Promoting Positive Behaviour and Rewards Policy
Rationale

The primary aim of this policy is to promote positive behaviour for learning. We have school Diamond Rules and staff promote positive behaviour through being good role models and reward pupils in accordance with this. See Appendices.

The policy is designed to promote positive behaviour rather than merely deter inappropriate behaviour within school.

Aims and Expectations

Dunston Primary and Nursery School aims to meet the needs of all pupils by providing a stimulating and supportive environment, where all pupils are valued, respected and encouraged to reach their full potential. This is achieved through all stakeholders having continual high expectations and working collaboratively to support the social, emotional and intellectual development needs of all.

Roles and Responsibilities in promoting positive behaviour

The Headteacher will;

- Implement this policy consistently throughout by setting the standards of behaviour and supporting staff with the implementation of the policy.
- Deliver weekly celebration assemblies, providing rewards to pupils based upon the following criteria (Work of the Week, Star of the Week, House points, Posh Nosh, Class attendance).
- Regularly monitor class behaviour logs and implement further actions as required, in conjunction with class teachers.
- Report to governors on the effectiveness of the policy across school.
- Ensure the Health and Safety of all pupils and staff within school.
- Report to and meet with parents/carers when necessary.
- Have responsibility for giving fixed term suspensions for serious acts of inappropriate behaviour/language.
- Permanently exclude a pupil for repeated or very serious acts of inappropriate behaviour/language.

In the absence of the Headteacher, the Deputy Headteacher will undertake the following roles.

Teaching and Learning Support staff will;

- Ensure that pupils within the class understand the school Diamond Rules and follow them. (Appendix 1)
- Consistently praise and reward positive behaviour.
- Consistently use sanctions as appropriate. (Appendix 2)
• Consistently use the behaviour log as appropriate (Books in each class).
• Provide opportunities to develop interpersonal and social skills across all areas of the curriculum, including a weekly R-Time session.
• Offer a curriculum that engages all pupils through the quality of teaching, stimulating resources and learning activities.
• Provide opportunities to work in a variety of ways including individual, pairs and groups.
• Support pupils into understanding their rights and responsibilities in society.
• Be a positive role model.
• Random acts of kindness recorded in class books and celebrated on a display.
• Inform parents/carers about their child’s welfare and behaviour and work alongside them to support positive behaviour.
• Support pupils in enabling them to make choices about their behaviour.
• Support pupils in being confident and have enjoyment within their learning.
• Be a positive role model, using the ethos of R-Time and the R-Team.
• Use the language of Building Learning Power (BLP) to engage, enthuse and prepare pupils for learning.

Midday Supervisors;

• Consistently praise and reward positive behaviour.
• Consistently use sanctions as appropriate (Appendix 1).
• Consistently use the behaviour log as appropriate. Support pupils into understanding their rights and responsibilities in society.
• Support pupils into understanding their rights and responsibilities in society.
• Be a positive role model using the ethos of R-Time and the R-Team.
• Inform teachers about pupil welfare and behaviour and when necessary work alongside them to support positive behaviour.

Pupils will;

• Respect and care for others.
• Listen to others.
• Learn and work cooperatively.
• Follow the Diamond Rules.
• Resolve disputes positively.
• Value and take responsibility for the environment.
• When necessary undertake self-monitoring.
• Be aware of their own emotions and actions and take responsibility for these.
• Employ the skills and strategies they develop with R-Time throughout the school day.
• On a weekly basis, the Head Boy and Head Girl will present their award to a pupil who they have witnessed following the R-Time and School Diamond Rules.
Pupils should share any ideas for school improvements with School Council and R-Team representatives.

