



# Folville Junior School

## Behaviour, Sanctions and Rewards Policy

<p><b>Important:</b> This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p><b>Name and Title of Author:</b></p>	<p>Ed Pickering, Folville Junior School</p>
<p><b>Name of Responsible Committee/Individual:</b></p>	<p>Folville Junior School</p>
<p><b>Implementation Date:</b></p>	<p>Autumn Term 2023</p>
<p><b>Review Date:</b></p>	<p>Autumn Term 2025</p>
<p><b>Read in conjunction with:</b></p>	<p>Folville Junior School Child Protection and Safeguarding Policy and Procedure Folville Junior School Online Safety Policy Folville Junior School Anti-Bullying Policy</p>
<p><b>Target Audience:</b></p>	<p>All Staff, Parents, Pupils, Community Users, Key Stakeholders</p>

## **1. Purpose and Scope**

The Department of Education has stated that 'Schools must apply their behaviour policies in a consistent, rigorous and non-discriminatory way and all areas of their application must be monitored routinely to satisfy legal requirements under race, disability and gender discrimination law'. This policy, along with the associated policies and the school's monitoring and self-evaluation process, fully takes the aforementioned requirement into account and has adopted the legal responsibility given due regard to the guidance.

The aim of this policy is to be inclusive, fair and equitable whilst managing and improving behaviour.

"Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally."

(DFE Behaviour in school – advice for head teachers and school staff July 2022)

"Good behaviour in school is important to their (pupils') future success. Pupils have the right to come to school and focus on their studies, free from disruption"

(Department of Education White Paper 2010)

"Behaviour is crucially linked to motivation, achievement and hence to standards"

(Lund 1996)

By setting clear standards, expectations, principles and processes in line with our school values, we believe pupils will be best placed to understand what is expected of them in all areas of school and staff will be enabled to create a happy, supportive, highly aspiring learning environment conducive to pupils making excellent progress.

The aims of the policy are to ensure that, as a school community, Folville Junior School strives for and succeeds in the following:

- To promote a positive environment in teaching areas and around school, indoors and outdoors, where learning can be effective and staff and pupils feel safe and respected
- To minimise low level disruption so that the maximum amount of time is available for learning
- To encourage and develop a sense of personal responsibility and accountability by pupils and emphasise that they make clear choices regarding their behaviour
- To ensure that pupils, staff, parents and governors are fully aware of the expected behaviour of pupils within lessons and around school
- To have clearly defined and graduated rewards for good behaviour and consequences for poor behaviour
- To use a system of recording that ensure detailed information on pupil behaviour (positive and negative) can be easily accessed by school leaders and staff as required
- To communicate and work collaboratively with parents quickly where significant positive or negative intervention has taken place

## **Purpose**

The purpose of the Behaviour, Sanctions and Rewards Policy is to provide clearly defined expectations and a fair and consistent framework for behaviour management, relevant to the age of the children concerned, to enable staff to teach pupils how to make positive behavioural choices and to maintain a high standard of behaviour in school.

This policy advises on the following:

- Our consistent approach to behaviour management, taking into consideration the age and stage of the pupils
- Strong school leadership of behaviour
- Expectations for classroom management
- Overview of rewards and sanctions
- Behaviour strategies and the teaching of good behaviour
- Staff development and support to ensure effective behaviour management
- Pupil support systems and connecting policies
- Liaison with parents

## **2. Roles and Responsibilities**

The **Head of Folville Junior School** is responsible for overseeing the introduction, implementation, monitoring and review of this policy.

The **Head of Folville Junior School** is also responsible for ensuring that this policy and procedure is implemented fairly, consistently and objectively by Folville Junior School staff, taking into consideration all factors, including pupils' specific educational needs.

The **Head of Folville Junior School** will ensure other school leaders and teachers access appropriate training, advice and guidance to enable them to manage pupil behaviour sensitively, professionally and equitably, whilst also recognising that each case and individual is unique.

The **Folville Junior School staff, behaviour lead and SENDCO** will ensure the Behaviour, SEND and Inclusion policies are consistent and will provide support and expertise where behaviour becomes a barrier to learning.

