

# ST PIRAN'S SCHOOL BEHAVIOUR, REWARDS AND SANCTIONS POLICY

## **Whole school aims and expectations, including Early Years**

At St Piran's we pride ourselves on being a warm and friendly school and wish to bring out the best in every child in our care. We believe children and adults flourish best in an inclusive environment where every member feels valued and respected, happy, safe and secure. It is also important that each person is treated fairly with positive reinforcement, without the fear of being hurt or hindered by anyone else. In order to achieve this atmosphere, children are given clear, consistent boundaries and guidelines of acceptable behaviours, appropriate to the child's stage of development and individual needs.

There is no corporal punishment of any kind at St Piran's.

All staff and volunteers are responsible to ensure the Behaviour, Rewards and Sanctions Policy is consistently applied through St Piran's to promote appropriate behaviour through the school.

- The staff provide a positive role model with regard to friendliness, care and courtesy.
- Appropriate behaviour is encouraged through positive strategies, gentle encouragement and explanation.
- 'Reward and praise' is preferred to 'punishment and sanctions'.
- Children are supported in verbalising their thoughts and taught how to handle any conflict by helping them to find their own solutions in appropriate ways.
- Children are supported in knowing why their behaviour is unwanted and how to cope more appropriately.
- Appropriate methods are implemented to manage children's behaviour, for example, praise and positive verbal reinforcement.
- Positive behaviour is reinforced; poor behaviour should not receive an unequal amount of teacher time.
- Children will never be humiliated.
- Corporal punishment is never used or threatened.
- Voices are generally not raised.
- Persistent negative behaviour is recorded with actions taken. Observations are used to help understand the cause alongside parental discussion.

- In Upper and Middle School, poor behaviour and ‘minuses’ are recorded on the Staff LiveDrive. Poor behaviour is also tracked and monitored on the LiveDrive for Pre-Prep.

Our duties, under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities, are to recognise and put in place, reasonable adjustments where poor behaviour arises. We will discuss and if appropriate set up an Individual Educational Plan (IEP) which will be implemented to support the child. By liaising with parents and other agencies, we will work together to resolve any behavioural issues.

Each class in the school produces a set of class expectations or a Code of Conduct at the start of a year. In Nursery and Reception, these may be in the form of pictures. Sometimes the older children will sign the sheet. These are then displayed in the classroom for future reference. In this way, every child knows the standard of behaviour that is expected and decided by the children. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during ‘circle time’ or in a PSHCE lesson.

### **Whole School Expectations**

There is an expectations acronym displayed around the school as posters, hanging ties and mobiles. It is also found as a designated page within the school Homework Diary for Middle and Upper School children. Each of the words represents the way the school desires each pupil to reflect upon the way they conduct themselves. During the school year each of these words is focussed upon in assemblies and PSHCE lessons. The acronym is:

**S**afe  
**T**rustworthy  
**P**olite  
**I**nspiring  
**R**esponsible  
**A**chieving  
**N**urtured  
**S**elf confident

In the case of poor behaviour or conduct by a child or a group, both the code of conduct and expectations document can be referred to and reflected upon by the appropriate member of staff, depending on the age of the child/children involved.

### **Pre-Prep**

Each class has their own daily, ongoing reward system which is explained to the class groups at the beginning of the year. Examples are:

- i) Nursery
  - Smiley faces for effort and achievement and an annotated comment.
  - Rewards are mainly praise and thanks to instil intrinsic motivation.
- ii) Reception
  - Smiley faces for effort and achievement and an annotated comment.
  - Stickers will be an on-going, daily reward.
  - 'VIP' for the day – (Very Important Person), Class Leader for the day
  - Whole class reward system given for all areas of development
- iii) Year 1
  - Whole class reward system given for all areas of development.
  - Stickers for individual rewards
  - Spelling certificate at the end of each term for a term's correct weekly spellings
  - 'Bumper Spelling' certificate half-termly to encourage consolidation of a term's spellings.
- iv) Year 2
  - Spelling and times table certificates at the end of each term for a term's correct weekly spellings and/or times tables
  - 'Bumper Spelling' certificate half termly to encourage consolidation of a term's spellings.
  - Daily stars or smiley faces, with 10 leading to a certificate.
  - Whole class reward system given for all areas of development.
  - Notes home

### **Pre-Prep Major Awards**

- i) *Golden Book Award* – two pupils from each class are given a golden badge to wear for a week, to highlight an area of achievement for them.
- ii) *Trophies for a Star*: for manners, artistic talent, musicality, sports ability and a French Award are given half termly in assembly for trying hard or achieving a high standard of work.
- iii) *Handwriting Competition* (once a year) – several pupils per year group are awarded a certificate for a well-formed cursive script.
- iv) *Swimming certificates* – these are awarded following achievement in their curriculum swimming lessons.

### **Pre-Prep Discipline**

The Head of Nursery, Mrs Deborah Roberts, is responsible for behaviour management in the Nursery and the Head of Pre-Prep, Mrs Lynne Rothwell is responsible for behaviour management in the Pre-Prep, which includes the Reception classes in this case.

The class teachers of Pre Prep will be responsible for the sanctions of pupils in their classes. If other staff have cause to punish a Pre-Prep pupil, they will report the fact directly to the class teacher. Discipline may include:

- verbal warnings, with the action that will be taken

- moving a child away from the group or to the side of the playground to watch for a short period of time
- individual behaviour charts to modify behaviour when necessary (these are shared and discussed with parents)

However, if further support is needed, the Head of Pre Prep will arrange to see the offender and administer a suitable punishment.