Parents, Carers and families should;
- Promote positive behaviour at home in order to have continuity between home and school.
- Ensure that their child completes set homework and expectations of reading at least 4 times per week.
- Support the school when reasonable sanctions to punish pupils have been used.
- Have regular interaction with the class teacher as a first contact point to ensure the development of positive working relationships to support their child. Discussions with the class teacher could include concern of issues surrounding behaviour that is impacting on a pupils emotional well-being and academic progress.
- Appointments can be made with the Headteacher, if necessary, to discuss concerns surrounding their child.
- To attend reward assemblies where appropriate for their child and parent consultation meetings.

The Governing body will;
- Support the school in the implementation of the policy.
- Offer advice when necessary to the Headteacher surrounding disciplinary issues so he/she can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

Monitoring and Evaluation

The effectiveness of the policy will be monitored by the Senior Leadership Team (SLT).

The school will keep appropriate records surrounding behaviour, bullying, racism and homophobia.

Exclusions

Although the school does not wish to exclude any pupil on a fixed-term or permanent basis, sometimes this is necessary. The school follows Derbyshire County Council guidance regarding this issue. (Appendix 12)

Educational Visits

Educational visits are a privilege to support learning. However, if an individual pupils behaviour is not acceptable within school, and there is the possibility of them putting the Health and Safety of themselves or others at risk, that pupil or pupils will not attend. Parents would always be notified of this with an explanation of the reasons why through a meeting with the headteacher and class teacher.
The school reserves the right at any time to withdraw a pupil from any educational visit they are taking part in if their behaviour is unacceptable and not in line with school expectations or policy.

**Review**

This policy will be reviewed in 2 years. However, the Governing body or SLT may review this earlier if either body receive recommendations on how the policy might be improved before this time.

Date written – JULY 2014

Date of review………………..

Signed .......................... ..........................

(Headteacher) (Chair of Governors)
APPENDICES

Appendix 1 – Diamond Rules
Appendix 2 – Rewards and Sanctions
Appendix 3 – Behaviour letter 1
Appendix 4 – Behaviour letter 2
Appendix 5 – Behaviour letter 3
Appendix 6 – Behaviour charts KS1/KS2.
Appendix 7 – Coming off Behaviour Monitoring Chart letter.
Appendix 8 – Celebration Letter.
Appendix 9 – Work of the Week certificate
Appendix 10 – Star of the Week certificate
Appendix 11 – Class Attendance certificate
Appendix 12 – Posh Nosh certificate
Appendix 13 – DCC exclusions information
Appendix 14 – Sticker reward chart
Appendix 15 – BLP information
APPENDIX 1

Diamond Rules

The Diamond Rules underpin the ethos of the whole school community and is supported through the use of R-Time.

❖ Show respect and good manners at all times.

❖ To care for everyone and everything.

❖ Follow instructions with thought and care.
APPENDIX 2

Rewards and Sanctions

REWARDS

To reinforce high expectations, high attendance, behaviour for learning and respect and courtesy to all Dunston Primary and Nursery School employs the following reward strategies:

In Class;

- Verbal praise.
- The giving of House points and displayed on House point colour charts with a tally system.
- Written feedback in books and/or Learning diaries.
- Use of stickers (see appendix for sticker chart) and when completed small prizes e.g. pencils.
- Pupils directed to partner class to celebrate successes.
- Pupils directed to appropriate Key Stage Leader to celebrate successes.
- Pupils directed to Deputy Headteacher to celebrate successes.
- Pupils directed to Headteacher to celebrate successes.
- Pupils nominated for weekly reward certificates at celebration assembly (Work of the week, Star of the week).
- At weekly Key Stage assemblies, pupils who have read 4+ times will have their name on the reading incentive display, a ticket in the draw box and this will be drawn with the winning pupil receiving a prize.

None classroom areas and at break times;

- Verbal praise.
- The giving of House points.
- Use of stickers.
- Positive behaviour/attitude shared with class teacher at end of session.
- Pupils directed to Deputy Headteacher to celebrate successes.
- Pupils directed to Headteacher to celebrate successes.
- Pupils nominated for weekly reward certificates at celebration assembly (Posh Nosh).