**Folville Junior School staff with leadership responsibilities** must ensure they meet the expectations of the policy fairly and consistently and that those staff members in their teams manage pupil behaviour sensitively, professionally and equitably, whilst also recognising that each case and individual is unique.

All **Folville Staff** must meet the expectations set out in the policy, according to the school vision and values and model professional behaviours themselves, in accordance with the Teaching Standards and the Folville Code of Conduct.

**Pupils** will be taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture. Pupils will be asked about their experience of behavior and provide feedback on the school's behaviour culture through regular meetings with senior leaders in school and through whole school pupil feedback questionnaires.

**Parents/carers** must support the school and should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

### **3. Equality and Diversity**

Folville Junior School is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

### **4. Vision, Values and Ethos**

#### **Values: Our Children**

At Folville Junior School, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning.

This Policy supports the vision that Folville has high expectations of pupil behaviour are clear, transparent and systematically upheld with respect in a fair, honest and sensitive way.

## **5. Systems and Procedures**

The principles of the Behaviour Policy are shaped by a definition of 'very good behaviour' and an agreed understanding about what constitutes effective behaviour management. At Folville Junior School, we define 'very good behaviour' as demonstrating the following qualities:

- Respect of and adherence to rules, values, expectations and boundaries outlined in the Folville Junior School Values, Classroom Rules and in any Home/School Agreement
- Care, fairness and kindness in the treatment of others
- Politeness and friendly good manners in interactions with others
- Helpfulness to peers and staff alike
- Honesty
- Positive engagement and determination in learning activities
- Celebration of others' achievements
- A firm view towards tackling bullying and all forms of discrimination

### **How the Policy defines Inappropriate or Poor Behaviour:**

Poor behaviour can be defined as that which causes disruption to learning, both for the pupil themselves and their peers. Poor behaviour does not respect or adhere to the rules, expectations and boundaries expected by the school. We acknowledge that poor behaviour can sometimes be deliberate and at other times an uncontrollable effect derived from other influences, such as the child's health, well-being or experiences, and the policy sets out the importance of clear expectations and rules, so that children are given the choice to behave well and encouraged to aspire to the best behaviour for learning. Teaching staff will consider individual contexts when applying the behaviour processes.

There are some examples of inappropriate behaviour which will always receive zero tolerance. The following behaviour types are deemed to be completely unacceptable and will be immediately reported to the Head of Folville Junior School and recorded as such:

- Bullying
- Inappropriate language (e.g. swearing)
- Violence
- Defiance towards a member of staff
- Prejudice (e.g. racist or homophobic prejudice)

## **Processes**

The emphasis around school and in learning areas within the school should be on expecting, recognising, acknowledging and rewarding the good behaviour, effort and achievement of our pupils. These achievements need not just be academic, but can equally be for progress, contribution to the community or in recognition of a Folville club. Praise within the classroom is the first level of reward and is a vital motivator for most pupils. Where there is a genuine attempt from a pupil to make a positive contribution, they should receive affirmation from the teacher or member of staff involved as a matter of course. There should be a high priority on praise rather.

We want to encourage and help children to develop very good behaviour by habit in every aspect and area of school life, for example, entering and leaving the school site and building, in the classrooms, corridors, at lunchtimes, in the playground and in all interactions with others during the school day.

Parents are informed of achievements in a range of ways including via the yearly report which is sent home, through two parent progress meetings and there are daily opportunities to celebrate pupil successes, for example the Head Teacher awards during Celebration Assembly held weekly.

To promote very good behaviour, the school will ensure that pupils:

- Clearly know what is expected of them through positive reinforcement (modelling by staff, displays and posters, assemblies, PSHE / TalkTime programmes, shared language of key values)
- Are praised, supported and encouraged constantly and effectively to embed the best behaviour and give them choice in avoiding negative, disruptive or inappropriate behaviour
- Have very clear understanding about the consequences of poor behaviour on their learning and progress
- Are encouraged to take responsibility for their own behaviour and to set a high standard of behaviour to their peers, e.g. through the application of the Folville Junior School Characteristics of Learning (character muscles)

To promote very good behaviours for learning, school leaders, teachers and associate staff will:

