



## A4 POLICY TO PROMOTE GOOD BEHAVIOUR AMONGST PUPILS including rewards and sanctions

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This policy is applicable to all pupils, including those in the EYFS (Nursery and Kindergarten).

### **Introduction**

True discipline comes from within. Most children are not naturally self-disciplined, but by example, consistency and fairness, adults can help to develop a community in which children learn to consider the needs of others and the effect that their actions have on other people. All discipline procedures should contribute towards maintaining this ethos of care for all in the school community. The staff should always consider whether their actions – and reactions – will develop this ethos or damage it.

### **Thinking Children**

It is essential that children are expected to think about their behaviour. Their consciences need to be developed and kept alive to distinguish right and wrong for themselves, not simply because an adult “says so”. With very young children simple explanations should be given so that they understand the reasons why some things are good and some are not. With older children more complex explanations and discussions may be necessary, with opportunities for “both sides” to explain their points of view, to ensure that justice is done – and believed by the child to be done.

### **Staff Approach ( see also page 2)**

The staff need to be firm but fair, maintaining necessary rules and disciplinary boundaries without undue harshness or rigidity. Reasonableness is the keynote. Uncontrolled adult anger and indignation should play no part in disciplinary dealings with the children. After all, teachers “have seen it all before”.

An essential ingredient in the mix is the importance of teacher approval (or disapproval). If children respect their teachers, they desire their approval. Conversely, the disapproval of a well-respected teacher, in response to misbehaviour by a child, is itself a powerful sanction. Children respect teachers who are fair, kind, funny, self-deprecating, consistent, reliable and willing to listen to them. Few of us will be such paragons all the time: but we aspire to it! Showing humility when we get it wrong will soon restore a child's trust. Praise and encouragement of good attitudes and behaviour reinforces the value of these in the eyes of children more positively than criticism of the bad and inclines others to seek the same approval. Incentives and rewards are more important than threats and punishments.

Obedience by the children should come from their own desire, not simply from fear of the consequences of disobedience. When they want to do as they are asked (most of the time!), they will themselves be creating a well-ordered, mature community.

### **Forgiveness and Restoration**

Any disciplinary procedure or penalty should be aimed at restitution from the start. The child should know that when a punishment has been completed, forgiveness and restitution are complete, because the relationship with the adult concerned is restored to the same quality it had before; and that a clean start can be made without guilt from a finished incident clouding the picture. All children should always be encouraged to sense a fresh start at the beginning of new sessions of school life. This "support system" for pupils, to bring about full restoration, remains an essential component of any disciplinary procedure.

### **Rules**

- ❑ The school will have the minimum number of rules necessary to promote its smooth running.
- ❑ Where possible rules will be couched in positive rather than negative language.
- ❑ Where they can be identified, "procedures" and "standards expected" will be listed, as in the accompanying specific documents.
- ❑ Rules and procedures should be applied with sensible and reasonable discretion.
- ❑ Children and noise go together! Teachers have constantly to exercise discretion and their professional judgement on when it is appropriate to require silence or to "go with the flow". A reasonable level of noise from 70+ children in one room should be tolerated.

### **Attitudes, Kindness and Bullying**

- ❑ We expect children and staff to be kind to each other at all times.
- ❑ Sporting behaviour and attitudes are to be encouraged (especially towards opponents).
- ❑ Children telling tales is not desirable and should be discouraged.
- ❑ Bullying will not be tolerated. Children must be taught that this includes any unkindness towards others. The prevention of bullying is a major aspect of our approach to maintaining good behaviour.
- ❑ Whilst "telling tales" is not generally desirable, children should be taught that reporting bullying immediately (either of themselves or of another pupil) is essential and responsible, in order to obtain adult intervention as early as possible.
- ❑ Bullying and aggression by staff is completely unacceptable, because it is likely to be imitated by children in their dealings with each other.

### **Practical Points**

- ❑ Teachers should speak clearly, quietly and firmly, especially when correcting a child.
- ❑ They should not shout. Shouting either promotes fear or encourages the same response from the child as it is seen as an 'ok' thing to do.
- ❑ Teachers should try to present a cheerful disposition.
- ❑ Sanctions should be appropriate to the offence, both in type and severity. They should lead to a positive outcome where principles are learned.
- ❑ Sanctions should not transfer the problem elsewhere – i.e. deprivation of the whole of a break will often cause a problem later in the day.

