



RYECROFT C. E. MIDDLE SCHOOL

POLICY STATEMENT

Behaviour

‘Rewards and Sanctions’

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"The rewards system used by the school is well understood by pupils. This helps to motivate them to attend regularly, participate fully in lessons and produce good-quality written work"

"Disruptions to learning in lessons are rare and are effectively dealt with by teachers using the well-developed school behaviour system"

Ofsted November 2017

1. INTRODUCTION

At Ryecroft C.E. Middle School we aim to create a learning environment where all pupils enjoy attending a school where they can be challenged to achieve their full potential in an environment which is most conducive for effective teaching and learning to take place. We recognise that pupils learn best where they feel safe and where there is a calm and well managed atmosphere in the school. This policy has the aim of delivering a safe and ordered environment at the school and hence will raise the standards of achievement of our pupils.

In formulating this policy we have followed the current statutory guidance and legislation with particular reference to the *21st Century Schools White Paper and the Education and Inspectors Act 2006*. This policy incorporates the *Every Child Matters* outcomes: Be healthy; Enjoy and Achieve; Stay safe.

In order to promote good behaviour we acknowledge that we must strike the right balance between:

- Rewards and sanctions
- Rewarding consistently good behaviour and rewarding improved behaviour.

To ensure fairness and improve the impact of rewards and sanctions, their distribution must be monitored diagnostically, e.g. by gender, ethnicity, disadvantage and special educational needs.

2. ROLES AND RESPONSIBILITIES

Parents and pupils can expect the **school** to:

- Provide stimulating and challenging lessons for our pupils
- Create a safe learning environment where it is easy for everyone to learn without distraction
- Encourage pupils to develop positive relationships showing respect and consideration for others
- Encourage pupils to respect and appreciate our environment
- Reward positive behaviour, attainment and effort
- Provide the support to allow all pupils to achieve their goals, including strategies to monitor and improve their behaviour
- Show respect and understanding towards the individual needs of each child
- Communicate regularly with parents
- Ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.

We expect **pupils** to:

- Arrive at school on time fully prepared to work
- Work to the best of their ability
- Behave in a way that has a positive impact on their learning and the learning of others
- Listen carefully and follow instructions
- Request help when needed
- Help others when needed

- Speak politely and appropriately to others, showing respect at all times
- Listen to others and expect to be listened to
- Appreciate and respect the views of others
- Take pride in the school and respect its environment and equipment
- Behave safely and sensibly at all times
- Respect the work and efforts of others
- Respond appropriately when questioning and answering
- Be responsible and active citizens of the school
- Behave in a way that does not bring the school into disrepute

Parents can contribute to the success of their child's education by:

- Supporting the learning of their child by ensuring that homework is completed to a good standard
- Ensuring that their child is fully prepared for the school day
- Supporting the school to achieve high levels of attainment and behaviour, reinforcing Ryecroft's high expectations
- Presenting a message consistent with that of the school with regard to our expectations of behaviour and achievement
- Making the school aware of any relevant issues
- Encouraging their child to take an active part in all areas of school life

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedure are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedure consistently.

3. REWARDS

Ofsted February 2013 said "Ryecroft pupils typically present themselves as confident and friendly. Inspectors were frequently approached informally by pupils who wanted to speak positively about their experience at school" "Pupils enjoy school, typically want to learn and conduct themselves sensibly and with enthusiasm"

SIAMS October 2015 added "Relationships between pupils and teachers are very good. Pupils commented on how approachable their teachers are and how they are willing to help them and give them guidance to sort out problems."

Approved by Governors: Spring 2018
Review Date: Autumn 2019

If pupils meet our expectations, as a school we will look to reward them as often as possible. Positive reinforcement for pupil behaviour is an important part of our ethos. By combining positive recognition for appropriate behaviour and consequences for poor behaviour we will clearly establish the parameters of the behaviour we want and don't want.

