



Behaviour, Rewards and Sanctions Policy

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Key Personnel & Contact Details

The Headmaster: Mr Dominic Rhys Smith

head@ruckleigh.co.uk

The Deputy Head: Mrs Jane Finch

janefinch@ruckleigh.co.uk

The Designated Safeguarding Lead: Mrs Rachel Chandler

rachelchandler@ruckleigh.co.uk

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Introduction

This policy applies to all children in Ruckleigh School (the School) from EYFS to the end of Year 6 whose care and education comes within the remit of this school.

It should be noted that sensitivity and professional judgement will be exercised in conjunction with this policy.

A copy of this policy is available to parents and parents of prospective pupils on the school website and upon request from the school office.

Principles

Behaviour is the way we act and respond to people and to situations we find ourselves in. At Ruckleigh, we believe that establishing and maintaining high standards of behaviour is essential to the spiritual, social and moral development of pupils and to the maintenance of an effective learning environment. As a School we aim to create a calm, caring, safe, happy environment in which pupils can work towards achieving their full potential.

Ruckleigh School does not tolerate bullying

The School rejects the use or threat of corporal punishment

Sanctions listed are a series of measures, which may be necessary to use as deemed appropriate and may be adjusted, within reason, for individuals including children with special educational needs or disabilities.

Aims

We aim to show children how to behave through good adult and peer role models who are caring and co-operative, consistent and fair.

We aim to:

- Enable our pupils to develop a sense of self-discipline and responsibility for their actions
- Enable pupils to recognise and deal with signs of bullying
- Enable our pupils to develop a sense of identity, achievement and worth
- Enable our pupils to develop respect for others and an empathy for other children's feelings
- Enable our pupils to develop an awareness of and a desire to care for their environment
- Provide a secure environment where pupils feel safe and know that bad behaviour of any kind is not acceptable and will be addressed
- Reinforce positive attitudes and behaviour
- Promote British Values

Practice

Pupils are expected to be responsible for their own actions and behaviour. Parents share the responsibility for the behaviour of their children and should contact the class teacher, in the first instance, to share concerns, just as school, will contact them in the same circumstances.

Every member of the school is expected to show care and consideration for each other. Children will be expected to respect the school environment and also to care for others in the wider community. Our expectations are expressed in the accompanying guidelines:

1. Code of Conduct
2. School Rules
3. Classroom Expectations
4. Rewards and Sanctions



Code of Conduct

In our school, everyone is expected to show courtesy and consideration in caring for others and for the school. We aim to fulfil these expectations by making sure we:

- Listen to teachers and other pupils and do not prevent others from listening
- Feel proud of our school, care and look after it and all equipment
- Think about our safety and that of others
- Organise ourselves and do not use forgetfulness as an excuse
- Help everyone to feel proud of all they do
- Respect each other's beliefs, race and culture
- Make visitors to the school feel welcome

School Rules:

- Show respect and care to everyone in school
- Always work to the best of your ability
- Take care of school and personal and other people's property
- Follow adults' instructions as they are given
- Be gentle and kind when playing
- Always be honest

In the Classroom

Classroom behaviour is influenced by the way children behave in the playground and the way in which they move around the school. Classrooms are places for work, investigation and discovery. The right classroom environment is essential if every pupil is to learn in a safe, secure setting, and realise his or her full potential. Each class and teacher together will decide on rules for the classroom and discuss this policy at an appropriate level.

At Break and Lunchtime

These sessions are important and influential times in a child's school day. Children are able to form friendships, to structure their own play and to exert self-discipline and responsibility towards others. Unfortunately, some Breaks and Lunchtimes can be a source of stress for children. These stresses and any concerns must be shared and addressed to avoid adverse effects on relationships, behaviour and learning. Children are able to share their concerns with Head Girl, Head Boy, House Captains, Year 6 Pupils, School Council Representatives, Lunchtime Supervisors, Teaching Assistants, Teachers, Designated Safeguarding Leads, School Leadership Team, communication boxes and during PSHE/class Circle Time.

