



**BOLTON**  
SCHOOL  
PRIMARY DIVISION

# Policy to Promote Positive Behaviour

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## **Reference and Guidance**

This policy has regard to the DfE Guidance (2022); 'Behaviour in Schools; and reflects colleagues' duties under the Equality Act 2010 to treat all pupils fairly and to make reasonable adjustments when dealing with pupils with SEND.

This policy should be read in conjunction with the Primary Division Anti-Bullying Policy and the Bolton School Foundation Safeguarding Policy. Additionally, each school within the Primary Division has its own Code of Conduct and Rewards and Sanctions policy.

For incidents of very serious misbehaviour reference will also be made to the Foundation's Expulsion Policy.

## **Scope of policy**

This policy applies to the three schools which form the Primary Division; Beech House, Hesketh House and Park Road and additionally the wrap around care provision based at Kidzone. Whilst the policy is common to all, it does recognise that there is likely to be some variation in procedures at each setting as a result of the different ages of the pupils as well as different staffing structures.

## **Aims and Expectations**

The aim of the Primary Division is that students leave the school as appropriately confident young people equipped with the knowledge, skills and attributes that will allow them to lead a happy and fulfilled life and to make a difference for good in the wider community. There is a strong pastoral ethos in each School within the Division, which encourages positive moral and social attitudes, courtesy, good manners, discipline, respect for the needs of others and spiritual awareness. The Division behaviour policy and supporting documents are designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe, supported and secure.

Each school within the Primary Division has a Code of Conduct and Rewards and Sanctions policy, however the primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

The School rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. However sanctions are applied for unacceptable behaviour.

## **How we promote positive behaviour**

In each part of the Primary Division, pupils are made aware of the school's expectations regarding good behaviour. Each school has an agreed Code of Conduct which is displayed in classrooms and in shared areas. This is referenced regularly by all staff as a reminder to the pupils and good examples of children acting upon this are celebrated. Assembly and PSHE lessons focus on developing these values.

The pastoral system works well because of good relations and frequent personal contacts, including sound staff-pupil relationships. The pastoral area of each school within the Primary Division is led by the relevant Deputy Head. Form teachers and all staff (teaching and non-teaching) and the pupils are all involved in the creation and preservation of a warm, caring, friendly and orderly school community.

***It is noted that the promotion of good behaviour and sanctioning of inappropriate behaviour is the responsibility of all staff.***

### **Expectations of Staff**

1. All staff have the same expectations of, and responses to behaviour.
2. Effective and positive behaviour management strategies and practices are in place at the beginning of the school year in every class.
3. Staff are role models for good behaviour and the children learn by example.
4. All staff provide an environment where children feel engaged in their learning and stimulated by the curriculum.
5. Timetables (visual or written) may be used in classes, so children are aware of what's coming next and there are no surprises. This ensures they are mentally prepared for the day ahead.
6. Staff plan activities that are appropriately challenging and interesting to the child as this promotes good behaviour.
7. Positive and direct phrases are always used.
8. All staff have realistic and age-appropriate expectations of the children; and that these are informed by a thorough knowledge of child development.
9. There is open and honest communication between staff and parents. Parents are encouraged to tell staff about any issues or change in circumstances that may affect the child. Teachers also inform parents about their child's achievements and sensitively discuss any incidents in school with their parents. This ensures that home circumstances are taken into consideration when dealing with individual children.
10. Managing behaviour is the responsibility of each and every member of staff. We always comment on good behaviour and offer a gentle reminder of "what should you be doing now?"
11. Politeness is rewarded and continually praised. Staff model this behaviour by always recognising when a child has been helpful and polite.
12. Child friendly language is used as much as possible, so that children can process our comments and expectations.
13. When an incident does occur explain to the child why that behaviour is not acceptable (again in child friendly language) and what we do expect.
14. When investigating an incident of inappropriate behaviour, staff should be aware of any SEND needs of either the reporting or reported pupil(s). This should include discussion with the Learning Support Coordinator to agree suitable adaptations which would support the child during an investigation.
15. Children are encouraged to make amends for their mistake.
16. Each lesson and playtime is a fresh start for a child, especially an infant child.
17. Staff will share concerns regarding a child or group of children during weekly staff meetings/briefings and will maintain records on CPOMS as appropriate
18. Staff will never threaten or use any form of corporal punishment against a pupil.

## **Pupil Tracking**

Staff will share concerns regarding a child or group of children during weekly staff meetings/briefings and will maintain records on CPOMS as appropriate.

Relevant pastoral information about individual pupils is passed on at key transition points both within the Primary Division and when children progress to the appropriate Senior School.

