



Highfield Priory
Independent Day School
and Nursery

Rewards and Sanctions Policy

(See Anti - Bullying Policy and Inclusion Policy)

At Highfield Priory we always seek to focus on the positive by encouraging and rewarding good behaviour, effort and hard work.

This policy exists to support the aims of the school which:

- Enhance the school as a caring community.
- Promote strategies that acknowledge the individuality of pupils.
- Promote positive self-esteem at all times.
- Create a safe learning environment for staff and pupils.
- Encourage respect for others whose beliefs, cultural background and attitudes may be different.
- Maintain an environment where each pupil has equal value and equal opportunity.
- Promote high standards of integrity and honesty.
- Promote school values within our community.

There are few written rules and those which exist aim to encapsulate mutual respect for each other and for possessions. They are displayed in all classrooms and pupil behaviour is measured against them:

- To show respect for children, adults and ourselves
- To have good manners
- To be punctual, to hold doors open for others and not to push in queues
- To greet others appropriately
- To offer help where we see it is needed
- To thank those who have helped us in any way

Specifically, this policy aims to:

- Ensure the fair and safe treatment of all pupils
- Inform parents and staff of the procedure that will be implemented when a child behaves in a way that is considered unacceptable
- Outline the process and stages that are triggered when a pupil consistently does not conform to what is expected of him/her

- Offer guidelines for staff in dealing with difficult situations

It is acknowledged that consistency by all staff is essential for the policy to be successfully implemented.

Rewards across the school

Merit Award

A 'Merit Award' is given to a child for excellent manners, extra effort, outstanding behaviour etc. Every week, each class teacher will choose a child to receive a merit certificate or badge. The child's name will then be read out in Assembly where he/she will receive the award and his/her name will be displayed in the Entrance Hall in the following week.

Key Stage 2

House Points

House points can be awarded by any member of staff to a pupil. One House Point is awarded for good work and two House points for excellent work. Two House points is the maximum awarded at any one time. A maximum of two House Points should be awarded each week for a Homework Diary that has been consistently signed by parents. At the end of each week the total for each pupil should ideally not exceed twenty.

Each pupil receives five House points at the start of each week to mark their contribution to the Highfield community. A pupil who is working consistently well should retain these five points by the end of the week. It is hoped that all pupils will retain these points. If a pupil forgets to hand in their homework, speaks out of turn or does not live up to the standards set in the classroom, then a House Point will be debited from his/her total.

Rewards for Monitors

Each year group receives a reward for their work as a responsible monitor at the end of each term.

Year 6 -a special lunch

Year 5 -a cookie and milkshake

The best monitor in years 4, 5 and 6 receives an individual prize.

The best monitor each week receives a merit and is allowed to go up for their lunch first.

Key Stage 1 and Early Years

House Points have been introduced at KS 1. Children will not earn points individually at this stage but will gain points for their house.

A variety of methods of other positive reinforcement are used throughout Key Stage 1 and Early Years: Year 1 and year 2 classes operate the traffic light system to encourage good behaviour.

Sanctions and Support Systems

There are five stages. A pupil may engage at any level, but it is expected that most instances will be dealt with at stage one or two with a very small number progressing through the levels. At any time, a pupil may be referred immediately to stage 5 should his/her actions merit such a serious consequence. (For Early Years Discipline Policy please see Appendix 5)

Stage 1

Key Stage 2 -a verbal warning given by the teacher.

A House point will be deducted from the five House Points that the pupil received at the start of the week. If all five House Points are lost in a week, then the pupil moves onto Stage 3.

Key Stage 1 –a verbal warning given by the teacher.

Stage 2

Key Stage 2 -a red minus is given and noted on behavioural software.

If the incident is of a more serious nature (e.g. graffiti, bullying, repeated shouting out, rudeness, swearing, lying) then a red minus is given.

A Class Teacher must also feel free to deal with the situation in a way that is appropriate for their class. The child should be spoken to and, if necessary, moved to another area of the classroom or playground or kept in for an appropriate amount of time at break time. A parent may be informed at this stage if the teacher feels it is necessary. The Deputy Head will also have a chat with the pupil if the teacher feels it is appropriate.

Each teacher will use pastoral software to record any incidents.

Key Stage 1-pupil will move to AMBER

Stage 3

Key Stage 2-pupil will be sent to the Deputy Head

If a child continues to misbehave or disrupt the class and receives a red minus or loses all five House Points given at the start of the week, then he/she must be sent to the Deputy Head.

The pupil will be kept in at Break to 'payback' time lost during the lesson. The pupil will write an account of the incident or pattern of behaviour which will be kept as evidence. The pupil's name and the behaviour/incident will be recorded on the computer. Parents will be notified if the incident is of a serious nature.

