

Behaviour and Rewards Policy

Review Date	Reviewer	Approved by	Date Approved	Implementation
September 2022	V Willington	C Harris	September 2022	September 2022
September 2024				

Revision History



Issue No.	Date	Revisions
3	September 2021	No changes.
4	September 2022	Changes made in line with DfE Behaviour in Schools Guidance. Additional information on de-escalation techniques used. Additional information added regarding smoking/vaping, weapons, mobile phones, confiscation, allegations and bringing the school's name into disrepute. Added Stage 3 Warning chart. Reflection Room guidance.

Introduction

We believe strongly that our children learn best when they feel safe, secure, and happy. In our school, we strive for warmth, mutual respect, and clear boundaries for behaviour. Our School Rules provide clear guidance, and our day-to-day

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methods are underpinned with strategies to motivate children to develop their self-control and consideration of others.

We fully accept that our children will make mistakes and at times demonstrate inappropriate behaviour. On these occasions, we will respond in a calm, consistent manner seizing the opportunity to further the child's personal and social skills, maintaining a safe learning environment.

Our policy is based on the belief that

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- Some pupils will need additional support.

Aims

As a whole school community, governors and staff believe a happy and effective primary school has the following aims

- Value each other and develop mutual respect.
- Provide an orderly, fair, consistent, and safe environment.
- Provide an environment where effective teaching and learning can take place
- Encourage self-discipline in all pupils, helping them to make positive choices and to recognise consequences.
- Develop a whole school approach to behaviour.
- Apply appropriate sanctions when pupil conduct falls below the standard which could be reasonably expected.
- Build a community where all feel valued, safe, and secure.
- Fulfil all legal requirements.

Behaviour standards and expectations are clear to pupils and will be applied fairly, proportionally and without discrimination. We work hard to ensure that discipline is consistent across the Academy and will also take into account Safeguarding, Anti-Bullying and Special Educational Needs and Disabilities (SEND) as well as the additional challenges that some vulnerable pupils may face.

The Academy will take all reasonable measures to ensure the safety and well-being of all pupils and will offer opportunities to promote self-esteem, confidence, and independence through:

- PSHE curriculum
- RSE curriculum
- RE Curriculum
- Character Education
- Citizenship
- Assemblies

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- Links with the community
- Rights Respecting Ambassadors Council

Behaviour expectations

The class teacher will discuss the Academy rules with each class and a copy of the rules are displayed in each classroom and around school. This will ensure that all pupils are aware of the standard of behaviour expected of them.

In Browney Academy we expect all pupils to:

- To follow school rules.
- Be polite and respectful to others.
- Be gentle and not to hurt others.
- Be kind and helpful – not hurt anybody’s feelings.
- Listen and not interrupt.
- Work hard and don’t waste their own time or that of others.
- Move around the school in a calm and quiet manner.
- Respect the environment and property of others.
- Try their best in all activities and allow others to do the same.

We expect all adults to:

- Maintain high standards of behaviour.
- Provide excellent role models.
- Manage behaviour in a calm and consistent way.
- Collaborate and support each other.
- Fully implement school rules.
- Provide a positive classroom climate in which all children can learn.
- Respect and value all children, display patience and listen carefully to children.
- Teach respect by example, treating children with fairness and consistency.
- Regularly communicate with parents and carers.

We expect our leadership team to:

- Advise and support staff to manage children’s behaviour effectively.
- Regularly communicate with parents, carers, and governors.
- Provide effective support for teachers presented with extremely challenging behaviours.
- Liaise with external services for the benefit of staff and children.
- Ensure that appropriate curriculum is in place which will excite and motivate children.

We want our parents and carers to:

- Support the work of the school.
- Be well informed about their child’s achievement and behaviour.
- Support the school to ensure that their child adheres to school rules.
- Inform us of any circumstances which may affect their child’s learning and behaviour.

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- Maintain regular contact with the school.
- Attend school events, parents' evenings, and special meetings.
- Celebrate pupil's successes.

