



# Borden Church of England Primary School

Part of the UNITAS Collaboration

School Lane Borden Sittingbourne Kent ME9 8JS

## REWARDS & SANCTIONS POLICY 2016

Reviewed	Ratified by GB (if applicable)	Next review
<i>Summer 2016</i>		<i>Summer 2018</i>

To be signed by:	Chair of Governors		Governing Body, committee or individual governor		Headteacher	✓
<i>Signed</i>					<i>Date</i>	<i>18.05.2016</i>
<i>Linked Policies:</i>						

*Borden CE Primary School is proud of its children.*

*They demonstrate excellent examples of hard work and their many gifts and talents.*

The children at Borden CEP School are encouraged and expected to be calm, polite, well mannered, caring and considerate. The school’s Christian ethos and values of love, hope and forgiveness provide a framework for setting the standard of behaviour in and around the school. With these values in mind, and to show the importance of the school community working together, the pupils devised 5 Golden Rules

- Treat everyone as we would like to be treated
- Always do the very best we can
- Look after our school
- Take responsibility for our words and actions
- Look for new ways to learn and develop our whole self.

The rules are displayed in classrooms and common areas within the school. They are also displayed in the playground and at the front of the school to emphasise a set of shared values for the whole community.

Collective Worship is a way of sharing values and belief and to consider the life and example of Jesus as a positive role-model. The school also finds opportunities to celebrate children’s achievements, encourage children to recognise and make sensible choices and to acknowledge good behaviour. However, unacceptable behaviour will not be tolerated. Children are encouraged and expected to move around the school in a quiet orderly fashion and be responsible for their own actions. The school will take action in response to unacceptable behaviour detailed within this policy. The school however also recognises the ‘individual’ character of children and will attempt to adapt procedures carried out to meet the needs of individual children as appropriate.

## **REWARDING GOOD WORK AND BEHAVIOUR**

*Our school highly values good work, good behaviour, good manners, examples of good citizenship, good achievement in the class, on the sports field and in clubs and activities both at and out of school.*

Children will learn more, have a good attitude and be happier at school if the ethos is positive in the classroom. This is achieved by:

- encouraging the child to achieve their personal best
- celebrating examples of good behaviour and good work – building on positive role-models
- setting and maintaining consistent expectations so the children understand what is expected of them
- giving consistent and genuine praise.

Class teachers reward good behaviour, effort and good work through team points, smiley faces, stickers etc. depending upon the age of the child. Each child is allocated a house in September to develop the family feel and sense of belonging. The school acknowledges children's achievements, whether achieved in or out of school. The school holds a 'Celebration Assembly' on a Friday afternoon. The children receive certificates from their class teachers and can share good work nominated by their teacher or other adults in school. The assembly is an opportunity for the whole-school to appreciate excellent work, good behaviour, good attendance, achievements, etc. accomplished by children throughout the school.

Children are often 'sent' to the Head of School by an adult in school to share good work and to receive a 'postcard' home when exceptional examples of good work and behaviour are noted. Borden CE Primary School is proud of its children.

## **SCHOOL UNIFORM**

Wearing a uniform with pride is conducive to the establishment of self-discipline. It is preferable that children wear school uniform, have suitable school shoes, a coat or a jacket and the correct PE kit for use in school. The wearing of earrings is discouraged but if worn, they must be 'studs' only because of safety concerns and the children must be responsible for their insertion and removal independently. The children are encouraged to be responsible for their own clothing and possessions in and around the school, which is why we ask for all clothing to be clearly labelled with their name. The school website, [www.borden.kent.sch.uk](http://www.borden.kent.sch.uk) provides details of the suggested school uniform for boys and girls.

## **CLASSROOM BEHAVIOUR**

Children are expected to enter their classroom sensibly and safely, dressed appropriately and with the correct equipment and ready to learn. At the beginning of the school year and each seasonal term thereafter, the class teachers remind the children what standards of behaviour they expect in class. This takes the form of a class assembly at the start of each seasonal term, where the 'Going for Green' display chart and procedures are re-introduced. The children are reminded of the behaviours that are linked to the three levels of the chart: Green – good behaviour; Amber – unacceptable behaviour (normally dealt with in-school) and Red – 'seriously' unacceptable behaviour (involving parents/carers).

'Appendix A' provides examples of levels of behaviours and suggested sanctions - but is not an exhaustive list. If any individual incidents of unacceptable behaviour occur and some clarity is needed, adults in school are asked to refer to the Head of School or Senior Teachers.

## **Children are expected to behave well**

### **...at work**

- share equipment, books etc
- be quiet and attentive
- always put up their hands if they wish to contribute
- be occupied with their own work, without distracting others
- ask permission to leave the classroom
- walk around the classroom carefully and safely
- take care with opening and closing doors.
- take care of equipment, returning it to rightful place etc.