## **The role of Parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.

We expect parents to support their child's learning, and to cooperate 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, we expect parents to be supportive. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher.

## **Monitoring, Review and Development**

- Each school within the Primary Division to review the efficacy of their Rewards and Sanctions Policy and Code of Conduct annually
- Primary Division policy to promote good behaviour reviewed annually by the Primary Division Leadership Team (to include Heads and Deputy Heads of each school and the Head of Primary Division).
- The Primary Division Leadership Team to review Rewards and Sanctions policies and Codes of Conduct together annually in order to improve consistency where appropriate.
- Procedures for behaviour, including bullying are updated annually and re-visited with the pupils in each setting.
- Each school to review effectiveness of policy within their setting by listening to the voice of the child, one example may include holding regular 'pupil conferences'.



## Beech House



### Rewards & Sanctions

#### Whole School Rewards

- Celebration Assembly recognises children's achievements in school.
- PSHEE assemblies focus on shared values such as caring for others, showing respect, tolerance and understanding.
- Stickers are given to reward many things including – excellent work, good behaviour / good manners / acts of kindness
- House points/nuggets will be awarded (All pupils are put into one of 5 Houses). House points are collated at the end of each week and the winning House will put a special leaf on the 'Beech House Tree'.
- Children demonstrating the attitude/expectation identified each week may be invited to attend Hot Chocolate Friday with the Head of Beech House.

#### Whole class procedures for managing and monitoring challenging behaviour

- A verbal warning will be given initially (in addition to a discussion about why the behaviour was inappropriate etc.) The child will be invited to suggest his / her next steps.
- If the behaviour continues then the child may be moved (tables / areas) and support from pastoral/welfare member of staff sought.
- If a child's behaviour falls below our expectations they are spoken to by the member of staff and reminded of success criteria. Parents may be informed at this point if the behaviour continues. If the behaviour is of a more serious then parents are invited to discuss the matter in school with the class teacher and Head of Beech House.
- If the child's behaviour continues then further investigation will result, with the possibility of investigating any potential needs further (i.e. through external agencies). Other strategies may also be introduced, such as a home/school diary.
- Throughout school class teachers use verbal praise and feedback as well as visual rewards such as: putting marbles in a jar and stickers. Opportunities to develop the children's 'Personal, social and emotional development' are seen throughout the curriculum and staff will always work with parents to resolve any identified areas for development.
- The safety of the children is paramount and so if the behaviour endangers the safety of others (or the child in question), then the child will be removed from the situation (or the other children moved away from the issue). If felt appropriate staff may have to restrain the pupil (See Care and Control policy). However, this is always a last resort.
- The teacher should record any incidents in CPOMS.
- Unfortunately, if all possible support for the pupil and the family has been given and challenging behaviour still presents, which is having a serious impact on the other children's learning /safety, then it may be necessary for the Head of Beech House to consult with the Head of the Primary Division about imposing a further sanction. This may include a

suspension for a fixed period or, in very serious cases – permanently. Similarly, if a single very serious incident occurs, it may be necessary for the Head of Beech House to consult with the Head of Primary Division about imposing a sanction.

- **Staff will never use any form of corporal punishment against a pupil.**

### **EYFS/ KS1 Transition**

When pupils start in Reception, staff will introduce the children to the behaviour routines and expectations. Pupils will be supported to generate a set of class rules. Staff are also very careful to use age-appropriate language and be aware of cultural or language differences. Parents will be kept fully informed of the school's routines and regular parent contact ensures excellent relationships. Staff monitor and assess the pupils in all areas of learning and so children in the EYFS receive appropriate support and guidance to aid their development.

As children enter the summer term of Reception they are put into one of the 5 houses and begin to earn nuggets for their house in ready for their transition to Key Stage One.

Moving from The Foundation Stage to the more structured Key Stage One is obviously tricky for some children, especially the younger ones. Staff are aware of this and ensure appropriate support is in place.

The core code of conduct which underpins all that we do at Beech House is led by the following principles:

**Be:**

**Ready**

**Respectful and**

**Safe**

### **The Playground**

Children need consistent and constant rewards and consequences. As much as possible staff do need to still "catch them being good" and use lots of positive praise. Opportunities for challenging behaviour should be reduced by careful monitoring by staff on duty – AT ALL TIMES. Toys should be supervised and in the appropriate 'zoned areas.'

Staff sanctions are: firstly, give the child a warning, explain if they repeat the behaviour they will have to stand at the side of the playground for a specified amount of time. If they return to the playground and repeat the behaviour they will be asked to stand and self-regulate with a member of staff and discuss what has happened and how to avoid a repeat of the incident.

