



Rewards, Behaviour, Discipline and Exclusion Policy

Approved by Governors (date)...27.9.23.....

Signed on behalf of the Governing Body...P Rendall.....
Chair of Governors

Reviewed by staff23.8.24.....

To be reviewed: September 2025

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Thrussington C of E Primary School.

1. Principles.

Good behaviour is an essential condition for effective teaching and learning to take place. At Thrussington, we believe that pupils and staff have the right to learn and teach in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept early learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

2. Purpose of the policy.

- 2.1 We want everyone who enters the school to feel respected and valued during the time they spend here.
- 2.2 To establish a clear and consistent set of high expectations that everyone knows and understands as acceptable or unacceptable behaviour.
- 2.3 To provide a safe and healthy environment.
- 2.4 To keep school rules to a sensible minimum and make sure that everyone, particularly the young children in our care, fully understands the reasons why these rules exist.
- 2.5 So that parents are encouraged to share in the responsibility of the school as a positive and responsible community.
- 2.6 To ensure that equal opportunities issues are considered in all aspects of policy procedure.

What we expect of adults and children.

We want our school to be a place where we:

- Value and respect each other
- Care for others
- Are honest and can be trusted
- Are polite and considerate.

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- School will then be a place where we can:
- Learn to work together
- Enjoy achievements
- Find new friends
- Feel safe and share ideas and problems.

Our aims for good behaviour.

To work consistently and fairly in the positive management of behaviour

To help our children develop into caring, thoughtful people who respect and value the feelings, opinions, beliefs, property and differences of others

To encourage staff, children and parents to value good behaviour

To develop our children's self-discipline

To help our children to feel good about themselves and others

To create a positive and stimulating learning environment, having high expectations of children's work

To work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

3. Our Objectives.

We support positive behaviour and a positive environment through:

- a consistent approach by the whole school community
- constructive whole school planning for PSHE
- appreciating and following agreed codes of behaviour
- encouraging our children to see themselves as a member of the school team and recognize their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment
- having a positive and consistent approach to playtimes and lunchtimes
- creating a stimulating classroom environment
- providing clear and positive learning experiences fairly and consistently

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- offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- ensuring that curriculum issues concerning organization, methods of teaching and learning, content, differentiation are addressed.

As adults we have a vital part to play as role models.

We do this through:

- demonstrating good manners
- practicing good behaviour to each other as well as to the children
- teaching appropriate behaviour and giving feedback when pupils are behaving well
- showing respect for every child as an individual
- making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time
- being aware of vulnerable children
- planned ignoring
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- criticising the behaviour not the child
- avoiding labelling
- listening with empathy and tact
- handling confidential information with sensitivity
- having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- an awareness of our appearance and demeanour and the messages it gives.

We have school wide general expectations that all children will

- do their best in all areas of school life
- think before they act
- take responsibility for their own actions
- treat others as they would like to be treated themselves

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- consider the feelings of other people

Swearing Rule.

Swearing is totally unacceptable. This would result in a direct move to 'Red' (see sanctions). A child who is heard to swear will be referred to the Headteacher immediately.

4. Rewards System

Each class uses class Dojo for in class rewards. The children can choose the stage that they earn a certificate, be it 50 or 100 points before resetting.

As a school we have school values. When children are seen to display one of our school values then they will earn a certificate which will be presented in Celebration Assembly on a Friday.

Exceptional work may be sent to the Headteacher for a Headteacher's postcard.

5. Our 3 'Rs'

- Respect and care for ourselves
- Respect and care for our environment
- Respect and care for everyone around us.

We believe that these 3 simple rules help us all to lead a happy and fulfilled life at Thrussington C of E Primary School.

Sanctions

When a child forgets a classroom rule or one of the 3r's, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour.

Each class will use a traffic light system where everyone starts on 'Green', exhibiting the learning behaviours we expect in class. If a child has forgotten one of the class rules then the teacher will give a verbal reminder to positively remind them of expectations.

If this behaviour continues the teacher will move the child to 'Yellow', this will be done through a quiet talk with the child to remind the child of the positive learning behaviours expected, this may also result in a move of table if the class teacher thinks this will aid the child to be successful in amending their behaviour. The aim is

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for the child to show they have understood, as soon as the behaviour has been amended the teacher can then praise and move back to 'Green'.

If the behaviour is not improved and continues to disrupt learning then the child will be moved to 'Red'. This will result in moving position in class and also lead to a lunchtime (if Red occurs in morning lessons) or end of the day meeting (if Red occurs in afternoon lessons) with the Headteacher to 'Reset and Reflect'. They will have a chance to discuss their behaviour and on return to class will be reset to 'Green'. The Headteacher will monitor and record children sent to 'Reset and Reflect' and if a child attends 3 sessions or more in a fortnight the child's parents will be contacted for a discussion.

Any unacceptable physical behaviour eg. Kicking or hitting another child/adult or swearing result in a direct move to 'Red'. These behaviours are unacceptable.

Red behaviours or other concerning behaviour which is occurring frequently will be recorded on My Concern to build a picture of the behaviour of individuals.

6. When the procedures don't work.

In cases of repeated misbehaviour or if the procedures appear to be failing to help a child control his or her behaviour, a meeting may be called. This involves the class teacher and parents.

It may also involve the Head Teacher, SENCO or Educational Psychologist.

The aim of this meeting would be to devise a plan of action to help the child improve his/her behaviour. Behaviour targets for both child and school will be set within a behaviour support agreement, signed by the child, the school and the parent and a review date agreed.

7. Exclusion

The only person who can exclude a pupil is the Headteacher. In rare cases it may be necessary to exclude a child for example if there has been a physical attack on another person. This is only ever considered after all avenues have been explored. At all times, the LEA's protocol is followed. See our exclusion policy. Any child returning to school following an exclusion is helped to behave appropriately.

8. Physical Restraint

When a pupil's behaviour presents a serious danger of causing significant harm to themselves, to others or property or there is a major threat to good order, approved staff may need to take physical control until such time as the pupil is able to take back control for themselves.

9. Monitoring and Evaluation

This policy when finalised by teaching staff will be presented to the Governing Body. Its success will be evaluated regularly through staff meetings.

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