### **...in the playground**

- children only have access to the playground at specified times – and when there is adult supervision:
- during playtime and dinnertime
- during PE/Games lessons
- after school when being collected by parents/carers - unless attending an after-school club/activity.

The children must stay in the playground. On no account must children play on the banks, go through the gates or through the fence. Children must be supervised by parents/carers if using the playground climbing frame or bars after 3.15pm. Children will be encouraged to take part in play activities and be aware of the consistency of adult authority. Parents/carers are asked to supervise their children on the playground after school has ended.

### **...when lining up**

*Break times:* Children asked to stand still when indicated by the member of staff on duty, line up in class lines and their teachers will collect them from the playground and into class.

*End of lunchtime:* a mid-day supervisor will indicate that the children are to stop, the children must stand still and then class teachers will collect their class from the playground and into class. [NB: 1pm for Willow, Maple and Cherry Classes and 1.15pm for Beech and Chestnut]

### **...when using the toilets**

At lunchtime and playtime, the 'outdoor' toilets are used by children from Cherry, Beech and Chestnut Classes. The 'indoor' toilets are used by children from Maple and Willow Classes.

Children must seek permission to visit the toilets from a mid-day meals supervisor.

The children can request to visit the toilet at any time during the school day. However, to minimise disruption and concentration, the children are encouraged to visit the toilet at break times, or teachers may encourage visits at convenient 'crossover' times during the day. If a child needs to visit the toilet, they can ask an adult in class who will 'note' children who leave the classroom. The child must inform the adult who dismissed them when they have returned to the room.

- Toilets must only to be used for their purpose
- Children are asked to make sure that taps must be turned off and plugs removed
- Children must never touch lights and switches
- Children are asked to leave toilets and wash-basin areas as they would expect to find them
- Children are asked to tell an adult in school if they have any concerns about the condition of the toilets and wash basin areas.

### **...at lunch and break times**

The mid-day meal supervisors promote games, friendship and positive activities at lunchtimes, whilst supervising the children closely. The priority is that the children are safe and calm and enjoy their free time. Borden school recognises the learning involved at lunchtimes, where children are encouraged to negotiate equipment well, learn to be creative in their play and to form and maintain friendships. However, we recognise that lunchtimes can be difficult for some children. The ethos of the school is to encourage children to 'join in' and play and we often ask some of the older children to take responsibility for some of the younger children, when appropriate. Children are not allowed to enter the school, including cloakrooms after they have eaten their lunch, unless authorised by a member of staff. The school expects the children to demonstrate good table manners whilst eating their lunch.

Poor behaviour on the playground will not be tolerated. The school has the same expectations of good behaviour at lunchtimes as in class time. Please see 'Stages of Action if Poor Behaviour occurs at lunchtimes, below.

## **VISITS**

The expectation of behaviour is the same when children take part in off site activities.

The traffic light system should be used with reference to the appendix of examples.

When planning an off site activity account should be taken of the pupils needs and the number of staff accompanying the class should reflect the specific needs of the children.

Sufficient staff should accompany the activity so that if a red offense occurs the pupil can be with drawn from the group and the safety of the other children is maintained. Parents of the child(children ) will be contacted on the return to school and the usual steps will be followed.

If there is a serious incident which may require exclusion the head of school will be informed immediately

## **STAGES OF ACTION IF POOR BEHAVIOUR OCCURS IN CLASS**

### **Stage 1: Initial Response to low-level disruption and/or 'minor' unacceptable behaviours.**

Teacher/Teaching Assistant (TA) will remind the children of expectations of behaviour – 'looking' at a child may be sufficient or a verbal reminder of expectation may be needed. Parent helpers and volunteers are asked to inform the Class Teacher or TA if they observe unacceptable behaviour but are expected to manage minor disruptions if they occur. The school acknowledges children will need general reminders to encourage them to maintain positive behaviour in class.

### **Stage 2: 'Amber' Warning**

All children start each day as 'green' on the class behaviour chart.

The class teacher/TA will highlight the nature of the behaviour being experienced/observed and briefly explain why the behaviour is unacceptable. The CT or TA will move the child's name from 'Green' to 'Amber' on their 'Traffic Light' display board. The child will be asked to

consider his/her behaviour and is expected to apologise after the lesson and speak with the CT/TA. See Appendix A for suggested sanctions for 'amber' warnings.

The class teacher will discuss opportunities for the child to move back to 'green' during the course of the day.