Attendance;

- Weekly class attendance competition. Awarding of £5 to the winning class per week. (If winning class has 100% attendance figure for that week, the prize money in doubled). This money can either be spent by the class on an immediate reward i.e. bag of sweets, or can be banked throughout the year and spent as a whole class treat i.e. used towards a bowling trip/DVD and popcorn afternoon.
- For individual attendance, see Attendance Policy.
SANCTIONS

**In lesson time** change this to cover a full morning or afternoon?

<table>
<thead>
<tr>
<th>STAGE</th>
<th>EXAMPLES OF BEHAVIOUR</th>
<th>SANCTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Swinging on chairs. Running inside the building. Pushing/talking in line. Being in the wrong place at wrong time (i.e. in classrooms at lunchtime). Ignoring instructions Rudeness (not displaying R-Time expectations). Disturbing learning; Interrupting/calling out Silly noises Distracting other pupils Lack of effort in class</td>
<td>Non-verbal signals (i.e. eye contact, pointing). Quite reminder. Positive praise of appropriate behaviour of other pupil. Change of seating <strong>Warning</strong> and reminder of Stages.</td>
<td>Often praising positive behaviour, i.e. ‘well done to these working well’ and sharing good examples will have a positive effect on those who not meeting expectation.</td>
</tr>
<tr>
<td>2</td>
<td>Repetition of Stage 1 with the following in addition. Repetition of Stage 1 within a session will result in a <strong>Second warning</strong>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A <strong>Third warning</strong> within the session will result in the pupil moving to the time-out table within the classroom for 5 minutes. After this time, they return to their table. <strong>This third warning is recorded in the behaviour log.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A <strong>Fourth Warning</strong> within the session will result in the pupil moving to the partner classroom for the rest of the session (Appendix 3) and this being logged within the behaviour book and pupil learning diaries for parents to see.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>If the pupil continues to cause disruption within the partner class, a <strong>Fifth warning</strong> will be given and they will be sent to the Headteacher. This will again be recorded in the behaviour log and learning diary. If a pupil appears in the behaviour log 3 times or more in 1 week then a letter is sent from the class teacher to the parent (with a copy also going in the bough file via admin) (Appendix 4 – available on T drive for teachers to date and sign and print off. Admin to inform Headteacher of pupils concerned during week).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Pupils who receive a second letter home within a half-term will be placed on a behaviour monitoring card for 2 weeks. If successful then they will be removed from this. If not they will continue on it as appropriate and decided upon by the class teacher. When they come off, a letter celebrating the pupils success will be sent home. If within a half-term, a pupils parent receive 3 letters from the class teacher, a meeting will be organised by the Headteacher involving the head, class teacher and parents to discuss how any issues can be resolved.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In addition to this, any acts of violence and/or use of inappropriate language will result in the pupil/s concerned being sent straight to the Headteacher who will deal with the situation as appropriate.

**At break times**

Any inappropriate behaviour during break times should be dealt with, as appropriate by the person/people on duty.