If there is a serious incident, e.g. violence towards another child, then staff call for a Senior Teacher or Head Teacher immediately.

### **Equal Opportunities**

All children, staff and visitors at Beech House are treated equally regardless of gender, sexuality, race, religion, SEND or culture.

Staff speak to all children with respect, they are always polite and positive. Comments made to children focus on their behaviour and not them personally.

## Appendix B



# HESKETH HOUSE



## Code of Conduct and Rewards and Sanctions

### Aims and Expectations

It is the primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We aim for our pupils to leave the school as confident young people/ women equipped with the knowledge, skills and attributes that will allow them to live happy and fulfilled lives and to make a difference for good in the wider community. There is a strong pastoral ethos in our school which encourages positive moral and social attitudes; courtesy, good manners, respect for others and spiritual awareness. We are a caring community, whose values are built on mutual trust and respect for all. Our Behaviour Procedures are underpinned by the Primary Division Policy to Promote Good Behaviour.

This policy and its associated procedures give us flexibility to deal with any pupil with a learning / behavioural difficulty and takes account of a pupil's age. It allows us to respond according to their needs.

### Code of Conduct [see appendix 1]

- There is a school Code of Conduct which is usually shared with the Parents at the Information Evening in September.
- The Class Teacher discusses the Code of Conduct with the class at the beginning of each year and it is revisited in assemblies when appropriate to do so.
- The Code of Conduct is clearly displayed in each classroom and in shared areas such as corridors and cloakrooms.
- It is included in the Homework Diary and reference is made to this regularly throughout the year.

### Establishing whole school rules

#### **Class Rules**

- As part of PSHEE at the beginning of a new academic year each class devises their own set of no more than 5 class rules. These rules are to be positive rather than negative in tone.
- The rules are displayed in each classroom.
- Each class teacher has systems in place to support enforcement of the class rules.

#### **PE rules**

Please refer to PE policy for details

#### **Playground rules**

Please refer to Playground Policy for details

## **Dining room/Library rules**

We have a few simple rules which are discussed and reviewed either in House meetings or through School Council each year.

## **Use of mobile phones rules**

Pupils must hand in their mobile phones when they arrive at school. Mobile phones must not be kept in school bags. Phones are collected at the end of the day.

- Any child contravening this rule would be given an amber card as a warning. A red card would be issued if the behaviour was repeated

## **Rewards and Sanctions**

We would adapt any reward/sanction accordingly for any pupil identified as having a specific learning difficulty that impacts on behaviour.

## **Rewards**

**The School promotes and reward good behaviour amongst pupils in the following ways:**

### **House System**

- House points awarded for good work or behaviour, to acknowledge effort, organisation or acts of kindness in school.
- House Meetings each half term in Form Time to collect House Points. These are displayed in the House noticeboard and the House cup is presented to the winning House each half term.
- House activities each term. This may focus on Hesketh Habits and current PSHEE themes.
- Inter House sports competitions throughout the year.

### **Hesketh Habits**

- Hesketh Habits form an integral part of encouraging good habits of behaviour for life and in school.
- Hesketh Habits displays around school promote the 8 habits and good behaviour.
- Hesketh Habits stickers are awarded by class teachers or by the Deputy Head in assembly.

### **Assemblies**

- We have an assembly each week to recognise individual and group achievements.
- PSHEE assemblies are held from time to time to promote good behaviour, citizenship and Fundamental British Values.

### **Excellence / Button Book**

- The Head of the Junior School writes entries into the 'Excellence Book' (Button Book) for outstanding achievement in any aspect of school life.
- The Head then sends a postcard home to inform parents of their daughter's achievement.



### Newsletters, Twitter, school magazines

- Our weekly Newsletter to parents includes recognition of achievements both in and out of school.
- Achievements can also be included on Twitter, the website or school magazines.

### Responsibilities within School

- Form and Vice-Captains
- House System with House and Vice- Captains
- School Council
- Year 6 Ambassadors
- Anti-Bullying Ambassadors
- Classroom monitors
- Charity representatives
- Eco-representative

### House Points

House Points are to be given mainly given for work or in recognition of a good behaviour.