The Head of School will be informed of any patterns of poor behaviour – e.g. poor behaviour that is continuing beyond three days; there are clear patterns of behaviour observed and recorded; the child is not learning in school. The Head of School will contact parents/carers to inform them of their child's unacceptable behaviour and to agree some behaviour targets for the child in consultation with them. Whenever a child is consistently 'amber' on the class chart there is the issue that there may be a 'stigma' attached if the child is repeatedly moved to amber – highlighting the child amongst his/her peers. If this is a concern, the class teacher will discuss this with the child's parents/carers and then can use their discretion to implement an alternative strategy. (e.g. individual behaviour plan – which will not be reflected using the class traffic light chart).

### Stage 3: **'Red' Warning**

If unacceptable behaviour is more serious (see Appendix A) or if 'amber' level of behaviour persists beyond three days, the school will inform the child's parents/carers to arrange a meeting. The meeting will be an opportunity to discuss the child's unacceptable behaviour and agree behaviour targets – to be set within a behaviour improvement plan. The plan will be individual to the child and will vary in format depending on the nature of the behaviour concerns and taking into account previous actions taken during the school year.

Parents/Carers will also receive a copy of this policy. Whenever a child is consistently 'amber' on the class chart there is the issue that there may be a 'stigma' attached if the child is repeatedly moved to amber and then red – highlighting the child amongst his/her peers. If this is a concern, the class teacher will discuss this with the child's parents/carers and then can use their discretion to implement an alternative strategy. (e.g. individual behaviour plan – which will not be reflected using the class traffic light chart).

Sometimes it is necessary to investigate an incident in school – usually because different parties involved in an incident give differing accounts for the same incident. The school has a questionnaire sheet (Appendix B) which is used as a prompt to determine the facts. Appendix B can be completed by a member of staff if necessary to help determine the facts. For younger children this is completed with a member of staff and older children may be expected to write their own account by answering the questions themselves. This information can then be used to determine what happened. However, it is sometimes not possible for parties to 'agree' on the recount of events. In this case, the adult dealing with the matter will refer to the Head of School for a perspective. It may be necessary to ask parents/carers to investigate further at home or it may be necessary to progress beyond the 'rationale' of an incident and decide on appropriate sanctions for the parties involved. When appropriate sanctions have been decided, parents will be informed.

At any stage in the above procedure the Governors reserve to the Head teacher the authority to implement the exclusion procedure detailed later in this policy.

***NB** Children with exceptional Special Needs will be dealt with in a way that is appropriate and sensitive to their problems.*

This may mean that at some point the hours are shortened at school each day for a period of time. The Head teacher will discuss this with the parents, put the decision in writing to the parents and inform the Chairman of Governors and follow the guidance provided by the Local Authority's 'Behaviour and Attendance Service'.

### **Some 'variations' for lunch and break times:**

With reference to Appendix A – the children are expected to behave well at school. The mid-day supervisors may need to remind some children of the behaviour expectations and warn the children that their behaviour may lead to an 'amber' warning if it continues. If behaviour is repeated or other poor behaviour is observed, the mid-day supervisor will explain what behaviour is wrong, arrange for the child to have an appropriate 'Time out' depending upon the age of the child.

If the child fails to respond to the initial time out the child's name will be noted in a note book and the time out repeated.

The office manager will review the midday meals supervisor's notes each week and any child who has 3 notes will be referred to the Head of School or senior leader.

The amber consequences in appendix A will then be followed

If a child's behaviour constitutes a red warning being given at lunch time the child will be removed from the outside area by a midday meals supervisor and taken to the Head of school or the senior leader.

The red consequences in appendix A will then be followed.

## **PROCEDURES FOR EXCLUSION**

### **The decision to exclude**

The Headteacher (or the most senior teacher in their absence), is the only person who can take the decision to exclude a pupil from school.

When a pupil is excluded parents/carers must be notified immediately, ideally by telephone, followed up by a letter.

The Head Teacher (or Senior Teacher) will inform the Chair of Governors and follow the advice given from the Local Authority's 'Behaviour and Attendance Service'.

The school will explain:

- the reason(s) for the exclusion
- the parent's/carers' right to make representation to the 'Governors Discipline Committee'

- the arrangements made for setting and marking work during the exclusion, and for full time provision if the exclusion is for more than 5 school days
- the parent's/carer's right to see their child's school record.

### **There are two types of exclusion:**

1. Fixed period, which can range from half a day to a maximum of 45 school days in a school year. (A child can also be excluded for lunchtimes.)
2. Permanent.

### **Length of exclusion**

#### *Exclusion for more than 5 school days*

- If any exclusion is for more than 5 school days parents/carers can request a meeting of the schools Governors Discipline Committee to review the exclusion. The Governors must agree to this request and must meet within 50 school days.