Key Stage 1 -pupil will be sent to Key Stage 1 Co-ordinator (if appropriate).

-pupil will move to RED

Stage 4

Key Stages 1& 2 -Deputy Head will meet with parents and pupil put on Report

If the pupil continues to be referred to the Deputy Head, a meeting with parents will be arranged and the pupil will be put on Report. Each day the pupil will collect a Report card from the Deputy Head. It will be completed during the day by his teachers and discussed with the Deputy Head at the end of the day. The parents will then sign the Report to show that they have seen it.

Stage 5

Key Stages 1 & 2 - The Head teacher will invite the parents to school to discuss their child's behaviour on a formal basis. It is at this point that the option of suspension may be used.
(See Disciplinary Procedure)

In the event that a pupil has progressed through the stages outlined above, all reasonable methods will have been undertaken to effect a change.

Where the Head teacher is of the opinion that the conduct or progress of the pupil has been unsatisfactory, or if the pupil, in the judgement of the Head teacher, is unwilling or unable to profit from the educational opportunities offered and removal is considered warranted, they may use their discretion not to expel the pupil immediately, but to give parents the opportunity to find another school for the child within the stated time scale. If this opportunity is not taken, the pupil will be formally expelled. The ultimate decision as to what stage a child is placed at will be made by the Deputy Head and Head but the views of the class teacher will be considered in all cases. The class teacher is kept informed at all times.

Guidelines to suitable sanctions for each stage

Stage 1

Discussion about poor behaviour
House point to be deducted (for KS 2 children)

Stage 2

Discussion about the poor behaviour
Red Minus to be given to pupil
Removal from the group – in class (e.g. to sit by teacher)
Withdrawal of Break or Lunchtime privileges.
Completion of assigned work or extra written work
Remaining close to the teacher on duty at Break times
Carrying out a useful task in the school for example, tidying up a classroom or the cloakroom.
Letter of apology from pupil
Discussion between class teacher, the aggressor and the aggrieved.
Pupil to write an account of the incident.

Stage 3

Withdrawal from Break and/or Lunchtimes
Withdrawal of privileges or rewards
Withdrawal from extra-curricular clubs

Sanctions should be applied fairly and consistently to all pupils, taking account of all circumstances, including the child's age, and within a context of positive reinforcement of good behaviour. Punishments that are humiliating or degrading will never be used.

As each case should be judged upon its individual merits reasonable adjustments may be made to this process for pupils with special educational needs or disabilities, as judged fair by members of staff. This system is for behaviour and poor attitude towards the school, rules and other pupils. Positive behaviour is encouraged and discussed at all times.

It is acknowledged that any system of sanctions and support will work best when parents are aware of and support the systems in place. Parents will be liaised with on a regular basis should any of their children enter the sanctions process as seen fit by the members of staff involved.

Staff who are unsure of how to handle a specific situation will seek advice from more senior and experienced colleagues. Regular consultations and discussions will highlight patterns of behaviour.

Under no circumstances will any form of corporal punishment be used by staff. This includes shaking, prodding, pushing, dragging or any other ways which could be interpreted as physical aggression.

Should letters need to be sent to parents regarding a child's behaviour; this will be discussed and agreed with the Deputy Head in the first instance.

Further guidelines see appendix 3

Expected Behaviour of Pupils

Pupils are expected to observe the school's policy on good manners. These are discussed regularly as part of the PSHEE programme, in assemblies, and are outlined in the handbook and displayed throughout the school in all classrooms (see appendix 4).

Every effort will be made to celebrate excellent behaviour through assemblies and comments from individual staff.

The following guidelines indicate what is always expected of pupils at Highfield Priory School:

- Behave in a quiet and orderly manner, both in and out of school.
- Enter and leave classrooms quietly and be on time for all lessons.
- Walk, remaining on the left-hand side in corridors and on the stairs.
- Show care and consideration for others at all times.
- Be helpful to visitors.
- Be polite and courteous.
- Bring the correct equipment to lessons.
- Complete homework and hand it in at the appropriate time.
- Show respect for other people's property.
- Hold doors open for adults and do not interrupt conversations between staff.
- Ensure your possessions and especially Games kit, are not left around the school.
- Never draw attention to, make fun of or mock differences between people or their abilities.
- Wear your school uniform with pride, look smart at all times.

The Education Committee is responsible for this policy

Date last reviewed: June 2019.

Authority

The Full Board of Governors, by delegation to sub-committees, is responsible for formulating the policies and procedures that will ensure the school continue to achieve the aims of the overall school strategy. Hence, each sub-committee has Terms of Reference and assigned responsibility for policies within that scope. The sub-committees are: Finance and General Purposes, Health and Safety.