- ❑ No corporal punishment of any kind is to be used.
- ❑ When admonishing, teachers should not even touch a child. Restraint, with the minimum degree of force, may be used only in instances where the safety of a teacher or a child is threatened by the action of a child.
- ❑ Praise, rewards and high expectations make an important contribution to good behaviour and should be used often. These "support systems" are of great value.
- ❑ Minor misdemeanours should be dealt with immediately by the teacher concerned. Talking and reasoning with the pupil is the first step in the majority of cases. This together with an immediate, appropriate rebuke or sanction usually works at Castle House.
- ❑ With younger children an immediate firm, clear correction, usually proves adequate.
- ❑ More serious offences should be referred to the Head teacher
- ❑ Homework not done without a valid reason, repeated poor behaviour or breaking of school rules and rudeness are the usual reason for sanctions.
- ❑ Some children displaying inappropriate behaviours may be experiencing short or longer term emotional difficulties that they do not understand. Advice and support can be sought from external agencies through Family Connect as well as from within the school. In such cases parents should always be consulted.
- ❑ Sensitivity is particularly important when the behaviour of pupils with special educational needs and disabilities is a cause for concern. The school has regard to its duties under the Equality Act 2010 and reasonable adjustments will be made for these pupils.
- ❑ House points will be awarded as incentives and deducted as deterrents. Additionally for those children presenting ongoing behavioural issues a token system will be used, usually for a period of up to a month. The children will have the opportunity of collecting up to three tokens a day for good behaviour: up to and including morning break, up to and including lunch break, up to the end of the afternoon. The collection of three tokens a day for 5 days will be rewarded by the child being allowed to choose a small item from our "pick" box.' Parents will always be informed if the token system is being used to support their child's behaviour.
- ❑ The use of a Travel Card will operate alongside the token system, thus providing the child with concrete evidence of good behaviour and parent and child with a written summary of both good and inappropriate behaviour. The three stages are Green, Amber and Red. The usual expectation is that a pupil will start at the lower level (Green), progressing to the higher stages only if the initial levels do not have the desired effect. The use of the travel Card system is at the Head's discretion and it may be necessary to seek alternative sanctions beyond the three stages, or indeed move to the alternative sanction without ever using the travel card system.
- ❑ Additional incentives such as the raffle ticket system currently adopted in Year 6 may also be used to reward good work.
- ❑ Minus house points should only be given if seen to be fair, for example children should not be punished for parents' omissions.
- ❑ Minus house points may be "suspended" for a period to encourage better behaviour or work.
- ❑ House meetings will be held, to emphasise success, achievement and high standards. Conversely, disapproval of those who "let the House down" can be conveyed in the meetings, to deter further house point losses, but without humiliation of any individual.
- ❑ House points will be collected each week and reported in Monday morning Celebration Assemblies with the winning house receiving a Trophy.
- ❑ At the end of the year an overall trophy will be awarded to the House with the most

House Points collected

- ❑ Persistent bad behaviour should be referred to the Head teacher who will also be called on for serious offences or in instances where a child is not responding well in a series of disciplinary incidents. Parents will be informed of the Head teacher's involvement and asked to meet with him/her to discuss the sanction/s to be imposed and agree the way forward. It should be borne in mind that for children this is often the ultimate deterrent!
- ❑ Suspension from certain activities/lessons or parts of breaks may be imposed. Suspension from school may be given, followed if needed by Exclusion.
- ❑ Older children can often be involved in improving collectively the attitudes/behaviour of their peers. They should expect to contribute to their community in this way. Discussing problems becomes very important at this stage.

The school has a separate, detailed anti-bullying policy. Also see **Staff Handbook**  
Badges, responsibilities, service tasks, etc. will be used to reinforce the idea of contributing to the Community. Duty and privilege should be seen to go together.

### **A register is kept of sanctions for serious misbehaviour.**

#### **Sensitivity**

- ❑ There are usually two sides to a story. Teachers should always try to hear both sides and make it clear that they are listening.
- ❑ Teachers should always listen to the explanations of children for inappropriate behaviour before determining sanctions.
- ❑ An attempt should be made to match any sanction to the sensitivity of the child as well as to the type of offence, as long as this is seen as "fair" by other children.

