



# Hutton Rudby Primary School Behaviour & Rewards Policy

September 2023

To be reviewed: September 2024

## Our School Vision

Our school vision is C H I L D.

C – Culture and Community

H – Healthy Minds and Body

I - Individual Excellence

L - Lifelong Learners

D – Determination

We believe that our school vision will create a respectful and calm school 'community and culture'.

Positive behaviours lead to a healthy mind and body, providing our children with characteristics of effective learning and behaviour that they can use for lifelong learning. We believe that by rewarding individual excellence we will foster a culture of determination in our children.

At Hutton Rudby Primary School, we believe that effective teaching and learning can only take place in a calm, caring and orderly environment. During their time at our school, all children are encouraged to develop a strong sense of what is right and wrong and to respect themselves and others. Positive behaviour permeates our whole school ethos. All staff use the principles of an effective PSHE curriculum to promote the values of mutual respect, self-discipline and social responsibilities, which in turn instil good behaviour in our pupils.

## Aims and Purpose

- To encourage a calm, purposeful and happy atmosphere within school, which is conducive to effective teaching and learning.
- To foster positive and caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence, self-discipline and self-respect so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with arrangements and practices which are known to all staff, pupils and parents.
- To promote co-operation with parents and the local community.

## Behaviour Principles

A written statement of behaviour principles can be found in Appendix 2 at the end of this policy.

## **Leadership and Management, including Responsibilities and Entitlements**

### **The Headteacher is responsible for:**

- Implementing this policy
- Reporting on the effectiveness of this policy to the governing body
- The health, safety and welfare of all children in the school
- Supporting staff so they are able to implement the policy
- Maintaining records of behaviour incidents, using the school's cloud-based system, 'CPOMS'

### **All staff are responsible for:**

- Providing a challenging, interesting and relevant curriculum, with a range of active learning opportunities
- Raising children's self esteem and developing their full potential using praise and recognition for their achievements
- Recognising that each child is an individual and being aware of their special needs
- Providing an orderly, caring, supportive and stimulating safe environment in which effective learning can take place
- Treating all children fairly and with respect
- Participating in the development of, and review of the code of conduct
- Using rules and consequences clearly and consistently
- Being a positive role model for children to emulate
- Promoting good relationships with parents
- Promoting the personal, social and moral development of their pupils

### **Staff are entitled to:**

- Access to training
- Advice and support from senior colleagues and our outside partner agencies.

### **Children are responsible for:**

- Working to the best of their abilities and allowing others to do the same.
- Treating others with respect.
- Undertaking the instructions of staff.
- Taking care of personal property and that of the school.
- Co-operating with other children and adults.
- Following the school rules.

### **All children are entitled to:**

- An orderly, safe and supportive atmosphere in which teaching and learning can take place.
- Active participation in the development and review of the behaviour policy.
- Access to support mechanisms within school.

### **All parents are responsible for:**

- Supporting the school in the implementation of this policy.
- Being aware of school values and expectations.
- Encouraging independence and self-discipline.

**All parents are entitled to:**

- Information about the school behaviour policy.
- Regular contact with teaching staff.
- Be regularly and actively involved in the social and educational development of pupils.
- Positive involvement in seeking constructive solutions to any situation involving their child which is causing concern.

**The local community is entitled to:**

- Consideration and respect.
- The co-operation of the school in events which affect the community.

**The Governing Body are entitled to:**

- Be kept informed of specific and general developments regarding behaviour.
- Develop and review the behaviour policy.
- Act as a 'critical friend' to the Headteacher and senior leaders as appropriate.

**School Systems and Social Norms****The Curriculum and Learning**

We strongly believe that an appropriately structured curriculum and effective learning behaviours contribute to happy children and good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and regular, supportive feedback all help to engage children and ensure they feel comfortable to ask for help and guidance.

Lessons should have clear objectives that are understood by the children. Those pupils in need of support are picked up in a timely manner to ensure they can be successful. Feedback and record keeping is used to update the children on their achievements and as a signal that their efforts are valued and that their progress matters.

**Classroom management**

Classroom organisation and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teachers and children are exceptionally important. Strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all encourage children to be respectful and kind.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to supporting learning behaviours. Materials and resources should be arranged to aid accessibility and reduce uncertainty. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall, the classroom should provide a welcoming and stimulating environment while taking into account the needs of all learners.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour. Situations should be handled sensitively, with care and in a way that is appropriate for the child/children involved.

## **Rules and Procedures**

Praise for good behaviour and strong relationships is the key to creating a positive atmosphere where all children have the opportunity to succeed. Rules and procedures should be designed to make it clear how children can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum.
- be positively stated, telling the children what to do and why rather than what not to do.
- give clear choice and consequence options.
- have a clear rationale, made explicit to all.
- be consistently applied, modelled and enforced.

If school rules are broken, we need to know:

- what happened
- when
- how often
- in whose company
- in what circumstances.

Each individual and situation is different; it is not possible to lay down strict guidelines for every situation. Distinction needs to be made between minor and serious incidents; the latter includes bullying (see our Anti Bullying Policy on the school website).