- Recognise and highlight different types of behaviour as it occurs, fairly and sensitively
- Explain, display and demonstrate the behaviours they wish to see
- Encourage children to be responsible for their own behaviour by giving clear choices and ensuring the consequences of possible choices are clear and transparent
- Communicate with parents through regular reporting on behaviour – sanctions and rewards - as well as a range of other appropriate forms of communication where necessary, to inform parents of their child's behaviour, both positive and negative
- Model the level of respect and the kinds of conduct that we expect from the children

## **Expectations of Behaviour for Learning, including The Folville Junior School Values and the Folville Junior School Characteristics of Learning**

Clear expectations are shared with pupils on a daily basis, which are vital in making sure that pupils know the best behaviours for learning, so they are ready to learn in school. The list below sets out the expectations of behaviour across the school:

- Arrive on time, fully equipped, in the correct, acceptable school uniform and ready to start learning
- Listen carefully (without talking) when a member of staff or another pupil is talking to the class
- Sit attentively when learning activities require it and being considerate of others around you
- Do as you are told by a member of staff without questioning
- Move around the school and outdoor spaces with care and attention
- Be polite and respect the feelings of others when playing or learning together
- Look after the classroom, resources and displays and tidy up when asked
- Place litter in the bins provided and keep outdoor areas tidy

A pupil will always start a school day and session with a 'clean slate'. Confrontation is avoided by staff clearly stating a clear, pre-agreed consequence for pupils failing to meet expectations. Restoring the positive and supportive relationship and placing the emphasis back onto rewarding their positive behaviour is important. Any unacceptable behaviour should have been dealt with at that time using the Restorative Approach. However, this does not mean that any strategy that has been put in place to support behaviour must end. For example, if a member of staff has moved a pupil within the room then they remain in that seat for as many lessons as the member of staff deems necessary.

The Folville Junior School Values set out in language which is easily understood by the children and can be found all around the school on display.

### **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

Within the Equality Act 2010 *'schools have duties to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practice'* and in the Children and Families Act 2014 *'relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND and if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.'* As a result of these, we will ensure that as far as possible, we anticipate likely triggers of misbehaviour for children with SEND and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism.

Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

## **Systems to promote very good behaviour**

- Folville Junior School issues all parents with a Home School Agreement– parents must sign this to acknowledge the agreement
- The expectations for ‘very good behaviour’ are displayed around the classroom for visitors, parents and pupils to see
- Positive reinforcement is used to celebrate and embed very good behaviour: praise, rewards, celebration of achievement based around the values
- Restorative Approach posters to be visible in every classroom
- Clear routines and expectations are in place so the children know what is expected of them at any given time
- Children are helped to recognise examples of good behaviour at all times and are encouraged to make positive choices to help them become more responsible for their own actions and behaviour.

## **Specific behaviour issues**

### **Safeguarding**

We will consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case as set out in Part 1 of Keeping children safe in education, school staff will follow the school’s child protection policy and speak to the designated safeguarding lead (or deputy). They will consider if pastoral support, an early help intervention or a referral to children’s social care is appropriate.

### **Behaviour incidents online**

As per the Folville Junior School Online Safety policy, behaviour expectations of our pupils online are the same as offline. Everyone will be treated with kindness, respect and dignity. Inappropriate behaviour online including bullying, the use of inappropriate language, sharing of nude or semi-nude images and videos and sexual harassment will be addressed with the same principles as offline behaviour, including following the Folville Junior School Child Protection and Safeguarding Policy and Procedures. This will include speaking with the designated safeguarding lead (Head- B.W or deputy- N.T) when an incident raises a safeguarding concern.

### **Mobile phones**

Mobile phones are not to be used on school premises. As per the Mobile Phone use policy and home/school agreement, any child bringing a mobile phone to school to assist their independent walk home from school must switch this off and hand in to the office on arrival at school. Mobile phones will be returned at the end of the school day and must be switched back on away from school premises. Please also refer to the section below on ‘Behaviour expectations outside school premises’. Where relevant, pupils who fall short of these behaviour expectations may be sanctioned.