Our School Rules

Our class charters provide clear guidance to all our children. Rules are created for and by our pupils.

Children will be regularly reminded of the rules and reasons why we have them. At the start of the school year these will be the subject of school assemblies and a key part in the class establishment plans of each teacher. They will be revisited throughout the school year to remind children of their importance and assist children who transfer into our school.

Pupil's Contribution

We believe that children need to be active participants in their own education and to feel that their opinions will be heard in the wider school community.

At Browney Academy, we therefore seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school. We believe that this will make a positive contribution to the school environment and ethos.

There is a wide range of approaches that we are developing at Browney Academy to support pupil participation and promote pupil voice:

- Rights Respecting Ambassadors
- Playground Leaders - peer to peer support
- Pupil Leadership roles
- Fundraising campaigns (both teacher and pupil initiated)
- Consultations on teacher/school led projects e.g., re: drafting policies relating to behaviour or anti-bullying; evaluation of learning activities/the creative curriculum
- Pupils with additional learning needs are involved in decisions that affect their learning and well-being through their support plans. Pupils are also consulted when they have Annual Reviews.
- Pupil questionnaires
- Pupils are informed of the outcome of their involvement.

Learning Behaviour

Learning Behaviour emphasises the crucial link between the way children learn and their social knowledge and behaviour. The focus of learning behaviour is establishing positive relationships across three elements of self, others, and curriculum.

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Relationship with self – A pupil who does not feel confident as a learner or a view that they cannot succeed will be more likely to challenge learning or be more inclined to present unwanted behaviour

Relationship with others – All behaviour needs to be understood as behaviour in context. Behaviour by pupils is triggered as much by their interactions with others as by factors internal to the child.

Relationship with the curriculum – Pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum progress in learning for each pupil will be more likely to create a positive behavioural environment.

Learning behaviour applies to teachers and adults as much as it does to children. We follow an assertive discipline approach which is based upon recognising and praising good behaviour to reduce negative behaviour. It is based around rewards for the right choices and consequences for unacceptable behaviours. High expectations and positive learning behaviours are expected throughout the school; however, these may be presented in many ways including:

Magnet eyes	eyes on adults
Stop signal	raise hand and wait for everyone to be quiet
Listening ears	listening to others
Ready to learn	sitting still and listening
Attitudes to Learning	how you think and behave – a positive attitude is important
I can't do it –yet!	this is about having resilience and courage
Show Me 5	Stop and listen
Turn to your partner	Share your ideas with a friend and listen to their ideas too

Classroom displays have a bearing on expectations and how children behave. Every classroom will have displayed:

- Class Charter
- Behaviour Stage Chart

Rewards

Good behaviour is consistently recognised and rewarded. The attention given to good behaviour is just as significant as that given to unacceptable behaviour. Children are

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taught the school rules with a full understanding of why they are necessary – for following them diligently, children are rewarded in a variety of ways.

Class Charter

Class Charters are designed by and for our pupils. Each class devises their own set of rules based on our whole school expectations.



Dojo / House Points

Class Dojo is an online behaviour management system intended to foster positive pupil behaviors and classroom culture. Pupils earn 'Dojo Points' based on their classroom conduct. Children across school are awarded 'dojo points' for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Particularly good work/effort
- Displaying good manners
- Demonstrating a caring attitude towards others
- Staying on task etc.

The dojo points are accumulated at the end of the week and a total for each house (Walliams, Donaldson, Morpurgo, Dahl, Rowling, and Suess). A trophy is presented to the winning house team during the weekly presentation assembly on a Friday. Extra playtime is given on a Friday afternoon to children in the winning house

Star of the week

These certificates are awarded by the class teacher in Friday's Celebration Assembly. Children are rewarded for effort, hard work, presentations, being a good friend, sportsmanship and much more.

Top table award

Each week the lunch staff nominate one child from each class who displayed good table manners, have tried new foods, or have displayed excellent behaviour in the hall. Children receive a certificate for their efforts are invited to dine on our 'Top Table' on a Friday to eat their lunch with a member of staff.