APPENDIX 1

Expected behaviour in the playground:

Aggressive behaviour, either physical or verbal is not permitted.

When the bell rings, all children are to stand still and in silence.

When instructed to do so by the member of staff on duty, the children are to line up in their classes in silence.

Every class (other than year 6) has an appointed monitor. When the class is given permission to enter school, the monitor leads the class to their classroom and ensures that the children sit quietly until a member of staff arrives.

Pupils who behave in an unacceptable manner during a Break time are either to be kept close to the member of staff, sent to a part of the playground away from other pupils or sent in to sit with the Deputy Head for a fixed length of time.

Expected behaviour in the Dining room:

Children enter the dining room in silence.

A prayer is read before the children receive their food.

Conversation between pupils on the same table is allowed, however, if the noise level becomes unacceptable the pupils are to be told that there is too much noise and that they will sit in silence if the noise level rises again.

Monitors on different tables are not to talk to each other.

There is to be silence when the member of staff on duty is speaking to all the children.

Pupils who behave in an unacceptable way will be sent to the deputy head for some time out to reflect on their behaviour.

Rules of the homework room:

Make sure you have all the items you need to complete your homework including stationary, (Year 2 children may borrow a pencil but please return it to the box afterwards),

Make sure you have enough to read if you complete your homework, (this should be your reading book and reading challenge books),

The homework room is a silent room till at least 4.30pm,

When you have completed your homework let the teacher on duty see that it is complete then put straight away in your bag,

Go straight on to your reading; this should be at least 15 minutes focused reading,

When the teacher on duty gives you permission you may get out your homework room folder and book, (if you are regularly in the homework room) or a worksheet or piece of paper,

Spend some time on the homework room additional tasks,

When it is time for you to go home, pack things in your folder tidily and put back or take home your worksheet, take all your belongings,

Don't forget to thank the teacher on duty and say goodbye,

APPENDIX 2

School Rules.

Good behaviour and manners are expected by all children at all times.

Taking pride in their appearance is an important part of our school routine; blazers (or if in sports kit, school tracksuit tops) must be worn when coming into school, for assemblies and at the end of the day, for going home.

Blazers should not be worn in the dining room or on the playground (unless worn under a school coat.)

No running inside the school building at any time. Pupils should keep to the left when going up and down the stairs. During lesson time children moving around the school should do so quietly.

Children are expected to line up silently at the end of playtimes and walk into school quietly and sensibly.

No child is allowed indoors during break times without permission from a member of staff. Permission to leave the playground for any reason must be sought from the teacher on duty.

Chewing gum, crisps, fruit juice and sweets must not be brought into school. Fruit, agreed fruit products and plain water in clear sports capped bottles are only allowed except for KS 1 children who will be allowed to have an additional healthy snack from an agreed list due to their late lunch. Cough sweets, lip balms should be left in the office by parents, if these are needed by children throughout the day.

Buying, selling and swapping of articles among children are forbidden. Football cards and all similar cards should not be brought into school.

Rings, earrings, bracelets and other jewellery including braiding are not to be worn in school. Badges, other than school ones, must be approved by the headmaster. No make-up, nail varnish or hair products should be worn for school.

Girls should ensure that their hair is tidy and long hair is tied back using bobbles and/ or hair bands and these will only be in school colours. Boys should ensure that their hair is kept well groomed and is kept at the longest, to collar length.

Play fighting, rough play including the pulling of clothes in the playground is not allowed.

The following areas are out of bounds for all children unless they are supervised by staff:

- The front and side of the school by the drive
- The back staircase in the main building, the staffroom
- All classrooms
- Library
- The school playing field
- The sports hall
- The Art/ DT room
- The science lab
- The ICT room
- The car parks

Before school, once parents have left children in the designated areas, no child should leave the premises or go on the car parks. After school children should be collected from the designated areas or should go straight to the homework room. No child should go across the car parks unattended. Playing after school on either the quad or junior playground is absolutely forbidden.

APPENDIX 3

Guidelines

Every case will be investigated and dealt with in accordance to individual circumstances.

Every case will be dealt with fairly, and action recorded (*as soon as is reasonably practicable*).

Through its action the school hopes to bring about improvement and so no absolute rules apply. Discretion will be applied to each case in the hope of effecting change.

The school accepts that the mental health of some pupils is affected from time to time by their personal circumstances and so during times of stress, allowance may be given in mitigation. The school must be alert to such instances. We aim to do much to foster the emotional well-being of our pupils, and to be of immediate and practical help to them when problems arise.

The World Health Organisation defines mental health as a “state of well-being in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” When children don’t feel good about themselves, don’t enjoy relationships, don’t learn confidently and overcome difficulties; when they are overwhelmed by misery, anger or fear, then problems arise. (Young Minds: the children’s mental health charity.)