Playground Rules

- Ball games are not permitted before or at the end of the school day
- The climbing frames are out of bounds before and after school
- Keep our playground tidy
- Do not use unacceptable language
- Do not kick or throw stones or sticks
- Take care of playground toys
- Include others in your games
- Do not return to the classroom during break, lunchtime or at the end of the school day unless with permission from the duty teacher or your class teacher and accompanied by another pupil
- Do not hurt or offend others with unkind or aggressive words or actions



- Fighting of any kind e.g. Play-fighting, is not permitted
- Follow the instructions of any supervising adult as they are given for the safety and well-being of all pupils
- Children are not allowed to leave the school grounds without permission and unless accompanied by a known adult
- On hearing the first bell (Y1-6) or Whistle (Nursery and Kindergarten), children stop and stand still, at the second bell children walk quietly into line

Moving Around the School

- Be polite; manners matter
- Writing and drawing instruments and rulers must be carried in a pencil case when moving from one classroom to another
- Walk quietly around the school
- Keep to the left
- Keep your hands and feet and other objects to yourself
- Stand to one side to allow an adult to pass
- Hold open interior doors for adults and other children

Children who fail to follow the school rules may have the misdemeanour documented on the behaviour log. If a detention is issued, then this will also be recorded in the behaviour log

By following our additional teamship rules, which are deeply embedded in our work every day, we can ensure that we are inspiring learners and upholding the British Values of: history, law, culture, responsibilities, language and democracy.

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced.

1. Be at the right place, at the right time, with the right kit and the right mind.
2. Always give 100%
3. Always act responsibly
4. Believe in yourself and others
5. Be kind, respectful and supportive of others
6. Be willing to compromise
7. Be positive, resilient and move forward
8. Be a good role model

Other British Values are supported by the Ruckleigh Values and the democratic elections of senior pupil officials.

The Ruckleigh Values are:

1. Kindness
2. Tolerance
3. Co-operation
4. Patience
5. Perseverance
6. Respect
7. Appreciation
8. Politeness
9. Responsibility
10. Trust



11. Honesty

REWARDS AND SANCTIONS

Good discipline is based on mutual respect and knowledge of the rules and children usually respond well to systems, which recognise their strengths as well as their needs. The children are made aware of Rewards and Sanctions. Teachers make these explicit to pupils and a degree of flexibility may operate in enforcing sanctions depending on circumstances, severity or frequency of the child's misbehaviour.

- The positive aspects of praise and rewards will be emphasised
- The achievements of all children are recognised
- Praise and encouragement is used to reward behaviour, good work, effort, attitude, helpfulness, manners and for showing care towards others
- Children's work is displayed in classrooms, corridors, on Top Floor and other general areas of the school
- Children are encouraged to share their achievements with other pupils and members of staff
- Within each class children are given special responsibilities e.g. Leader, Form Captain, Monitor

REWARDS:

Nursery

- Verbal praise
- Stickers
- First on bicycle, climbing frame etc.
- Reward Boards
- Take home a class toy

Kindergarten

- Verbal praise
- Zone Board (Kindergarten)
- Stickers
- First on bicycle, climbing frame etc.
- Name written in 'Gold Book' and praised in Assembly
- 'Golden Time'
- Special Person
- Taking home class toy
- Sent to Headmaster for praise/sticker/certificate

Lower School

- Verbal praise
- Stickers and stars
- Name written in 'Gold Book' and praised in Assembly
- Reward Chart
- Certificates
- Golden Time Board
- Learning Tree
- Sent to Headmaster for praise/sticker/certificate

Middle/Upper School

- Verbal praise
- Zone Board



- House Points
- Stamps/stickers in books
- Sent to /Headmaster for praise/sticker/certificate
- Name displayed on 'Star Pupil' board and celebrated in Assembly
- Celebration and Good work Assemblies

Year 6 positions of responsibility

Head Boy
Head Girl
Deputy Head Boy
Deputy Head Girl
Boys Captain of Ash
Girls Captain of Ash
Boys Captain of Oak
Girls Captain of Oak
Vice Captains
Eco Captains
Prefects
Form Captains [Years 2 - 6]
Monitors [Years 1 - 6]
Librarians

SANCTIONS

There will on occasion be a need for sanctions. Listed below are a series of measures, which may be necessary to use as deemed appropriate and may be adjusted, within reason, for individuals including children with special educational needs or disabilities. Children, staff and parents should know that there are fair and consistently applied sanctions for bad behaviour which make the distinction between minor and serious offences apparent.