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Positive playtime awards

These certificates are awarded to children who display excellent behavior, are great role model for others and are kind and considerate to their peers.

Headteacher awards

Headteacher awards are dedicated for the praise and recognition of children who have made particular progress for attainment, achievement, or attitude. One certificate is awarded weekly from each key stage.

Consequences

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. Pupils are encouraged to take responsibility for their own behaviour, actions, and consequences. The Behaviour Chart is displayed in each classroom and reminds children of the sanctions they receive within each stage.

Stage 1 – Verbal Warning

To be recorded when a child is given a spoken warning about their behaviour after a previous reminder to improve their actions, or in the first instance in applicable circumstances as deemed suitable by the class teacher.

Stage 2 – Reflection Tasks

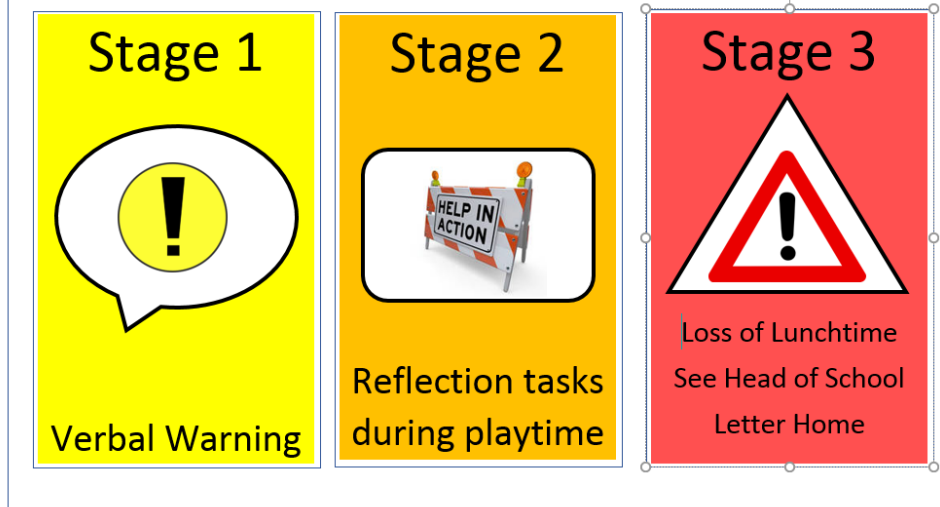
To be recorded when a child is given a second warning after a verbal warning, or in the first instance in applicable circumstances as deemed applicable by the class teacher (aggression towards another child immediately results in a Stage 2 or higher warning). The pupil should be given a Stage 2 Reflection sheet to complete inside the school during break time, through which they will consider a more positive course of action that they could have taken and which they will follow in the future.

Stage 3 – Report to Head Teacher

To be recorded and applied only in the most serious of circumstances or following repetition of Stage 2 actions. The pupil should lose both their morning and lunch break time and report to the Head Teacher to discuss their actions. A Stage 3 Letter should be sent home to parents/carers in a sealed envelope detailing their actions; this should ideally be handed to the adult who collects the child from school that day.

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Behaviour warning stages



The Reflection Room

An opportunity to reflect on their behaviour and discuss the alternative choices they could have made. This may include a loss of privileges for instance, missing breaktime. This is to support pupils to understand and meet the behaviour expectations of school.

Partner Class

If repeated disruption in class takes place, the pupil will be moved to a partnership class (or with a member of staff who has a good relationship with the child) to complete their work. Removal from the classroom is considered serious and should only be used when all classroom behavioural strategies have been used. Removal ensures:

- The safety of all pupils
- Disruptive pupils can continue education in a managed environment
- To allow the pupil to regain calm.

Parents will be informed if their child is removed from the classroom, and this will be recorded.

Behaviour plan

If a child frequently fails to follow the rules or class charter, they will receive a behaviour plan. This behaviour tool allows staff to recognise and review a particular pupil's behaviour and agree the appropriate action plan, specific support, and way forward for a child. The pupil will be set several behavioural targets. A review will take place after four weeks.