#### **Suggested weighting:**

- Academic work -Maximum 3HPs.
- Project work -Maximum 10HPs
- Courtesy and helpfulness -Maximum 3HPs

### Class Points

Class points are awarded to encourage excellent whole class behaviour organisation

#### **Suggested weighting;**

- Lining up outside and entry into school and setting up for lessons- possible 3 per day
- Other points to be determined by class teacher and pupils at start of each term or for any matters arising that the teacher wishes the class to focus on.
- Class points to be recorded in the classroom for example on a 100 square
- Class reward to be decided with class in advance. Examples: film afternoon, games afternoon, iPad afternoon, art activity. This often takes place during the last week of each half term.
- These class points may be given by teaching assistants, class teachers and specialist subject teachers to reinforce good behaviour in school

## Sanctions

### Amber Card

An amber card is issued after a verbal warning to correct behaviour by a class teacher. The pupil's name is recorded in yellow book attached to **Good to be Green** display.

Amber cards are normally used as a reminder to address a minor issue.  
Yellow books move up the school with each class so that the record is ongoing.

### **Homework**

If homework is late a sticker is placed in the homework diary and signed by the parents. The pupil is also issued with an amber card. 3 amber cards for late homework in the course of a week would convert to a red card. Direct contact will be made with parents if issues are ongoing.

### **Sanction for amber cards**

Discussion between pupil and teacher with explanation of issues, and why it is a problem.  
Discussion over how to correct behaviour. Follow up support for pupil if required.

### **Red card**

**A red card** is issued for more serious behaviour issues such as theft, physical contact, use of bad language.

A red card should also be issued when a pupil has been given **2 amber cards** in one day **or** when a pupil has accumulated **3 amber cards** in one week. This is often the result of poor organisation, missing homework deadlines or low-level classroom disruption. It can also be issued if there are ongoing concerns about a pupil after a series of amber warning cards.

### **Sanctions for Red Cards**

When a red card is issued the teacher notes this on CPOMS, with a heading of RED CARD. The Deputy Head is alerted.

Pupils with a red card must attend a Friday lunchtime reflection with the Deputy Head between 12.50p.m. and 1.15p.m. The Deputy Head follows up each red card with an interview/ discussion with the pupil concerned. The Deputy Head will use the Ladder of Sanctions as a guide and pupils may write a letter of apology, complete a reflection sheet etc. The behaviour is also cross referenced against weekly Tracking File, Playground Monitoring Book, Coach Incident book and CPOMS.

In certain cases, the Deputy Head may compile a Behaviour Action Plan or Behaviour **Report** to enable the pupil to improve behaviours discussed. This would be done in discussion with the pupils and their class teacher and usually with the parents. This is usually a formal plan to improve behaviour. It consists of a lesson by lesson overview of behaviour and standard of work signed by the form teacher and relevant subject teachers throughout the day. Parents read and sign the report each night. This is designed to encourage good work habits by providing greater focus and immediate feedback. It is intended to facilitate change and is a mechanism of support rather than a sanction.

If a pupil's behaviour deserves several red cards during a term the Deputy Head discusses this with the Head and parents are contacted. Parents may also be contacted prior to this if it is felt this would be useful in addressing the issues. Parents may be asked to attend a meeting with the Deputy Head or Head.

### **Serious misconduct**

A red card would immediately be issued when a serious incident has occurred. This may be where a pupil or member of staff's safety is put at risk or there is serious damage to school property or theft.

Serious matters would be referred to the Deputy Head and recorded on CPOMS. Parents would be contacted by the Head or Deputy.

### **Removal of a pupil's iPad**

This can occur as a result of a pupil's inappropriate use of their school device and may include such offences as deliberate inappropriate internet searches, unpleasant emails, using it at inappropriate times, taking inappropriate photographs etc. This would usually be preceded by a warning from the teacher. A red card would be awarded. The iPad would then be kept by the Head or Deputy Head and, depending on the severity of the incident, parents would be informed and the incident would be recorded on CPOMS.

### **Ladder of Sanctions for Red cards [depending on the severity of the incident]**

- 1. Letter of apology.**
- 2. Completion of a reflection sheet.**
- 3. Completion of missed work/homework.**
- 4. Miss lunchtime club or activity.**
- 5. Miss playtime.**
- 6. Work in isolation, for example in Mrs Laverick's or Mrs Holt's office.**
- 7. Withdrawal from activities / events.**
- 8. Withdrawal from trips.**
- 9. Serious or persistent misdemeanours discussed with Head of Primary Division.**
- 10. Internal suspension in Mrs Laverick's or Mrs Holt's office.**
- 11. Written warning**
- 12. Brief, Fixed Term Exclusion by the Head in consultation with the Head of Primary Division.**
- 13. Final written warning**
- 14. Permanent Exclusion - by Head of Primary Division/Head of Foundation**

### **Coach Behaviour**

Any bad behaviour on coaches is followed up by the Head or Deputy Head. The relevant staff at Park Road, Beech House, Girls' Division and Boys' Division are contacted if necessary to ensure 360 tracking. Parents are contacted if it is felt to be necessary. Amber and red cards can be issued for inappropriate coach behaviour as appropriate.

