piece of poetry, a pupil who has helped someone else with their reading. In addition to the points the child will receive a certificate and a text message to parents. The child and reason should be put on Class Charts by each 8:00am Friday morning and the certificate completed in time for assembly. Name passed to Shahida Ali for newsletter.*
- Good progress x5 *to be awarded at each assessment cycle. If a pupil makes any progress, in any subject assessed they should be informed and awarded points. This is 5 points per assessment for reading, writing and maths.*



SLT can award points for:

- **Representing Heybrook x10** to be awarded when a pupil represents Heybrook. For example, football team, dance event, school choir. This could also be reward if their behaviour on a trip or visit is of such a high standard that it is commented on by a member of the public. These will be awarded in the assembly on Fridays.
- **Headteacher's award x10** to be awarded as and when for a variety of reasons to be awarded in assembly on Mondays. This may be done after conversation with the class teacher. Reported by to parents by the headteacher.

The head can award points for:

- **Heybrook Values x25** to be awarded at the end of each half-term for one pupil in each class who has demonstrated a commitment to being healthy or happy or successful or working with others. Teachers should be able to explain what the pupils has done to be awarded this award. A trophy will be awarded.



Negative Points

Red points are awarded for positive behaviours.

All staff can award points for (*examples in italics*):

- Movement x1 *running down the slopes*
- Arguing with children x1 *bickering over lining up*
- Chatty x1 *talking instead of working*
- Off task x1 *not concentrating*
- Shouting out x1 *repeatedly interrupting a lesson by calling out*
- Anger x1 *lashing out*
- Speaking rudely x1 *displaying poor manners*
- Out of seat x1 *walking around when should be working*
- Poor playground x1 *playing in a manner which deliberately upsets others*
- Reading record x3 *not having a reading record or not having read when reading record checked on a weekly basis*
- Poor presentation x1 *scruffy work through lack of application*
- Poor work x1 *work at a standard well below the ability of the pupil*

- SLT referral x0 *when a pupil carries out a severe behaviour that needs to be addressed by a team leader or SLT a member of staff can notify those necessary using the assistance button. This does not award any points.*

Team Leaders can award points for:

- Swearing at pupils x5 *should be heard by a member of staff and not rely on hearsay. The swear words must be English.*
- Arguing with adults x5 *when a pupil defies an instruction or decision. Pupils should be given chance to explain any actions.*
- Damage x5 *when a pupil deliberately causes damage to any property. For example snapping a pencil.*
- Racial or homophobic language x5 *when the points are awarded the term used should be discussed with the pupil and an explanation given as to why it is derogatory. This should also be logged on CPOMS for the LA return.*

SLT can award points for:

- Fighting x10 *if a fight is witnessed by a member of staff. This should differ from 'Anger' and should involve physical contact.*
- Bullying x10 *if bullying is reported this can be investigated by the class teacher(s) but the sanction and discussion around bullying should be led by a member of SLT. They will be referred via CPOMS to the learning mentor.*
- Swearing at a staff x10 *This should be heard by a member of staff and not rely on hearsay*

All of these behaviours, when awarded, trigger an automatic detention with the assistant head in Purple Class the following day starting at 12:20pm and a text message home to parents. It is at the



discretion of SLT whether to extend the number of detentions. This will be done according to the severity of the act and will take into account other circumstances such as; is this a repeated offence? Is there issues outside of school effecting the behaviour?

The head can award points for:

- **Physical violence x10** *when a pupil attacks another pupil or member of staff. For example, punching someone in the face.*
- **Stealing x10** *any stealing of any property.*

All of these behaviours, when awarded, trigger an automatic detention with the assistant head in Purple Class the following day starting at 12:20pm and a text message home to parents. It is at the discretion of the headteacher whether to extend the number of detentions. This will be done according to the severity of the act and will take into account other circumstances such as; is this a repeated offence? Is there issues outside of school effecting the behaviour?



How the system works

- Teachers should be the primary user of class charts. Where possible this should be done using an iPad so that interruptions to teaching are kept to a minimum.
- The display of the class, when shown, where possible should show pupil names and avatars only. It may be that at the end of the week behaviour is discussed and a summary shown.
- Each pupil will start on zero for both green and red points each Monday. However, a record of pupil behaviour is maintained and this can be accessed when a member of staff wants to review a pupil's behaviour for discussion with them, colleagues or parents.
- This system is supplementary to CPOMS and significant behaviour issues, such as the use of homophobic or racist language should still be recorded on CPOMS.

Green Points

The 'expectation' is that all pupils should be awarded approximately 10 green points per week.

When a pupil receives:

- 100 points = Heybrook pencil case. A text message will be sent to parents
- 200 points = A book. A letter will be sent to parents
- 300 points = A toy. A phone call will be made to parents

This will happen irrespective of when the pupil achieves the number of points.

Red Points

When a pupil receives, in a week:

1 point = -1 minute of golden time

12 points = -12 minutes of golden time. SLT notified

30 points = -30 minutes of golden time. Parents notified

If a child misses any golden time they should be asked to sit in silence.

Golden Time

Each class should have a timetabled slot for 30 minutes Golden Time each week, in line with the behaviour code stated above. Please ensure that Golden Time is only lost with the awarding of a red card and that only 30 minutes are allocated to each class each week. There should be no additional golden time rewarded e.g. in assessment weeks or for the class completing a task. If teachers are looking for extra opportunities to enjoy being with their class and develop the relationships between pupils they should look to use teambuilding and / or class building activities e.g. Goofy Games.

Break and Lunchtimes

This system continues at break and lunchtime and the expectation is that staff who deal with any incidents would communicate this to the child at the time and then award the green or red points as soon as is practicable.



Learning Mentor

Claire Adshead is the Learning Mentor for behaviour. Her role is to support pupils who struggle with their behaviour or have pastoral issues (confidence, friendship) which are having a detrimental impact on the child's education. The learning mentor is an intervention which is in addition to the role of the class teacher. Pupils are referred for support which is then allocated on a half-termly basis. The role of the learning mentor is not to support teachers in lessons with behavioural issues.

Detentions

Certain behaviours trigger automatic detentions. These will be held in Purple Classroom with SLT at 12:20 each day for 30 minutes. A record of detentions, and attendance, will be maintained Class Charts.