## **Behaviour expectations outside school premises**

As a school we will collaborate with parents, local businesses and local authorities to promote very good behaviour outside of school premises. Poor behaviour may include non-criminal poor behaviour, bullying or poor online poor behaviour which is witnessed by a member of school staff or reported to the school by a parent or member of the public. Sanctions will be applied as listed in the section below.

Conduct outside the school premises, including online conduct, that we might sanction pupils for include misbehaviour:

- when taking part in any school-organised trip
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

## **Behaviour Management: Hierarchy of Sanctions**

The school operates a hierarchical behaviour management system, with escalating sanctions given for pupils who are unable to manage their own behaviour and do not respond to the 'first wave' behaviour for learning management strategies employed by all school staff.

The Folville hierarchy of sanctions follows a clear structure and is aimed to maintain a high level of positivity or even improve upon it to gain a sense of achievement by the end of the day through personal effort, improvement, particular characteristics and good learning behaviours. Where behaviour is not maintained and warnings are consistently given, the Restorative Approach is used and eventually parents are notified and appropriate sanctions given, e.g. a missed playtime or an agreed time.

A record of specific sanctions is kept by teaching staff at the end of each day and a record of Stage 3 or 4 sanctions is submitted on CPOMS, generating data for the weekly report.

Sanctions, depending on the nature of the inappropriate behaviour, may include the following:

- verbal warning (teacher judgment)- three warning in a session.
- a move within the classroom, quiet time-out or alternative activity
- temporary displacement from a classroom or group
- communication with parents via the email, ClassDojo, telephone or in person after the school day
- break time / lunchtime sanction, such as being sent to the Head of Folville Junior School

The escalation follows this pattern:

Stage 1 - verbal warning- up to three occasions within a session

Stage 2 - teacher action, for example moving the pupil in the classroom

Stage 3 and 4 -This 'further action' is most likely to be displacement from the classroom or moving to an alternative supervised space, break time/lunch time sanction such as being sent to the Head of Folville Junior School (B.W). This may then escalate to a Relationship and Behaviour report (reviewed weekly over a two period) and parental meeting. All significant sanctions lead to targeted behaviour support to offer a structured improvement programme appropriate to the pupil.

### **Initial intervention following a behaviour incident**

As a school, we will adopt a range of intervention strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this will be provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities. This may include providing mentoring or coaching, short term and longer-term behaviour plans or engaging with external agencies to address specific challenges such as poor anger management, difficulties with peer relationships or social skills.

### **Stage 4 Sanction**

Behaviour deemed to warrant a 'zero tolerance' approach, may call for a Stage 4 sanction. In all year groups, it may be appropriate to default immediately to the Stage 4 sanction, if behaviour warrants it. For this, the sanction may result in suspension or exclusion (see below for details of circumstances warranting suspension or exclusion)

### **Removal from the classroom**

Where a child is removed from the classroom for a specified period of time, they will continue learning which is meaningful to the pupil. This is a serious sanction and should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. Removal will be only used when agreed by the Head Teacher and for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- to allow the pupil to regain calm in a safe space.

When considering individual removal cases, we will consider:

- facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and

what they can do to improve and avoid such behaviour in the future

- ensure that pupils are never locked in the room of their removal.
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with
- if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Staff supervising a child that has been removed from the classroom will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts. The length of time a child is removed from the classroom will be determined by the Head Teacher and Senior Leaders in school in relation to the degree of misbehaviour and this will be discussed with parents. Reintegration back into the classroom will occur at the end of the removal period and when appropriate and safe to do so. This will be agreed by senior leaders, the classroom staff, parent/carer and the child. As a school we will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal as a behaviour sanction.

#### **Assessing, Recording and Tracking Behaviour Data**

The sanctions are recorded when they reach the level of S3s and S4s (see Appendix) and this is captured in CPOMS, then reported to parents. Parents are also notified as appropriate if this level of sanction has been reached on the day.

## **Reasonable Force**

If appropriate in the circumstances, before using reasonable force, staff should first use the range of de-escalation techniques advocated in school and forming part of the behaviour management training approach, and wherever practicable, tell the pupil/s to stop misbehaving and communicate in a calm and measured manner throughout the incident, use de-escalation techniques to limit the need for reasonable force wherever possible. Staff should not give the impression of acting out of anger or frustration, or to punish a pupil, and should make it clear that control or restraint will stop as soon as it ceases to be necessary.