Sanctions are given using the Sanctions Ladder and, depending on the severity of the incident, recorded on CPOMS. As an additional sanction, the coach place can be withdrawn as a temporary or permanent measure if deemed appropriate.

### **Bullying**

- Any incident of bullying or allegation of bullying is recorded on CPOMS.
- Our Anti-Bullying Policy is followed and the **Pathways of Help** are used.

### **Pupil Tracking**

- Pupils are tracked at our weekly tracking meeting attended by all staff. The Deputy Head records the name, concern and the action taken on the **Tracking Grid** (O:Drive) with some concerns also recorded on CPOMS by the class teacher.
- This information is emailed to all teaching staff and support staff.
- The information from the weekly tracking meeting is discussed with Teaching Assistants at their weekly meeting with the Deputy Head.
- Teaching Assistants report back on a weekly basis to the Deputy Head having recorded any observations in the **Playground Monitoring Book**. Any serious concerns are recorded on CPOMS.

### **Role of Class teachers and Support staff**

- School expects all teachers to fulfil their duties in the effective implementation of this Behaviour Policy
- Class teachers and support staff have high expectations of the children in terms of behaviour. Children are treated fairly and the Code of Conduct and Class Rules are applied consistently. The teacher treats all children with respect and understanding.

### **Monitoring and review**

As part of monitoring and review of the Behaviour Policy we have introduced the following;

- The Code of Conduct is displayed on each corridor and a copy is in the Homework Diary.
- The Hesketh House Anti-Bullying Charter and the Pathways of Help, are displayed on each corridor and a copy is in the Homework Diary.
- The Class Rules devised by each class are clearly displayed in each classroom.
- Whilst monitoring the effectiveness of our Sanctions and Rewards, the Traffic Light system is reviewed by the Head and Deputy to ensure maximum effectiveness.
- The Traffic Light system is now used by all teachers and teaching assistants at Hesketh House including Senior School Staff, PE, Music and MFL staff. It is also used in the playground to encourage pupils to line up sensibly.
- The use of CPOMS has been introduced to record and track incidents of serious misbehaviour and bullying.
- Procedures for behaviour, including bullying are updated annually and re-visited with the pupils.
- House meetings and weekly assemblies are now used to further develop Hesketh Habits and PSHEE themes taught in each Year.
- There is evidence of Hesketh Habits displayed in each classroom, in corridors and in shared spaces.

- Hesketh Habits whole School displays around the school encourage good habits and good behaviour.
- PSHEE themes are displayed in the Hall and reflect the topic for the term.

### **Hesketh House Code of Conduct**

**Be responsible for your own learning.**

**Equip yourself with the correct books and tools – be organised for your lessons**

**Smarten up and look the part! Take pride in your appearance.**

**Make sure you are punctual and ready for lessons-try to think one step ahead.**

**Always walk along corridors and stairs quietly in single file so our school feels calm.**

**Remember your manners- be polite and respectful**

**Take care of your belongings, school equipment and the school environment and take care of yourselves and others.**

**Be respectful**

**Be responsible**

**Be ready**

**Be smart**

# Junior Boys – Promoting Positive Behaviour

## Code of Conduct, Rewards and Sanctions

### Aims and Expectations

The Behaviour Procedures of the Junior Boys School (Park Road) are underpinned by the Primary Division Policy to Promote Positive Behaviour.

It is the aim of this supporting document to provide guidance on how the school community will promote positive behaviour on a practical level and outline procedures that will help to support the school ethos of kindness and co-operation. This ethos is underpinned by the three key expectations of Park Road pupils to be **'Ready, Respectful, and Safe'**. These key expectations help to support the pastoral ethos throughout the school and encourage positive moral and social attitudes, courtesy, good manners, discipline, respect for the needs of others and spiritual awareness. They promote an environment where everyone feels happy, safe, supported and secure.

### Code of Conduct -Establishing whole school rules

- There is a school Code of Conduct (See Appendix C:1) this covers behaviour expectations in and around the whole school
- This is usually shared with the Parents at the Information Evening in September.
- The Class Teacher discusses the Code of Conduct with the class at the beginning of each year and it is revisited in assemblies when appropriate to do so.
- The Code of Conduct is clearly displayed in each classroom and in shared areas such as corridors and cloakrooms.