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Parents/carers will receive a copy of the plan and will also be able to read the comments made at the review and evaluation stages. An offer of an Early Help referral will also be made to parents/carers.

Pastoral Group

If the pupil continues to disrupt lessons, senior leaders will be involved. This is the Academy's multi-agency forum, which meets to discuss those pupils with problems relating to behaviour, attendance, social and emotional difficulties, and bullying. The Pastoral Group may refer a pupil to other outside agencies, such as the One Point, or Social Services. The group may also recommend statutory assessment by the Academy's Educational Psychologist.

Exceptions

There are certain behaviours which we will not tolerate. For example;

- Bullying
- Physical aggression
- Verbal aggression
- Offensive language
- Racism

On these occasions, children will move directly to a school leader who will take over the management of the unacceptable behaviour. Parents will be notified immediately and engaged in planning the appropriate and sufficient consequence. Incident details will be recorded on the behaviour tracking system immediately.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can be a form of child-on-child abuse and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

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Further details of the Academy's approach to preventing and addressing bullying are set out in the Anti Bullying Policy (a copy is published on the Academy website, or a hard copy is available on request from the school Office).

Intervention

De-escalation

Sometimes, when children become extremely overwhelmed or they're experiencing sensory overload, they have a meltdown where they lose control over their behaviours.

The success rate of prevention is far greater than that of de-escalation. However, sometimes it's unavoidable. The following de-escalation strategies are used in school.

- Use a calm and quiet voice
- Validate a pupil's feelings but not their actions
- Respect personal space
- Be aware of body language and facial expressions
- Speak to the pupil on their level
- Distraction
- Reflect on pupil's wants and needs
- Acknowledge the pupil's right to refuse
- Answer their questions but ignore targeted aggression
- Be silent
- Offer a movement break or a walk
- Always act in a non-judgemental way
- Decrease stimulation – find calm space
- Avoid saying 'no'
- Use calming visual inputs
- Deep breathing exercises

Positive Handling

In extreme cases, school staff have a legal power to physically restrain a child if they have refused to leave a classroom, they are disrupting a school event, visit or trip, if they are attempting to leave the classroom or school, or they are posing a health and safety risk to themselves or others. If physical restraint has occurred, the incident will be recorded on a Team Teach report (TTR) and parents will be informed.

Positive Handling should only be used when both verbal and non-verbal de-escalation strategies have been utilised and exhausted.

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is Reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).

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- causing personal injury to, or damage to the property of, any pupil (including him or herself).
- prejudicing the maintenance of good order and discipline at Academy or among any pupils receiving education at the academy, whether during a teaching session or otherwise.

The Trust does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff employed by the Trust have the authority to use force when reasonable, and this extends to any other person whom the Headteacher has given the responsibility to be in charge or in control of the pupils.

Specific Defined Incidents

Mobile Phone

Mobile phones may be brought to school by home walkers in Y5 and Y6, but they must be handed in to the school office before school begins. The phone will be stored safely, and pupils will need to collect their phone at the end of the school day.

Any child found to have a mobile phone in their possession during the school day will automatically receive a stage 3 sanction.

Brownney Academy will take very seriously instances where a mobile phone has been used to film, photograph or record staff or pupils without their permission. If this occurs, the mobile phone will be confiscated, and the pupil's parent/carer will be required to come to the Academy to collect it. The pupil will be given a formal warning. Should the pupil be involved in another incident, a two-day suspension will be given.

Leaving the Academy Premises

If a pupil chooses to leave school without permission, staff will react in the following way.

- Search the immediate school grounds for the pupil
- Contact Parents
- If a pupil cannot be found contact police
- Once a pupil returns to school, any time wasted absconding will be made up

Smoking/Vaping

This is a non-smoking site, a rule which applies to staff and pupils alike. There will be serious consequences for any pupil who chooses to breach the no-smoking/vaping rule repeatedly.