Our systems of rewards include:

- ☺ **Verbal praise** – the most common form and possibly the most effective is verbal praise. When praising pupils be specific and mention the exact behaviour.
- ☺ **Written praise** – in marking or through the use of stickers.
- ☺ **Display of good work** – in the classroom/ school display boards.
- ☺ **Award of credits** – each teacher should be aiming to award credits in every lesson.
- ☺ **Celebration assemblies** – pupils who complete a credit card will be recognised at a whole school level during Friday Celebration Assemblies.
- ☺ **Subject postcards** – all subjects have postcards which can be sent to parents/carers for sustained effort or good work. For exceptional effort the Head Teacher may also send a postcard home
- ☺ **Participation in Celebration Day** – these take place on the last day of each term. Pupils must have a positive point total to take part.
- ☺ **Positive points** – staff can allocate points to pupils for the following reasons:

ACTIVITY	ACHIEVEMENT POINTS
Full Credit Card	+40
Headteacher Award	+25
Office Award	+25
Postcard home / e-card	+20
Subject Award	+20
Extra-curricular achievement	+10

School Production	+10
School Representation	+10
Academic Achievement	+5
Excellent effort	+5
Outstanding work	+5
School Ambassador	+5
School Visit	+5
Sporting Representation	+5
Contribution to the Community	+5
Librarian (awarded termly)	+5
School Council (awarded termly)	+5
Mentor (awarded termly)	+5
House Captain (awarded termly)	+5
Sports Leader (awarded termly)	+5
Worked Well	+1

Pupils with the highest points in each vertical tutor group will be mentioned in Celebration assembly and be displayed digitally in reception.

4. SANCTIONS

The prime objective is to enable teachers to teach and pupils to learn without distraction. Whenever and wherever possible we encourage pupils to be responsible for their own learning and behaviour.

Behaviour Support

Individual teachers will employ a range of support techniques before resorting to disciplinary measures e.g. moving a pupil within the class, keeping a pupil behind at the end of a lesson etc. If deemed necessary a member of staff will log inappropriate behavioural incidents on the SIMS system so that a record of events is kept.

Sanctions for poor behaviour


To work opposite the positive points for appropriate behaviour, the school operates a negative point system for inappropriate behaviour. The list below shows the tariff for sanctions:

ACTIVITY	BEHAVIOUR POINTS
Exclusion	-60
Isolation	-50
Removal from Lesson	-40
Abusive Behaviour – Physical	-30
Cyberbullying	-30
Abusive Behaviour – Verbal	-20
Disruptive Behaviour	-20
Homework	-10
Prejudice (Racist, sexist, homophobic) incident	-20
Mobile Phone - Usage	-20
Incorrect kit / equipment	-10
Homework	-10
Possession of a mobile phone	-10
Low Level Disruption	-5

All pupils have their points total cleared at the start of a new term for a fresh start.

Parents will be informed at various stages of this process so they can support the work of the school. Letters will be sent home when pupils receive three, five, six or more detentions.

A range of more formal sanctions may also be used:

 **Report cards** - in order to obtain comments on work, attitude, behaviour etc. from staff and parents; staff can therefore intervene more appropriately and parents are aware of their child's progress.

☹ **Internal isolation** – organised by a member of Senior leadership Team and/or Pastoral Leader

☹ **Individual Behaviour Plans (IBPs)** – for pupils who repeatedly transgress the code of conduct. These may also be implemented where there is cause for concern regarding the behaviour pattern of a particular pupil. Parents will be aware of this process and need to support the implementation and review.

☹ **Parental Support Plans (PSP's)** – for pupils whose behaviour is a serious concern and as a consequence may face either a fixed term exclusion or an after school detention (this will be given when pupils have a negative score of 120 and/or have 6 breaktime detentions). *

☹ **After School Detention** – For pupils whose behaviour is a serious concern and they may face a fixed term or permanent exclusion as a consequence.

* *This detention is undertaken in line with the 1997 Education Act which gives schools the legal authority to detain pupils after the end of a school session on disciplinary grounds. **The school does not need parental permission for the detention to take place.** If a child fails to attend without a reasonable excuse, a more severe punishment of a half day fixed term exclusion may be given.*

☹ **A permanent exclusion from the school**

Fixed Term Exclusion (FTE)

Permanent Exclusion (PE)

The school's response to poor behaviour will endeavour to be positive and constructive at all times, isolation from lessons or exclusion being used only as the last resort, or if a situation has arisen which demands strong and immediate action.

Monitoring

Positive and negative behaviour will be monitored weekly by the Deputy Headteacher. Form teachers will be provided with a weekly update of the pupils in their form and are expected to promote positive behaviour and support pupils who are struggling.

5.SEARCHING

School staff can search a pupil for any item if the pupil agrees.

Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - i) To commit an offence,
 - ii) To cause personal injury to, or damage to the property of, any person (including the pupil)

Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

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Signed on behalf of the Governing Body

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Date

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Print Name