Teachers may use 'physical intervention' to avert immediate danger of personal injury to, or an immediate danger to the property of a person (including the child). will be recorded and reported to parents within 24 hours.

Nursery/Kindergarten

- Gentle warning
- Firm warning
- Thinking Cloud
- Removal from situation
- Movement down the Zone Board (Kindergarten)
- Removal of child from class to another classroom or Head's office for 'cooling off' purposes
- Bad behaviour/lack of co-operation to be recorded in record book/ School's 'Behaviour Log'
- Referral to Deputy Head for verbal warning as to future conduct
- If problems persist it may be necessary to arrange a meeting with the child's parents, Class Teacher and Deputy Head, to discuss the child's behaviour. This may include setting up a daily report booklet, to communicate with the parents
- Head to formally review weekly progress with child



- If problems persist a meeting will be called with the child's parents, Class Teacher and Deputy Head, to discuss and put in place an Individual Behaviour Plan (IBP) with a mutually agreed time scale (review date set at this meeting). This will include the continuation of the daily report booklet as necessary, to communicate with the parents. Teacher to photocopy the report before it is sent home each week and to keep original as a school record.
- If behaviour improves the child may be taken off daily report. If necessary, the child will be put back on report in the future.
- Parents requested to take child home for the remainder of the day
- Informal suspension for a fixed short-term period
- Child returns to school with parents and child agrees to adhere to school code of conduct. Contract of behaviour agreed
- Should there be no improvement in behaviour, there will be an invitation to parents to withdraw the child from school
- Exclusion – permanent (see separate Policy)

Lower, Middle and Upper School

- Gentle warning
- Drop a position on Zone Board (Middle and Upper School)
- Removal from situation
- Loss of Stars/Star Chart
- Sanctions fitting the crime e.g. cleaning up mess, spoilt work done again, letter of apology
- Firm warning
- Loss of 'Golden Time' (Lower School, usually in 5 minute intervals)
- Wednesday Deputy Head Detention and notification sent to parents
- Thursday Head's Detention and notification sent to Parents
- Removal of child from class for 'cooling off' purposes to another classroom or Head's Office
- Unacceptable behaviour/lack of cooperation to be recorded on 'School's Behaviour Log'
- Order Marks recorded on House Point Chart and parents notified by letter. Recorded on report as Order Mark given. (Middle and Upper School)
- If an individual child has four separate recorded observations of inappropriate behaviour logged against him/her the Deputy Head should be notified and the child will be sent to Deputy Head for verbal warning as to future conduct
- If problems persist, parents will be informed and it may be necessary to issue the child with a daily behaviour report booklet in order that behaviour can be monitored for an agreed amount of time.
- Head to formally review weekly progress with child
- If problems persist a meeting will be called with the child's parents, Class Teacher and Deputy Head, to discuss and put in place an Individual Behaviour Plan (IBP) with a mutually agreed time scale (review date set at this meeting). This will include the continuation of the daily report booklet as necessary, to communicate with the parents. Teacher to photocopy the report before it is sent home each week and to keep original as a school record.
- If behaviour improves the child may be taken off daily report. If necessary the child will be put back on report in the future.
- Parents requested to take child home for the remainder of the day
- Informal suspension for a fixed short-term period
- Child returns to school with the parents and the child agrees to follow rules. Contract of behaviour agreed
- Parents invited to withdraw the child from school
- Exclusion – permanent



'Anti-Bullying' in School and on the Playground

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

Children should be made aware of the difference between falling out with others and bullying.

Full details can be found in the Schools 'Anti-Bullying Policy'

ALL CASES OF BULLYING ARE LOGGED
(See Anti-Bullying Policy)