### Class Rules

- As part of PSHEE at the beginning of a new academic year each class devises their own set of simple class rules. These rules are to be positive rather than negative in tone and should promote the expectations within the classroom under 'Ready Respectful Safe'
- The rules are displayed in each classroom
- Each class teacher has systems in place to reinforce the class rules and promote positive behaviour

### Playground rules

There is a Playground Charter, which reminds pupils of appropriate behaviour on the playground. This is shared with pupils at the beginning of each year and in assemblies, as appropriate. (See Appendix C:2)

### Use of mobile phones rules

Parents are made aware of the school policy on mobile phones for pupils if they request to bring one to school. It is advised that this is only done in exceptional circumstances, namely where pupils get the coach or walk to and from school.

Pupils must sign in their mobile phones when they arrive at school. Mobile phones should not be kept in school bags. Phones are collected during the school day and signed out at the end of the day. Anyone contravening this rule will have their phone removed for the remainder of the day and their parents will be informed. Any boy repeatedly contravening this rule will be refused the right to bring a phone to school with any further contravention resulting in a temporary confiscation.

## **Promoting Positive Behaviour through Rewards and Sanctions**

### **Equal Opportunities**

All children, staff and visitors are treated equally regardless of gender, sexuality, race, religion, SEND or culture. Staff speak to all children with respect, they are always polite and positive. Comments made to children focus on their behaviour and not them personally. We would adapt any reward/sanction accordingly for any pupil identified as having a specific learning difficulty that impacts on behaviour.

Pupils at Park Road are expected to display behaviours which embody the school rules of Ready, Respectful and Safe. These expectations are outlined in the Code of Conduct and apply to all areas of school life; in the classrooms, corridors, cloakrooms, playground.

Pupils meeting these expectations will be rewarded regularly.

The pastoral system works well in school because of good relations and frequent personal contacts, including positive staff-pupil relationships. Form teachers and all staff (teaching and non-teaching) and the pupils are all involved in the creation and preservation of a warm, caring, friendly and orderly school community.

## **Rewards**

### **Whole School Rewards- House system and Merits**

- Merit marks are awarded to individuals as a reward for good work or for any notable act of personal behaviour
- Pupils are divided into four 'Houses' (Chadwick, Crompton, Dobson and Lever) and the merit marks earned by individuals are counted regularly towards a collective total for each house, the winning house is awarded with a trophy at set intervals throughout the term
- Boys represent their Houses at house days, sporting events and a variety of occasions where they compete
- All staff are assigned to also represent a house and these House Tutors encourage the boys to better themselves and further endorse children's achievement

### **Individual Rewards**

- Members of staff routinely offer encouragement, endorsement and praise when a pupil has done well or has worked especially hard
- Merits are awarded for individual performance and certificates are awarded recognise the highest individual achievers in each house at regular intervals

- Pupils receive commendation certificates for individual achievements from teachers, these are usually awarded in celebration assemblies and a record is kept by the Deputy Head
- Pupils with significant achievement in school may receive an email/letter home from teacher or the deputy head teacher
- Children who behave and contribute well to the school are eligible for selection to represent the school in teams

### **Assemblies**

There is a weekly 'Celebration Assembly'. These celebrate pupil achievement at both an individual, group/team and school level and cover a wide range of topics including academic achievements, kindness, out of school achievements, sporting achievements, amongst many others.

### **School Newsletter , 'X' (Twitter)**

Our weekly Newsletter to parents includes recognition of achievements both in and out of school. Teachers post regularly on 'X' and share publicly work pupils are proud of to celebrate individual, group and class achievements.

### **Responsibilities**

Children who demonstrate the expected behaviours and values of school and develop into positive role models will be eligible for a position of leadership within the school. These include:

- House Captains and Vice- Captains
- School Council
- Year 6 Monitors
- Anti-Bullying Ambassadors
- Classroom monitors
- Charity representatives
- Eco-committee members
- Digital Leaders

## **Sanctions/ Consequences**

Pupils are made aware of the school's expectations regarding good behaviour. The code of conduct is referenced regularly by all staff as a reminder to the pupils and, as above, examples of children acting upon this are celebrated. Assembly and PSHEE lessons focus on developing these values.

This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. We expect that boys will always work hard and behave in an appropriate manner; when this is not the case sanctions are in place.

