



Rewards and Discipline Policy

September 2015

Learning
Together



PENRYN PRIMARY ACADEMY

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Rewards and Discipline Policy

Aims and Ethos

As a school we want everyone to:

- Be an active participant in their learning and development
- Aim for achievement at their highest possible level
- Experience and celebrate success

We want this to happen in an inclusive community where relationships are based on mutual respect. This policy provides a positive and proactive approach to be followed by all adults in the school.

Principles

We wish to promote a positive whole school approach to behaviour for learning. This is in order to:

- Provide a positive school ethos conducive to teaching and learning
- Enable children to develop learning to learn skills
- Enhance the self-esteem of all of the members of the school community to reinforce positive habits
- Encourage personal responsibility, where good choices are rewarded with enhanced freedoms.
- Develop interpersonal skills
- Keep adults and children safe and secure

Golden Rules

Our Golden Rules should be regularly discussed and encouraged. They are:

- 1) Care for everyone and everything**
- 2) Show good manners at all times**
- 3) Follow instructions with thought and care**

These rules will be clearly displayed in each classroom and around the school.



What we do

In order to achieve the above we will:

- Regularly discuss the golden rules and why they are important (*communication*)
- Provide opportunities for children to be active participants in their own learning and development (*behaviour for learning*)
- Clearly state the boundaries of acceptable behaviour (*rules*)
- Promote good behaviour in a positive way (*rewards*)
- Respond promptly, firmly and consistently to children who test these boundaries (*consequences*)
- Try and understand and respect the experiences and feelings of our children, particularly where their individual needs make learning and personal development more challenging (*inclusion*)
- Work with parents where additional support is needed or to celebrate positive achievements and progress (*partnership*)
- Keep records of rewards and sanctions to identify strengths and areas for development as the basis for effective action (*self-evaluation and school improvement*)

Rewards

Every effort will be made by all staff to praise each and every child for their work, effort, attitudes, behaviour and achievements. The chart below gives an indication of the frequency and type of rewards.

Frequency	Behaviour	Implications
Daily (any time)	Keeping to the Golden Rules Any praiseworthy behaviour	General Praise Stickers (including Headteacher Stickers) Class Charts House Points Headteacher Certificates Postcards / Praise phone call home Infant Lunchtime Certificates (Raffle Draw) Junior Stickers for the Sticker Chart and Toy Chest 'Supers' (Super 6, 5, 4 and 3 behaviour contracts)
Weekly Rewards Assembly	Very good behaviour, effort and/or achievement	General House Points Update Other Awards (competitions, special events, awards from extra-curricular activities, etc) Infant Star of the Week Certificates and Cups



		Headteacher Certificates Junior Effort Cups and School Cups
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Half-Termly House Assembly	Consistently very good or excellent behaviour, effort and/or achievement	As above, plus 100% Attendance Certificates House Awards Effort and Progress Awards
Annual Prize-Giving Assembly	Exceptional and/or continuous very good behaviour, effort or achievement throughout the year	As above, plus Infant Infant Prizes (top pupils and most improved) Junior KS2 SATs Prizes (top pupils, most improved, Spirit of the School, etc) Outstanding Achievement Awards(Hall of Fame)

House System

All of the children from Reception to Year 6 will be organised into four House Teams and will be able to earn House Points as an additional reward for good effort, behaviour, achievement and also participation and success in school competitions & events throughout the year.

Good Routines

Our expectations of good behaviour must be within the context of an orderly school day. It is essential that we consider each aspect of the children's day. This includes:

- The learning environment – tidy, interactive, stimulating and celebratory
- Classroom organisation – so that the basic needs are met and children can find what they need
- Routines for the school day – planned, understood by children, minimum fuss and time wasted
- Movement around the school – quiet and calm
- Time keeping – lessons, playtimes, beginning and end of the day,
- Assemblies- a time for communal celebration and quiet reflection - children and adults to enter and leave silently