<table>
<thead>
<tr>
<th>STAGE</th>
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<th>SANCTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tormenting</td>
<td>Non-verbal signals (i.e. eye contact, pointing).</td>
<td>Often praising positive behaviour, i.e. ‘point out groups of pupils playing well’.</td>
</tr>
<tr>
<td></td>
<td>Name calling</td>
<td>Quite reminder.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pushing</td>
<td>Positive praise of appropriate games of other pupil.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Answering back</td>
<td><strong>Warning</strong> and reminder of Stages.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inappropriate play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Going into out of bounds areas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Repetition of Stage 1 with the following in addition.</td>
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<td></td>
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<td>Repetition of Stage 1 within a session will result in a <strong>Second warning</strong>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A <strong>Third warning</strong> within the session will result in the pupil having a 5 minute time out and standing with a staff member. After this time, they return to play.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A <strong>Fourth Warning</strong> within the session will result in the pupil losing the rest of the break-time and standing with the staff member. This will be recorded in the behaviour log by the staff member on duty. Individual class teacher to ensure it is recorded in the pupils learning diary (Staff on duty at playtimes to inform individual class teachers upon collection from the playground).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Non-compliance with the above will result in a <strong>Fifth warning</strong> and they will be sent to the Headteacher. This will again be recorded in the behaviour log and learning diary. If a pupil appears in the behaviour log 3 times or more in 1 week then a letter is sent from the class teacher to the parent (with a copy also going in the bough file via admin) (Appendix 4 – available on T drive for teachers to date and sign and print off. Admin to inform Headteacher of pupils concerned during week).</td>
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In addition to this, any acts of violence and/or use of inappropriate language will result in the pupil/s concerned being sent straight to the Headteacher who will deal with the situation as appropriate.
REMOVE ALL RED WRITING

INSERT DATE

Behaviour Letter 1

Dear INSERT NAME,

Unfortunately, PUPIL NAME has not behaved as expected during the week and on INSERT NUMBER OF OCCASIONS occasions incidents have been recorded in the behaviour log because of this.

As a result of this inappropriate behaviour, your child has been spoken to by both myself and Mr Burgess.

Although you must find this letter disappointing, we hope that you will support school as we continue to work hard in supporting your child to be the best they possibly can be. We will be monitoring your child’s behaviour more closely in order to support them further.

If you would like to arrange to meet with me to discuss this further, please do not hesitate to organise an appointment with the office.

Yours Sincerely

CLASS TEACHER NAME
Behaviour letter 2

(This will be on headed school paper).

REMOVE ALL RED WRITING

INSERT DATE

Behaviour Letter 2

Dear INSERT NAME,

Unfortunately, PUPIL NAME has again not behaved as expected during the week and on INSERT NUMBER OF OCCASIONS occasions incidents have been recorded in the behaviour log because of this.

As a result of this inappropriate behaviour, your child has again been spoken to by both myself and Mr Burgess.

Although you must find this letter disappointing, we hope that you will support school as we continue to work hard in supporting your child to be the best they possibly can be. As this is the second letter sent home this half-term regarding PUPILS NAME behaviour, they will now be placed on a behaviour monitoring card for the next 2 weeks in order for their behaviour to be more closely monitored. If your child’s behaviour does not improve, and a third letter is required, then you will be invited to a meeting with myself and Mr Burgess in order for us to work together to support your child further.

If you would like to arrange to meet with me to discuss this further, please do not hesitate to organise an appointment with the office.

Yours Sincerely

CLASS TEACHER NAME
APPENDIX 5

Behaviour letter 3

(This will be on headed school paper).

REMOVE ALL RED WRITING

INSERT DATE

Behaviour Letter 3

Dear INSERT NAME,

Unfortunately, PUPIL NAME continues to behave in a way that is inappropriate for school and is causing disruption to the education of HIS/HERSELF and others, which is unacceptable. As this is now the third letter sent to you this half-term, I would like to invite you to book an appointment to speak with myself and the class teacher to discuss these issues further.

The intention of this meeting is to discuss the issues that have been on-going throughout the half-term and together, identify a plan of action as we move forward that will support them as we all look for HIM/HER to improve their behaviour.

Until the meeting takes place, PUPIL NAME will remain on a behaviour monitoring card in order for us to closely monitor their behaviour further.

Please contact the office where the admin team will organise a time and date for this meeting to take place.

I hope that you will support school as we continue to work hard in supporting your child to be the best they possibly can be.

Yours Sincerely

Mr P M Burgess
Headteacher
........................ in class ........ is on a behaviour report chart as their recent behaviour has been unacceptable. They will remain on this card for a minimum of 2 weeks. If after this time the majority of sessions are completed with ☺, then the pupil will come off the chart as they will have successfully improved their behaviour. If not then they will continue on the card until their behaviour has sufficiently improved.