## **Rewards**

### **Positive Recognition**

Positive recognition is the key to motivating pupils to succeed. It will:

1. Encourage a child to continue appropriate behaviour
2. Increase a child's self-esteem
3. Reduce behaviour problems
4. Create a positive classroom environment
5. Help to teach appropriate behaviour and establish positive relationships with pupils

Praise is the most meaningful and effective recognition you can give. The most successful teachers praise frequently.

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

## **Rainbow Road**

There is a “Rainbow Road” display in each classroom which is used as a visual way to celebrate the children’s achievements throughout the day.

All children will begin each day on the “Rainbow Road”. At the end of the “Rainbow Road” there is a star for children who display excellent learning behaviours.



Surrounding the star are five smaller stars, adorned with each of the school values. If a child demonstrates any excellent behaviours closely relating to any of these values, then they will move their name / picture there.

Whenever a child is put on a star, they receive a house point.

## **School House System and House Points**

All children are placed in one of the four school houses: Rievaulx (Blue), Helmsley (Red), Fountains (Yellow), Bylands (Green). Siblings are placed in the same house. Each house has a House Captain and Vice-Captain from Year 6.

**In EYFS (Reception) and Key Stage One**, children will be awarded house points in the form of a sticker. 1 sticker equals 1 House Point. Children will be awarded house points for a variety of reasons as stated below.

Any staff member can be awarded house point stickers and all staff will have stickers they can use around school to reward positive behaviour. It is at the discretion of the staff in each classroom how they want to give out these stickers during a lesson e.g. during time on the carpet or at the end of the session.

In order to collect these stickers and count their totals, each child will have their own individual sticker chart to stick their stickers onto that will be displayed in their classroom. Charts will count in multiples of 25 and once full, the child will then be awarded their certificate and will also be able to take their sticker chart home to celebrate their success at home.

Once a sticker chart is full it will be replaced by a new one with a number to indicate how many they have filled this year. Each house will have a different design for their chart so that children become familiar with their House and develop an understanding of community, teamwork and pride in their House.

**In Key Stage 2**, each classroom will have a chart showing the names of the children in each house. When a child gains a house point they will add a house point next to their name on the chart with a marker pen.

At the end of each week the house points will be counted by Year 6. The captain of the winning house will receive the house cup in Friday’s Celebration Assembly and the weekly scores will be recorded on the house point board in the Hall.

At the end of the academic year all House Points are counted and the house with the most points will be the House cup winners of the year. The children in the winning house will all receive an appropriate reward at the end of the year (the reward will be decided upon by House Captains and teachers from the winning House).

House Points can be awarded for a multitude of positive behaviours and achievements. This non-

exhaustive list includes:

- Particularly good work/effort.
- Children who reach their own personal milestones.
- Contributions to school the wider school life.
- Displaying good manners.
- Displaying a caring attitude towards others.
- Reading regularly at home
- Displaying one of our school values
- Sporting/musical/drama excellence
- Moving their name / picture to a 'Star' (see Rainbow Road)

Once awarded, a house point can never be deducted.

House points are intended to help all staff focus on positive rather than negative behaviours. For example, if a child is continuing to stay on task when a peer is trying to distract them, staff may choose to reward the child on task rather than apply a sanction to the child who is not.

A House Point can be awarded by any staff member to any child at any time. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

### **Weekly Class Certificates**

A weekly assembly is dedicated for the praise and recognition of children who have made particularly noteworthy progress for attainment, achievement or attitude.

One child from each class will receive a vision certificate for each of the 5 strands of the school vision. Therefore, 5 children will receive certificates from each class each week. The vision certificate have the letters C H I L D written on it, representing our school vision and the specific strand of the vision the child has been awarded a certificate for.

### **Caretaker's Certificate**

A caretaker's certificate is awarded by our caretaker to the class who has managed to keep the tidiest classroom during the week. This award encourages good habits, high expectations and ensures that all stakeholders are involved in rewarding positive behaviour.

### **Sanctions**

The approach that is taken encourages pupils to understand that their behaviour can impinge on the rights of others and as a result will have consequences. Where children are persistently displaying inappropriate behaviour an individual behaviour plan may be implemented to support the individual.

Regular, whole class rule reminders are to be used as an initial non-confrontational approach with disruptive behaviour.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid negative impact on them and others.
- There should be a clear distinction between minor and major offences.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor interventions and support. It is important that the sanction is not out of proportion to the

situation.