At the Junior Boys School, we aim to follow restorative practices in instances where behaviour does not meet expectations. This is in an effort to enable pupils to learn from what has happened and reflect on their behaviour, with the effect of repeat behaviour becoming less likely. Staff are expected to use restorative statements /questions in their approach to managing behaviour and these are displayed around school as prompts. These consist of:

**What happened?**

**What were you thinking about at the time?**

**What have your thoughts been since?**

**Who has been affected by what you did?**



**In what way have they been affected?  
What do you think needs to happen next?**

The final question is designed to engage pupils in an appropriate consequence for the behaviour and should also be asked of others affected by the behaviour. Adults dealing with issues around behaviour should guide pupils to an appropriate consequence in line with the severity of behaviour.

The table below outlines some possible consequences and who should deal with behaviours at each level.

	Description	Possible Consequence/ Sanction
Stage 1	Behaviours that do not meet expectations but are low level. These can disrupt the pupil's learning and that of others in the class. This includes behaviours that can make school life less enjoyable for others both in and out of the classroom.	The <b>adult noticing behaviour</b> should question it using restorative statements or questions and support a correction in the behaviour. (A warning)
Stage 2	Behaviours that upset other people or cause serious inconvenience to others, including the repetition of behaviours from stage 1.  At this level a restorative discussion should be led by the <b>adult dealing with the behaviour</b> and could lead to one of these possible consequences, supervised by the teacher dealing with the issue.  <b>These behaviours must be recorded on the behaviour tracking log.</b>	A move of place in classroom Verbal apology Letter of apology Completion of missed work/ homework Restorative act for harmed individual (something helpful) Loss of privilege (break, activity) Discussion with Parents  The <b>form teacher</b> should be informed at this stage.
Stage 3	This may involve serious misbehaviours that cause injury or more serious harm to an individual. They can be intentional or repeated behaviours that students have been warned about. They may also cause damage or disruption to the school. At this level <b>the form teacher would then inform the Deputy Head teacher.</b> A more formal restorative meeting may be required, and a more severe consequence would be put in place managed by the Deputy Head.  <b>At this stage concerns should be recorded on CPOMS</b>	Contact to parents from Deputy Head A meeting with Parents Detention(s) Behaviour Report* Work in isolation Withdrawal from Activities/Events/Trips Internal suspension
Stage 4	Repeated or severe instances of behaviour could result in more serious sanctions, and a discussion with the <b>Head of the Junior School/ Head of Primary Division.</b>	Written warning Fixed Term Exclusion by the Head in consultation with the Head of Primary Division. Final written warning  Permanent Exclusion - by Head of Primary Division/Head of Foundation

\* A Behaviour **Report** should enable the pupil to improve behaviour concerns raised. This would be done in discussion with the pupil and their form teacher and usually with parents. This is a formal plan

to improve behaviour. It consists of a lesson-by-lesson overview of behaviour, including standard of work, which is signed by all teachers throughout the day. Parents should read and sign the report each night. This is designed to encourage good work habits by providing greater focus and immediate feedback. It is intended to facilitate change and is a mechanism of support rather than a sanction.

### **Tracking**

At Stage 1 and 2, a 'Behaviour Tracking Log' is used to record instances where behaviour does not meet expectations and intervention from an adult has been required. This is a shared document and can be accessed by all staff at any time on an iPad or PC. Each member of staff dealing with a behaviour incident is responsible for logging it. This document is monitored regularly by the Deputy Headteacher, it provides an overview of incidents to identify patterns and pupils of concern. Where repeated incidents and concerns are identified, the Deputy Head will inform a pupil's Form Teacher and develop a plan to support the pupil, and which may involve contacting parents.

More serious Stage 3 or 4, and ongoing behaviour concerns, should be recorded on CPOMS.

Pupil behaviour is also discussed at a weekly briefing attended by all staff. Pupils of concern and details around any issues are recorded and this information is emailed to all teaching staff and support staff. This, in conjunction with the Behaviour Tracking Log, provides a holistic approach to supporting pupils and their behaviour.

Tracking, via both the behaviour tracking log and CPOMS may also be used to identify trends in behaviour which might be more effectively addressed through form time, PSHEE lessons and/or assembly themes.

### **Pupil Voice**

***The Deputy Head meets with pupils regularly to ascertain pupil views on behaviour and ensure individuals feel safe in school. These meetings inform school if there is a good understanding of the expectations around behaviour and if the procedures are perceived as fair and understood by pupils.***

### **Unsatisfactory Work**

Unsatisfactory work should be dealt with by the member of staff concerned, usually at lunchtime or break, or by referring a boy to Work Zone. Persistent work offences should be notified by the subject teacher to the form tutor. Regard should be given to the boy's obligations and the convenience of other colleagues in matters such as play rehearsals and team practices etc. Only in the case of serious offences should boys be kept from school teams; such cases should be previously referred to the Deputy Head. If a boy frequently fails to catch up on work missed due to team commitments, this should be referred to the Deputy Head and may affect selection for future teams. This would be preceded by a warning to the boy and parental notification.