To complete the chart simple enter; ☺ for a successful session or ☹ for an unsuccessful session.
...... in class ....... is on a behaviour report chart as their recent behaviour has been unacceptable. They will remain on this card for a minimum of 2 weeks. If after this time the majority of sessions are completed with 😊, then the pupil will come off the chart as they will have successfully improved their behaviour. If not then they will continue on the card until their behaviour has sufficiently improved.

To complete the chart simply enter; 😊 for a successful session or 😞 for an unsuccessful session.
APPENDIX 7
Coming off behaviour chart letter.

REMOVE ALL RED WRITING

INSERT DATE

Behaviour Chart

Dear INSERT NAME,

It is with great pleasure that PUPIL NAME has shown a great improvement in their behaviour and because of this, no longer requires a behaviour monitoring chart. PUPIL NAME has worked very hard to achieve this but and can be proud of this. They must now continue to behave in an appropriate way at all times within school in order for them to make the academic and social progress they are capable of.

Thankyou for your support of school and PUPIL NAME throughout this process, as we must continually work together to ensure that your child succeeds.

Please do not hesitate to contact your child’s class teacher if you wish to discuss their behaviour and progress further.

Yours Sincerely

Mr P M Burgess
Headteacher
Weekly Award Celebration Letter

Dear Parent/Carer

It is with great pleasure that your child has been recognised for their hard work and efforts within class this week.

Please accept this as an invitation to next Mondays celebrations assembly, where your child will receive their certificate and praise of the whole school.

Thankyou for continuing to support the school and your child and we look forward to celebrating further successes in the future.

Please do not hesitate to contact your child’s class teacher if you wish to discuss their progress further.

We all look forward to seeing you on Monday!

Yours Sincerely

Mr P M Burgess
Headteacher
APPENDIX 9

Work of the Week certificate

This is to certify that

has been awarded the Work of the Week award for an outstanding piece of work.

Well Done!
APPENDIX 10

Star of the Week certificate

This is to certify that [Name] has been awarded the Star of the Week award for outstanding effort and conduct in class.

Well Done!

[Date]
[Teacher's Signature]
APPENDIX 11

Class Attendance certificate

Attendance Award

This is to certify that

have been awarded the Attendance Award for high attendance this week.

Well Done!

Headteacher

Date

%
APPENDIX 12
Posh Nosh Certificate

TO BE ADDED

APPENDIX 13
DCC Exclusion guidance

TO BE ADDED
Appendix 14 Sticker reward chart

___________________________________’s Sticker Chart!

___________________________________’s Sticker Chart!
Appendix 15

The language of BLP

From website...... http://www.buildinglearningpower.co.uk/blp/What_is_BLP.html

It is about creating a culture in classrooms - and in the school more widely - that systematically cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively.

BLP refers to the following learning terms (the 'learning power dispositions'):

- Resilience – (emotional aspect of learning) locking onto learning
- Resourcefulness – (cognitive aspect of learning) knowing what to do when you don’t know what to do
- Reflection – (strategic aspect of learning) strategies and self-awareness
- Relationships – (social aspect of learning) learning alone and with others

Example of focus areas: Resilience: stickability and tenacity
* Tolerating confusion and frustration
* Being patient – ‘negative capability’
* Enjoying challenge
* Being curious - asking questions
* Minimising distraction

'It gives clear labels for the children to use to develop an understanding of learning processes.'

'We believe that BLP is beginning to allow us to develop a common language for learning across the school. The language is used in all classrooms, with all children.'

As teachers we model, orchestrate, commentate and explain.

What happens with use of BLP?.....

Enlivening attitudes to learning

Raising attainment

Deepening learning

Giving pupils a learning voice

Reduces behaviour problems

Excites classroom practitioners

Prepares children for a lifetime of learning

Cheers Jodi ☺