### **Red / Yellow Cards**

If a child is displaying negative behaviour the following steps will be taken:

1. A member of staff will 'check in' with the child.
  - ☒ This could be a simple, "Is everything okay?" or "Do you need help?" Using positive, inclusive language is important during this step as staff remind children of expectations.
2. If negative behaviours persist, a verbal warning is given.
3. If the negative behaviours continue to persist, a Yellow Card will be given.
  - ☒ This means that the child will be expected to have a 'check in' conversation with their class teacher as soon as is possible, no later than the end of the lesson.
  - ☒ This conversation will involve discussing the events that led up to Yellow Card being issued and the consequences of their actions. The child will be given a chance to reflect and apologise to anyone affected.
  - ☒ After the check in conversation, if the adult feels appropriate, the yellow card will be rescinded, and the child given a fresh start (returning to step 1).
  - ☒ If, after the check in conversation, the adult does not feel progress was made the yellow card will remain in place.
4. If negative behaviours continue once a child is in possession of a Yellow Card, they will be given a Red Card.
  - ☒ This means that the child will be spoken to by a member of SLT and their parent informed at the end of the day by the class teacher.

Conversations with children surrounding behaviour should always be restorative. This means that staff will encourage the children to reflect on their behaviour, asking:

- What happened?
- Why have they behaved in a certain way?
- What were they feeling when they were behaving in this way?
- Who has their behaviour impacted?
- How they feel about their behaviour?
- How might others feel about their behaviour?
- What can they do to 'make things right'?
- How can they prevent this behaviour happening in the future?
- What can staff do to help the child?

There might be times when this sanction is not effective in changing the child's behaviour. If this is the case, then the class teacher should discuss the child's needs with a senior member of staff and consider using strategies rather than the card system, as this could only serve to cause frustration.

### **Child on Child Abuse**

As part of the school's PSHE and RSHE curriculum (Jigsaw), children are taught about healthy relationships, appropriate and inappropriate behaviours and what to do if they feel that another child is displaying inappropriate behaviour towards them. Any reports of child on child abuse are logged on CPOMS (our online behaviour management system) and dealt with by the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead.

### **Exclusions and Suspensions**

Exclusions may occur following extreme incidents at the discretion of the Headteacher or Executive Headteacher.

A suspension will be enforced under these conditions:

- Staff and pupils need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour. If these conditions are not met, other options may include a period of in-school seclusion. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Permanent Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

### **Children with Special Educational Needs (SEN)**

Some children exhibit particular behaviours based on special educational needs, early childhood experiences and family circumstances. As a school we recognise that these behaviours are their way of communicating their needs. Where possible, we use our most skillful staff to build relationships with each individual child. These children will have bespoke support.

It might be necessary to seek help from an Educational Psychologist and/or Behaviour Support Service and this can be called upon through discussion with the SENDCo (Special Educational Needs and Disabilities Co-ordinator).

All staff should be aware that for children with special educational needs and/or disabilities it might be necessary to adapt this policy to ensure that all children can benefit effectively from the rewards, guidance and strategies that are in place. This doesn't mean that we are being unfair – simply that we recognise that what works for one child, may not work for another. In these cases, class teachers would, where appropriate, explain the change of policy and rationale to the stakeholders who are involved, so that there is no miscommunication.

### **Physical Intervention and the Use of Force**

Please see Appendix 1 for our definition of physical intervention and the use of force as well as when physical force can be used.



### **Banned Items and Searching**

Please see Appendix 3 for more information about banned items and searching pupils.

### **Monitoring**

All class teachers will monitor the effectiveness of their approach and other members of staff making class observations are encouraged to make comments on their observations of how staff relate to their class as a whole. This is seen as a particularly useful way of improving and reviewing classroom practice. All staff will need to record more serious incidents informing Senior leaders and make a brief record of meetings with parents. It may be necessary to set up a Daily/Weekly report book for a child in partnership with parents. Staff record all behaviour-related incidents on CPOMs.

The headteacher reports on the effectiveness of this policy to the governing body and if necessary, makes recommendations for further improvements.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

**R Johnson**  
**Acting Head Teacher**  
**September 2023**

## **Appendix 1**

### **PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY**

#### **DEFINITIONS**

- 'Reasonable force' - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- 'Force' can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- 'Control' is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control.

#### **THE LEGAL POSITION**

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

#### **WHEN CAN PHYSICAL FORCE BE USED?**

Schools can use reasonable force to:

- Remove disruptive pupils if they have refused to follow an instruction to leave.
- Prevent a pupil who disrupts a school event, trip or visit.
- Prevent a pupil leaving the classroom where this would risk their safety or disrupt others.
- Prevent a pupil from attacking another child or adult or to stop an incident.
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot use force as a punishment – this is always unlawful.

## **Appendix 2**

### **Written Statement of Behaviour Principles**

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination (Equality Act 2010).
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- The behaviour policy is understood by pupils and staff.
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term suspensions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the full Governing Body every year.

## Appendix 3

# Banned Items and Searching

### Searches

#### **Searches without your child's consent**

The school doesn't need your child's consent to search them if they think your child has prohibited items, including:

- weapons, eg knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, eg cigarettes
- pornographic images (of any kind, eg tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules, this includes mobile phones or any electronic device that can communicate with the Internet or take images.

These things can be confiscated.

#### **Legal requirements of a search**

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

#### **Complaining about a search**

If you're unhappy with a search on your child at school, talk to the headteacher. If you're not satisfied, ask for a copy of the complaint's procedure.