### **Summary -Stages of Behaviour Management**

Rebuke, warning (of various degrees), minor penalty, significant penalty to include Token and Travel Card system (both notified to parent by the Head teacher) or Travel card System. The Token and Travel Card systems lead to suspension, fixed term exclusion, permanent exclusion.

The Head teacher will consult with the Governors before determining the most serious levels of punishment.

### **Positive Behaviour Management in the EYFS**

The Setting aims to provide an environment where children are happy and stimulated thus preventing the need to behave inappropriately.

The Setting strives to:

- Support each child in developing their self -esteem, confidence and feelings of competence
- Praise children for good behaviour
- Model good behaviour by treating children and adults around us with respect
- Provide interesting and stimulating activities within a child friendly environment thus preventing children from becoming bored and irritable

- Observe children closely and use the weekly planning to provide for their individual needs
- Work closely with parents to support children's exploration of appropriate and inappropriate behaviour

EYFS rules are concerned with safety, care and respect for each other. If a child was to behave consistently in an inappropriate manner e.g. hurting other children, verbally abusing children or staff, destroying play equipment then staff will:

- Use observations to try to identify trigger points and minimise or alleviate them where possible
- Support the child who finds it difficult to integrate with others by modelling how to play and be friendly with others
- Give the child an opportunity one-to-one to explain (where possible) why they are behaving this way

Following consultations with parents use will be made of a time-out system. The child will be removed from the situation or play area to a quiet area for a period of two minutes. During these two minutes the child's key person will explain why he/she has been removed. This system will be used consistently by all staff.

In any case of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Where this does not result in an improvement of behaviour the parent's permission will be sought to seek outside help and intervention.

Staff in the EYFS will never use corporal punishment or any other punishment which physically hurts the child or may humiliate them, or threat of any such punishment.

Physical intervention will only be used to manage a child's behaviour if it is necessary to prevent personal injury to a child, other children or an adult, to prevent serious damage to property or in what would be regarded as exceptional circumstances. Only the minimum force necessary to restrain the child safely may ever be used. Any occasion where physical intervention is used to manage a child's behaviour will be recorded and parents will be informed about it on the same day.

### **Biting**

Many children go through a stage of biting other children and adults. Staff are aware this is an emotive subject and when it occurs, particularly if a child bites regularly, the following procedure will be followed:

- The victim will be comforted and any required medical treatment given
- The perpetrator will be removed from the situation and told, in a manner appropriate to the child's age that the behaviour was unacceptable.
- Staff will use observations and knowledge of the child to try to identify trigger points and reasons for the behaviour and minimise or alleviate them where possible
- The incident will be recorded in the accident book and the parents of both children will be informed.
- Staff will not divulge to the parents of the bitten child the name of the biter.
- EYFS staff recognise that rough and tumble play is normal for young children and acceptable within limits, as long as it does not hurt or upset another child. This kind of

play is regarded as pro-social and not problematic or aggressive.

### **Named Practitioner for Behaviour Management**

The named practitioner responsible for behaviour management in the EYFS is Mrs J Smith Nursery Manager, and the Headteacher.

### **Sanctions and Rewards**

- ❑ The Nursery has its own Positive Behaviour Management Policy, which includes appropriate sanctions for the youngest children.
- ❑ Sanctions are few. Pupils may lose parts of break times, house points or be put "on report". Being put on report is only done if other sanctions have not produced improvement. If this situation does arise parents are usually informed and the reasons discussed.

### **The Whole School Test**

The degree to which children have "internalised" behaviour standards is only really evident when no adult is around (or known to be around!). How do they behave to each other? The truly well-behaved continue to be courteous and kind to each other without adult presence.

### **The Essential Requirement**

A sense of humour!

### **Malicious Accusations against Staff**

Pupils found to have made malicious accusations against staff will be subject to the same disciplinary procedures as for other serious acts of inappropriate behaviour.

### **Linked Policies**

PSHCE/SMSC Policy (A5)

Pastoral Care and the Welfare of Pupils (A12)

Kindness Counts (A1)

Anti-Bullying (A8)

Use of force to restrain pupils (A4)

Playtime and Lunchtime (A12)

Our Expectations of Pupils 'The Castle House Way' (A1)