### **Confiscation of Property**

This should be seen as a measure to prevent inappropriate behaviour, rather than as a punishment for misconduct. The onus is on the pupil to collect confiscated items, but staff should take reasonable care of the property. No property should be kept for more than seven days without informing the parents.

### **Removal of an iPad**

This can occur because of a boy's inappropriate use of his school device. This may include such offences as: deliberate, inappropriate internet searches; unpleasant emails; lack of care with an iPad

or using it at inappropriate times (this would usually be preceded by a warning from the teacher in question). The iPad would be kept by the teacher removing it for a period of time which may vary dependent upon the nature of the behaviour but will not usually exceed three school days. An email will be sent home to the boy's parents detailing the reason for the confiscation. If a pupil's iPad has been removed, it is their responsibility to ensure that all necessary work is caught up. Appropriate use of iPads is shared with pupils at the beginning of each year (See Appendix 3).

#### **Role of Class teachers and Support staff**

- School expects all teachers to fulfil their duties in the effective implementation of this Behaviour Policy
- Class teachers and support staff have high expectations of the children in terms of behaviour. Children are treated fairly and the Code of Conduct and Class Rules are applied consistently. The teacher treats all children with respect and understanding.

#### **Monitoring and review**

Procedures for behaviour, including bullying are updated annually and re-visited with the pupils regularly through focus groups and the School Council

## Appendix C:1 – Code of Conduct

# Park Road Code of Conduct



As a member of Park Road, Junior Boys I will take pride in my appearance, my behaviour, my work and my school. I will follow the school rules of **Ready, Respectful, Safe** at all times of the day and in all areas of the school. This includes: the classrooms, corridors, playground, cloakrooms and when representing school in all walks of life.

To show I am **Ready** I will /be:

- Punctual
- Organised
- Positive
- Persevere
- Inquisitive
- Try new things
- Have fun!

To show I am **Respectful** I will /be:

- A good listener
- Helpful
- Polite
- Honest
- Try my best
- Look after our school, all things in it belonging to both me and others
- Understanding of others
- Take care of the environment

To show I am **Safe** I will /be:

- Kind
- Careful in and out of school
- Use words to express how I feel
- Share my worries

# Playground Charter

**We will play fairly, safely and gently.**

**We will remember the rule of 'no physical contact'.**

**We will ask before borrowing someone else's equipment.**

**We will be sensible and take turns on the adventure trail.**

**We will keep balls low and be aware of others playing around us.**

**We will use pleasant language during play.**

**We will only go on the field when allowed to do so.**

**We will remember that benches are only for sitting on.**

**We will change our shoes before playing football on the yard.**

**When the bell rings we will stand still and be ready to listen to instructions.**

**We will enter the school quietly.**

**We will remember that balls are only collected from West Street at the end of a break.**

**We will play sensibly in the Quiet Area – remembering that this is not a place for running around or fighting with sticks.**



## Using a School iPad



### I will...

- take good care of my iPad.
- charge my iPad's battery every night.
- never lend my iPad to others.
- never leave the iPad unattended outside the school building.
  
- tell a teacher if I see pages or emails that are offensive.
- only access the iPad and network when given consent by my teacher.
- only send emails to the people I know or who are approved by my teacher.
- ensure that any emails or blog posts are polite.
- only use my official school email account and will not add other email accounts to my iPad.
- copy and use material as allowed by copyright legislation.
- check with my teacher if I am unsure.
- know where my iPad is at all times.
- only download material from the Internet that is relevant to my schoolwork.
- keep food and drinks away from my iPad since they may cause damage to the device.
- never share any images or movies of people in a public space on the Internet unless I am asked to do so by my teacher.
- protect my iPad by only carrying it whilst it is in a case.
- only photograph people with their permission.
- only use the camera or the microphone when my teacher tells me to.
- use my iPad in ways that are appropriate.



### I will not...

- disassemble any part of my iPad or attempt any repairs.
- will not delete my search history in my Internet browser.
- will not switch off the 'Find my iPad' feature on my device.
- will not use my iPad to share copyrighted files.
- will not give out personal information online or in emails.

### Also...

- When traveling to and from school my iPad will remain inside my school bag.
- I understand that my iPad is subject to inspection at any time without notice.
- I agree to abide by the statements of this iPad acceptable use policy.