#### *Exclusion for more than 15 school days*

- When exclusions total over 15 school days in a term, the Governors Discipline Committee must arrange a meeting to consider the exclusion within 15 school days to which parents/carers and a LA representative must be invited.

#### *Permanent exclusion*

- When exclusion is permanent, the Governors Discipline Committee must meet to review the exclusion between the 6th and 15th school day following the permanent exclusion. Parents/carers and an LA representative must be invited to review the meeting.

### **Appeals**

Even if the parents/carers did not attend the Governors Discipline Committee meeting, they have the right to appeal to an Independent Appeal Panel if the Governors Discipline Committee upheld the decision to exclude.

The Governors Discipline Committee will meet to review the decision to exclude a child within the statutory timescales.

Parents/carers are entitled to take a friend or legal representative to the meeting and the child should be encouraged to attend.

A representative of the LA will normally be present at the meeting.

## **Governors Discipline Committee**

### **What happens?**

The meeting will be chaired by one of the Governors and will be as informal as possible.

- The school (usually the headteacher) will explain the reason(s) for the exclusion and all participants will have the opportunity to ask questions
- Parents/carers, or their representative will be asked to make a statement and may be asked questions.
- The LA representative will provide impartial advice to all parties during the meeting.
- After the meeting the Governors will make a decision which they will confirm in writing giving their reasons within one school day. The Governors can either uphold the exclusion or direct reinstatement.

### **Permanent exclusion**

When a child is permanently excluded, the LA is responsible for the child's education from the 6th school day.

### **Independent Appeal Panel**

If the Governors Discipline Committee uphold the decision to exclude a child permanently, the parents/carers have the right of appeal to an **Independent Appeal Panel**.

### **Independent Appeal Panel**

The Independent Appeal Panel will hear parental appeals. The members of the panel will have no connection to the school. They will meet within 15 school days of an appeal being lodged. Parents/carers, the school and the LA will be invited to the meeting. The panel rehear the case and all parties will have the opportunity to make representations.

The panel will either:

- reject the appeal
- uphold the appeal and reinstate
- uphold and not reinstate.



## Rewards & Sanctions Policy 2014/15

### Appendix A

Example of Behaviour	Reward/Sanction
listening well	<ul style="list-style-type: none"> <li>• Positive Praise by adults/peers</li> <li>• class/table Points</li> <li>• 'celebration certificate'</li> <li>• Share work with other class</li> <li>• HT postcard</li> </ul>
responding well to adults and peers	
working to the best of ability	
positive attitude to learning	
Working independently	
Forging and maintaining good friendships	
Sharing resources	
unacceptable calling-out in class	<ul style="list-style-type: none"> <li>• reminder of class rules and expectations</li> <li>• miss next morning/afternoon playtime</li> <li>• Move to another area within the classroom</li> <li>• Sent to work in another classroom</li> </ul>
rudeness to peers/adults	
deliberate damage of equipment	
disturbing others from their work	
Continuation of unacceptable behaviour after 'Stage 1' warning	
Continuation of behaviour relating to 'amber' warnings (3 x in 5 days)	<ul style="list-style-type: none"> <li>• Consult HT (or Senior Teacher)</li> <li>• Arrange to meet parents/carers and create a 'behaviour management plan'</li> <li>• Suitable consequence decided between Head of School, parents and child.</li> </ul>
deliberately hurting and adult or child	
Demonstrating a lack of respect to adults	
using bad language towards peers	
Use of bad language towards adults	

**NB. This is not a definitive list of behaviours, just examples.**

**Incident Questionnaire**

<b>Name:</b>	
<b>Name of adult helping complete this questionnaire:</b>	
<b>Date Completed:</b>	
<b>When did the incident happen?</b>	
<b>Who was involved?</b>	
<b>Where did this happen and who was nearby?</b>	
<b>Did anyone try to sort out the incident? Who? What did they do?</b>	
<b>From your perspective, what happened?</b>	

<p>In chronological order, if possible.</p> <p>Continue on the back if necessary.</p>	
<p><b>What led up to the incident? Has something else happened recently?</b></p> <p>Think back to any previous incidents or difficulties that may relate to the incident.</p> <p>Is there anything happening inside or outside of school that may have caused the incident?</p>	
<p><b>Describe how did you felt before, during and after the incident?</b></p> <p>(e.g. angry; physically hurt ...)</p> <p>Please give details of any injuries you may have suffered.</p>	
<p><b>In your opinion, who was to blame for the incident?</b></p>	

Be open and honest.	
<b>What do you think should happen next to resolve the matter?</b>  <b>What would you like to see happen to make sure it doesn't happen again?</b>	

**Additional writing Space:**