In more extreme circumstances, using appropriate restrictive holds may be necessary, but in these cases only staff trained and authorised to use such holds should do so.

## **Suspensions and exclusions**

Suspensions and exclusion will be considered if there is sufficient evidence that a pupil has committed a disciplinary offence and that by allowing the pupil to remain in school it would seriously harm the education or welfare of the pupil or others in the school.

This can be fixed term or permanent and must be sanctioned by the Head of Folville Junior School.

Suspension or exclusion will be considered, for example, when:

- There is an assault (or attempted assault) on a member of staff or pupil
- A pupil is in possession of a weapon/prohibited substance
- There is extreme rudeness/abuse towards a member of staff
- A previously agreed contract has been broken
- There is persistent disruption
- There is repeated refusal to accept sanctions (e.g. referral to the Head or SMT)
- Serious and unacceptable behaviour causing distress to pupils (for example, cyber-bullying/racism/homophobic bullying)
- Serious and unacceptable behaviour causing high levels of distress to staff or pupils

In such situations, the pupil can be removed from the school via

- Suspension (fixed term exclusion)
- permanent exclusion

## **Reintegration**

A reintegration interview will be arranged with the parent during or following the expiry of any exclusion. The aim of the reintegration interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. An agreement will be drawn up which will outline expectations regarding pupil's behaviour and will also detail support to be provided by the school and or multi-agency partners.

The reintegration interview will also provide an opportunity to emphasise the importance of parents working with the school to take joint responsibility for their child's behaviour.

## **Support and Intervention**

The school team will work closely Pupils, Parents and multi-agency partners so that pupils who require support with their behaviour have access to it.

This may involve:

- Target setting/Interim Report on progress
- Regular feedback to parents via Daily Report form such as the R and B Report
- Individual Behaviour Plan– where teacher, parent and pupil are involved to produce an agreed approach
- Individual Support Plan - where teacher, parent, SENCO, outside agencies and pupil are involved to produce an agreed approach with referral to one or more external agency and involving formal meetings/case conferences
- Assessment by specialist staff with regard to ‘barriers to learning’, with application for special funding where appropriate
- Early Help with inter-agency referral to access a coordinated programme of support and professional assessment of a family's needs

A number of people may be involved in providing this support:

- Parents/Carers
- Classroom teacher
- Key Stage Leaders
- Head of Folville Junior School
- SENCO
- External agencies – for example, The Educational Behaviour and Psychology Support Team, Educational Welfare Officer, Behaviour and Inclusion Team, Family Support Services, Child Adolescent Mental Health Services, Outreach Worker,
- Family Liaison Officer, Youth Services, Community Police
- Multi-agency Partner
- Senior Leadership Team
- Governors

## **6. Monitoring of Compliance with and Effectiveness of This Policy**

“The key characteristic of the successful policy is the consistency with which staff, having agreed a policy, apply it” (OFSTED)

It is vital that matters of behaviour management are approached in a positive and consistent way so that pupils can gain a clear idea of the boundaries, and so that they have a sense of 'justice' as any reward or sanction is given evenly. It also helps support the entire staff body if a collegiate approach is adopted and followed. Detailed guidelines are given in this document to ensure that there is a consistent response to positive and negative behaviours.

The Head of Folville Junior School and those with delegated leadership responsibility in school, will carry out behaviour zoning throughout the week to support teaching staff, particularly where there has been an identified behavioural cause for concern. The focus of zoning will vary according to circumstances, thus giving a snapshot at particular points in the term and in the school week. Zoning also guarantees a high profile of school leader presence around school and support for behaviours leading to excellent pupil progress.

### **Behaviour Outside of the School Site**

According to the Department of Education regulations on managing pupils' behaviour outside of the school site and outside of school hours, pupils are subject to the school behaviour policy outside of the school site school hours whilst in school uniform. Any poor or disrespectful behaviour outside of school whilst representing the school will have the same consequences as if it were conduct within the school or during school hours.

## **7. Review**

This policy will be reviewed within 2 years of the date of implementation.