Punishments may include:

- staying in for a short period during break
- having to hold the duty teacher's hand for a period of time
- spending a short time in another classroom, with another class
- having to sit away from other class members for a longer period of time (this should not affect the learning of the child being punished)
- writing an apology letter
- speaking quietly with the child about difficulties
- parents invited in by Head of Pre-Prep to discuss behaviour with the class teacher and Head of Pre-Prep

All members of staff teaching the child will be informed of difficulties, particularly lunch time supervisors, for consistency. Parents are notified at the end of the session/day if their child has hurt another child, or if they have had an unsettled day. The parent of the child who has been hurt is also notified.

If there are matters of serious concern raised during Parents' Evenings, they should be reported to the Headmaster as soon as possible.

In the course of a term, teachers will regularly discuss pupil's progress with the pupil's parents. If, however, a matter of serious concern arises, this should also be reported to the Headmaster as soon as possible.

Where behaviour is significantly poor or inappropriate, the Head of Pre-Prep will report the incident to the Headmaster who will take appropriate action.

On the positive side, if a child has achieved something special during the day this is also shared with the parents.

## **Middle and Upper School**

### **Codes of Conduct**

Each Middle and Upper School form teacher creates a Code of Conduct with their class group at the beginning of the year. This is displayed in the form room and can be referred to as a mutually agreed document that the children have produced as regards standards of behaviour and conduct that is expected.

- Clan Points – pluses and minuses

Pupils receive a 'plus' clan point for two reasons. Firstly, for performing helpful tasks around the school. These are generally given by staff for jobs such as tidying the classroom or collecting books etc, but they may also be awarded for finding an item of lost property or doing a particular duty very efficiently. Secondly, Clan plus points may be awarded for subject-based work. If a pupil has shown significant progress in a lesson, through involvement, written work, participation in discussion or debate and the teacher feels that an instant reward is most appropriate, a Clan point can be given. More generally, effort, or lack of it, is reflected in the weekly Industry Mark given to each pupil in each subject. Staff record the plus mark by putting their initials against the child's name on the Clan Points list. At the end of each term an outing is arranged for the 24 children receiving the highest number of pluses. These are the 6 highest scores in each year group from Years 3 – 6. This might take the form of a bowling or a cinema trip. In addition, children in Years 3 – 6 receiving 45 plus points or more will receive a round button badge, in their Clan colour, which they can keep in recognition of their achievement. Once children have received five button badges over a number of terms, they can be exchanged for a star-shaped badge in their Clan colour.

Pupils receive a 'minus' clan point for misbehaviour during non-lesson times, e.g. poor behaviour in changing rooms, in queues and waiting outside classrooms. He/she may only receive one minus clan point for a particular offence. This offence will be discussed with the Class Teacher with a view to improving behaviour. If, in the opinion of a member of staff, the offence merits more than one minus point, then action of a different kind must be taken.

The minus mark should be noted as soon as possible on the clan points list. For every three minus clan points given in a term, regardless of the number of pluses they receive, the child must report to the Deputy Head, who will take further action. (The reason for the minuses must always be noted on the weekly class Industry page on the Staff LiveDrive).

In practice, almost all pupils end the term with considerably more 'pluses' than 'minuses'. The system is intended to encourage the majority, while acting as a clear deterrent to those who cannot behave in a socially acceptable manner. Persistent offenders will be discussed at staff meetings and those who consistently accrue minuses over a term are sent to the Headmaster.

If there are matters of serious concern raised during Parents' Evenings, they should be reported in writing to the Headmaster as soon as possible.

In the course of a term, teachers will regularly discuss pupil's progress with the pupil's parents. If, however, a matter of serious concern arises, this should also be reported to the Headmaster as soon as possible.

- Other punishments for lesser offences

Staff should always exercise firm but fair discipline in the classroom. In general, most offenders should be quickly and quietly dealt with. For offences where a minus is not appropriate, staff may choose a suitable form of punishment to administer themselves. Such punishments may include one of the following:

- staying in at free time

- additional classroom jobs
- additional class work
- Discipline for more serious offences

There will be occasions for which a 'minus' is considered an insufficient or inappropriate punishment for a more serious offence.

Initially, the member of staff should report the incident to the Deputy Head, if it is a behavioural matter, or, in the case of continued poor work, to the Director of Studies. They will then arrange to see the offender and administer a suitable punishment or programme of action. If there is more serious and direct conflict between pupils or between a pupil and a teacher (e.g. insolence or deliberately refusing to do work) the teacher should report the matter directly to the Headmaster or in his absence, the Deputy Head.

### **Very serious incidents – whole school approach**

If, in a teacher's view, a very serious incident has taken place, it must be reported verbally to the Headmaster at the earliest opportunity so that appropriate action can be taken. A written report will be asked for by the Headmaster explaining exactly what happened. All attempts will be made to ensure that all information regarding the incident is gathered together.

The Headmaster will then speak to the parents, with or without the child present. Various sanctions are then possible with the ultimate sanctions of suspension, or even exclusion, being possible. Other agencies will be contacted and/or recommended as required.

If a child has made a malicious accusation against a member of staff, the Headmaster will investigate the allegation. From the results of this, appropriate action will be taken, including disciplinary sanctions if necessary.

### **The role of parents**

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. The Behaviour, Rewards and Sanctions Policy is on the school website and we expect all parents to read it and support the school with its aims and expectations.
- We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head of their child's part of the school who will also discuss the concerns with the Headmaster.

**Reviewed By:** SMT  
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