Children will be given reasonable explanations of why they are receiving a punishment. It is accepted though, that when they are in trouble they feel victimised and that this can exacerbate their reaction to some circumstances, which will be taken into account.

The response made by a member of staff to a particular situation should reflect the nature and seriousness of the circumstances surrounding the situation. Equally, knowledge of the pupil will help to determine the outcome.

Praise and encouragement may be of greater value in some circumstances than outrage and disapproval.

Children should not be shouted at or spoken to in such a way that they feel intimidated or humiliated.

The school operates a policy of non-restraint unless a pupil is in danger of harming himself, other pupils or members of staff, in which case minimum restraint may be used.

APPENDIX 4

Highfield Priory School

Guide to Good Manners

It is expected that to be a pupil at Highfield you will always act with courtesy, care and consideration towards others.

- *Do not be shy about using good manners*
- Most good manners involve Common Sense
- Always show care and consideration for others
- Enjoy a laugh, but *with* others not *at* them

- Do not be unkind to anyone
- If you cannot say something positive or helpful, don't say anything at all
- Look after your own possessions and leave other people's alone
- Always aim to be tidy, polite and helpful
- Always behave in a quiet and orderly manner, both in and out of school
- Wear your school uniform with pride, look smart at all times.
- Do not interrupt when adults are talking to each other or when a member of staff is talking to another pupil.

A breach of common sense is a breach of school rules

Remember:

- Children and staff greet each other by name
- Visitors are greeted and welcomed to the school
- Doors are held open for adults
- No one barges between two people who are talking
- Children stand to one side rather than block a corridor when an adult passes
- Please and thank you accompany any request
- Thank you is said when you are helped
- No one shouts
- No one pushes or shoves
- Walk on the left when inside school

Also:

- Enter and leave classrooms quietly and be on time for all lessons
- Line up for lessons outside the classroom until invited in
- Bags are placed, tidily, on the floor
- At the end of the lesson stand behind your chair until dismissed

APPENDIX 5

Behaviour Management (EYFS)

Our Nursery believes that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the Nursery we aim to set these boundaries in a way, which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children
- Encourage self-discipline, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Work in partnership with parents and carers by communicating openly
- By praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them
- Encourage all staff working with the children to accept their responsibility for implementing the goals in the policy
- Promote non-violence and encourage the children to deal with conflict peaceably
- Provide a key worker system enabling staff to build a strong and positive relationship with children and their families
- Have a named person who has overall responsibility for issues concerning behaviour.

The named person: Mrs E Elstone [2+], Miss A Halstead [EYFS] will keep up to date with legislation and research and thinking, access relevant sources of expertise on handling children's behaviour; attend regular external training events, and check that all staff relevant in-service training on handling children's behaviour. A record will be kept of staff attendance at this training

We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the Nursery.

Nursery rules are concerned with safety and care and respect for each other. Children who behave inappropriately by physically abusing another child or adult, or by verbal bullying may be removed from the group. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge that a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

When children behave in unacceptable ways:

- Physical punishment such as smacking or shaking will be never be used nor threatened
- Children will not be singled out or humiliated in any way. Staff within the Nursery will redirect the children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity
- Staff will not raise their voices in a threatening way

In any case of misbehaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome

How a particular type of behaviour is handled will depend on the child and the circumstances. It may involve the child being asked to talk and think about what he or she has done. It may be that the child will not be allowed to make his or her own choice of activities for a limited period of time

Parents will be informed if their child is persistently unkind to others or if their child has been upset. In all cases, inappropriate behaviour will be dealt with in Nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between home and Nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist or child guidance counsellor

Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively

Confidential records will be kept on any negative behaviour that has taken place. Parents/carers will be informed and asked to read and sign any entries concerning their child

If a child requires help to develop positive behaviour, every effort will be made to provide for their needs

Through partnership with parents/carers and formal observation, staff will make every effort to identify the unwanted behaviour and the causes of that behaviour. From these observations and discussions an individual behaviour modification plan will be implemented

Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of others in the group.

Anti-bullying

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling.

Children must be encouraged to recognise that bullying, fighting, hurting and racist comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened.

Any form of bullying is unacceptable and will be dealt with immediately. At Highfield, staff follow the guidelines below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way
- Children need to be helped to understand that using aggression to get things is wrong and will be encouraged to resolve problems in other ways
- Our staff are encouraged to adopt a policy of intervention when they think a child is being bullied, however mild or "harmless" it may seem
- The staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out
- Any instance of bullying will be discussed fully with the parents of all involved, to look for a consistent resolution to the behaviour

- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. It is only by co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the Nursery.
- By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.