Staff Responsibilities

All Staff

- Ensure that there are good routines (see above)
- Ensure that you are firm, friendly and professional at all times
- Remain calm
- Aim to be positive at all times by seeking out and rewarding the good
- Regularly discuss the Golden Rules and why they are important
- Explain why certain behaviours are not acceptable



- g) Be consistent about praise and rewards as well as about applying consequences
- h) Be aware of individual needs
- i) To apply agreed behaviour consequence chart (See appendix)

Playtime and Lunchtime Staff

As above, plus

- a) Be active and engaged with the children
- b) Be aware of the main problem areas (places, times, individual children, etc)
- c) Be active in your supervision
- d) Make good use of the Lunchtime Behaviour Chart
- e) Aim to return the children to class in a calm and orderly manner so that they are ready to learn
- f) To apply agreed behaviour consequence chart (See appendix)

Classroom Staff

As above, plus

- a) Operate a Class Rewards System (for example, based on table groups)
- b) Support Playtime and Lunchtime Staff

Phase Leaders

As above, plus

- a) Monitor the patterns of recorded behaviour for their phase (EYFS, KS1, Lower Juniors, Upper Juniors)
- b) Identify the main problem areas (places, times, individual children, etc)
- c) Discuss and agree changes in order to reduce the number or range of concerns – keep a record of the impact of any changes
- d) Support teachers in your phase when a parent meeting is required
- e) Chair pupil behaviour conferences (Link Books, Individual Behaviour Plans, etc)

Senior Leadership Team

As for 'All Staff' above, plus

- a) Support staff in the implementation of the policy
- b) Attend key meetings where required (for example, Stages 4-6)
- c) Monitor the effectiveness of the policy through consultation with key stakeholders and rigorous self-evaluation
- d) Take prompt and decisive action to deal with areas for development

Conflict Resolution

When an incident between children occurs we need to try to:

- a) Give the child/ren time to calm down before speaking to them
- b) Listen to each child explaining what has happened including any witnesses if possible



- c) Ask anyone who has been at fault what should have happened and what they would do differently next time
- d) When appropriate we should look for an expression of regret, a way of putting things right and a promise to get it right next time
- e) Make a judgement about whether any sanctions are required and explain these to the children

If it is not possible to follow Steps (a) to (e) because you are on duty or returning to class then make arrangements to see the children at the next opportunity or seek support from an alternative member of staff to complete the process. It is very important that children see the application of rewards and sanctions as fair.

Consequences

If children do not keep to the Golden Rules there are a series of sanctions. These are hierarchical and are designed to reinforce the school rules and teach children how to follow them (see appendix). All staff have the right to impose sanctions, except internal or external exclusion which is the responsibility of the senior leadership team in consultation with the governors.

The severe clause

In our behaviour plan a severe clause is in place so the school and children know what behaviour will not be tolerated in school. The following are incidents that may lead directly to internal or external exclusion:

- a) Persistent, serious or offensive verbal* or physical abuse of a child
- b) Verbal or physical abuse of an adult
- c) Dangerous behaviour (likely to result in a serious harm or accident)
- d) Deliberate damage to property
- e) Open defiance
- f) Leaving the school site without permission
- g) Bringing an illegal or dangerous substance (or object) into school. This includes alcohol or drugs.

Please refer to the Appendix for the different consequence levels for poor behaviour including behaviour judged to be severe.

Inclusion

It is our aim to be a fully inclusive school. Permanent exclusion or a managed move (following statutory guidelines) would be the ultimate sanction, used only when all other avenues of behaviour management and support have failed to have an effect. If a child's needs cannot be met at Penryn Primary we would expect to look for a suitable setting for that child rather than excluding them.



Children with individual needs

We will make reasonable adjustments in the application of the behaviour policy where there are pupils with individual needs and/or special circumstances.

Review

This policy is to be reviewed every two years by staff, governors, parents and pupils.

Conclusion

Our core aim is to recognise and encourage good behaviour and effort in order to promote a safe, positive and happy learning environment. We wish to develop a sense of community where everyone feels valued and motivated in an orderly, relaxed and successful learning environment.