

Behaviour and Discipline Policy

Appendix 1:

Rewards

- **Individual team points**
 - Children will be taught about rewards and the agreed school system for awarding them. This will happen at the beginning of each academic year, with revisits at the beginning of each new term.
 - All adults will look for opportunities to use positive praise. They will aim to 'capture examples of good behaviour'. They will praise children, referring to the rules in the Behaviour Agreement directly and address inappropriate behaviour as discretely as possible.
 - Team Points will be given for positive behaviour (see Section 2 above).
 - It is important that pupils should be made aware of why they are getting the reward (team point) and which of the behaviours in the Behaviour Agreement they are demonstrating.
 - No more than one team point should be awarded to each pupil at any given time.
 - Teachers will use an online awards system to collate team points on a weekly basis.
 - Team points cannot be taken away.
 - If a team point is given at playtime, during an intervention session or by a member of staff that is not the class teacher, then this must be passed onto the pupil's teacher at the first opportunity.

- **Class points**
 - Class Points can be gained for exemplary behaviour by the whole class. These behaviours will be discussed with the class at the beginning of each term and agreed by the teacher and pupils. Class behaviour targets will be displayed in the classroom. These can also be reviewed when it is felt to be necessary e.g. *if a class needs positive reinforcement initially to line up appropriately, it could be agreed that class points are given for this being done consistently. This may not need to be carried on for longer than three weeks, when the rewarding of class points for this action can be reviewed.*
 - Class Points can be recorded in a way agreed by each class teacher and pupils within the class e.g. marbles in a jar, bingo chart. A target should be set, which when achieved will result in a whole class reward. These rewards can occur at any time during the term and targets must be challenging but realistic.

- **Other awards**

- Values Awards for individuals who consistently exhibit one or more of our school values during the course of a week, are given at weekly celebration assemblies to which relevant parents are invited.
- The Thurston memorial is given at the end of the school year to a child in Year 6, who has consistently demonstrated the values promoted by the school during their time at Barford.
- A Year 6 Award is also given to a pupil who has particularly shown our school values in their final year at school.
- Children who have produced outstanding work for their level of capability can be invited to share this with the Headteacher and on occasion this work will also be shared during the Celebration Assembly.
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Parents can be informed of special improvements or exemplary behaviour by word of mouth, phone call or letter, particularly if there has been a marked improvement in behaviour over time for that individual.

Appendix 2

Sanctions/Consequences

1. **Stage 1:** The pupil who has chosen the inappropriate behaviour will receive a verbal rule reminder, which, if appropriate at the time, will include reference to which rule has been disregarded. If it is not the appropriate time to address the misdemeanour beyond a reminder being given, then this must be followed up and explained to the child as soon as possible. The child's name will be added to a book, which will be kept to record frequency of reminders. This can be done by either the teacher or any adult supporting within the lesson.
If after this initial reminder, the behaviour is corrected then no more action is taken.
2. **Stage 2:** If the inappropriate behaviour continues, the child will receive a second reminder, which will also be recorded by the teacher or support staff. With this second reminder, the pupil will have a follow-up conversation during play time or lunch break to discuss the inappropriate behaviour. This will lead to them missing part of their free time. This will be no more than ten minutes.
3. Rule reminders are always reset to zero at the beginning of the school day and also at the beginning of the afternoon session each day. Therefore a pupil is able to address inappropriate behaviour in the morning, without having the reminder pending during the afternoon.
4. If an indiscretion occurs during the afternoon and is followed by a second in that same period, the follow-up discussion is held during the registration session the following morning before being reset for the start of that day.
5. If a pupil is persistently reaching Stage 2 over a number of days, then the SLT will be informed and parental involvement may be necessary.
6. **Stage 3:** If a child persistently chooses inappropriate behaviour beyond the second reminder, or after having a follow-up discussion at break time with the class teacher, then the teacher will refer that child to speak with the Headteacher or Senior Teacher during the next period of downtime. The member of the SLT will hold the follow-up discussion, leading to a subsequent downtime session (break or lunch break) being missed by the child.
7. Continued persistent inappropriate behaviour beyond SLT intervention will lead to the pupil's parents/carers being asked to attend a behaviour meeting with the pupil and SLT present. From this point, agreed bespoke steps will be put in place to address the pupil's personal needs in terms of behaviour management.
8. Some behaviour incidents may require a child to be moved to another group or class. These incidents should be noted in the school behaviour book to provide a record.
9. Incidents involving verbal or physical abuse of other children should be recorded as promptly as possible. These more serious incidents should be referred immediately to the Headteacher (or, in their absence, the Senior Teacher), and a behaviour incident sheet completed. These sheets will be kept on file.
10. Parents/carers will be informed of serious or repetitive incidents.

11. The sanction of a half day in another class in order to remove a child from the class situation can be used for serious or repeated incidents within a session