These consequences are outlined below:

- The parent/carer will be invited to attend a meeting with a senior member of staff to discuss the problem.
- If the incident reoccurs the pupil will be placed on an Individual Behaviour Plan at a meeting of the Pastoral Group. The IBP will state explicitly that the pupil must not smoke/vape on the Academy premises.

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- If the pupil already has an IBP, a new one will be established. The IBP will state explicitly that the pupil must not smoke on the Academy premises.
- If there is a further breach the pupil will be given a two-day internal exclusion and the parent/carer will be invited to attend a meeting to discuss the worsening situation.

E-cigarettes are not allowed on the Academy premises. If one is confiscated from a pupil, the pupil's parent/carer will need to come into the Academy to collect it. Any pupil who repeatedly breaks the no-smoking/vaping rule will be offered the opportunity of speaking to the school nurse for advice on how to quit smoking.

Making a false allegation against a member of staff

Any pupil who is found to have made a malicious and/or false allegation against a member of staff may be excluded. This will be a suspension or permanent exclusion depending on the circumstances.

Bringing the good name of the school and/or staff into disrepute

Any pupil who brings the good name of the school and/or staff into disrepute in the public domain may be excluded. This will be a suspension or permanent exclusion depending on the circumstances.

Weapons

A pupil bringing a weapon on to the Academy premises is likely to be permanently excluded. A judgement will be made as to the level of threat the weapon itself represents to the health and safety of the other pupils. Weapons include knives, darts, guns of any description, including air pistols and BB guns.

In all cases of a weapon being brought on to the Academy premises, the police will be informed.

Confiscation of Inappropriate Items

There are two sets of legal provisions which enable staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.
- The power to search without consent for weapons, knives, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, or any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury to, or damage to the property of, any person (including the pupil). Weapons and knives and extreme child pornography must always be handed over to the police, otherwise the Academy has the right to decide when and if to return the confiscated item

Suspension and Permanent Exclusions

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The Trust and the Academy do not wish to exclude any child from school, but sometimes this is necessary. The Trust's Exclusion Policy, which is compliant with the statutory legislation for Excluding Pupils from School would be followed should the Headteacher believe there is no alternative strategies available to deal with a pupil's behaviour.

Monitoring

The SLT and SENDCo monitor all recorded incidents of behaviour and bullying. Class teachers are required to log incidents of behaviour. Lunchtime supervisors use a duplicate book to alert teaching staff to incidents which have occurred over lunch break and how they were resolved. The Headteacher examines records carefully and where this is a concern, parents and carers will be invited into school to discuss the matter. Senior leaders ensure teaching staff are reminded to check back with children that the issues have not occurred again.

As with behaviour, bullying is monitored. The Headteacher and Deputy Headteacher are notified of all behaviour incidents and are required to action as soon as possible. Action will include discussions with parents and carers to ensure effective communication, as well as home and school working together. As with behavioural incidents, senior leaders conduct catch ups with the child who felt they were being bullied to establish how they are feeling and check there have been no further incidents.

Brownie Academy collects and analyses behaviour data. Analysis includes identifying possible factors contributing to behaviour, system problems and implementing support. This includes:

- Behaviour incident data, including removal from the classroom
- Attendance, permanent exclusion, and suspension data
- Use of pupil support units and managed moves
- Incidents of searching
- Anonymous surveys for all pupils, parents and staff on their views and experiences of school behaviour.

The Headteacher will report on the effectiveness of the policy to the Local Academy Council and where necessary, make recommendations for further improvements ensuring it is meeting its duties under the Equality Act 2010.

Staff Development

All staff should be equipped with the skills to understand and effectively manage pupil behaviour. Providing regular training, which links classroom practice to an understanding of children's social and emotional development is key. Training and coaching are made available to all staff taking up new posts at the school and form part of an ongoing training programme for existing staff. We have a thorough induction programme to ensure consistency in approach.

Links to other Relevant Policies

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This policy should be read in conjunction with the following Trust and Academy policies:

- Acceptable Use Policy
- Anti-Bullying Policy
- Attendance Policy
- Online Safety Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities Policy
- Uniform Policy

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