



## Behaviour, Rewards and Sanctions Policy

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### Key Personnel & Contact Details

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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 team 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

## **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

## 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.

Use of restraint in the school, EYFS to Y6, which may be necessary on occasions in order to prevent a child from causing personal injury to, or damage to the property of any person (including the pupil him/herself) 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 'Observation Sheet'
- 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 Heads Detention
- 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 Observation Sheet'
- 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.

#### **Definition of Bullying**

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally or both. (DfE "Preventing and Tackling Bullying" Oct 2014)

Bullying may be defined as the intentional hurting, harming or humiliating of another person. It can take the form of racial, religious, cultural, sexual, sexist, homophobic or special educational needs and disability related bullying. It could involve physical (including sexual) intimidation, verbal, cyber (including chat room, email, e-photos and text messages) and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.



Bullying may involve actions or comments that are racist, homophobic, which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. It can cause serious and lasting psychological damage and even suicide. Harassment and threatening behaviour are criminal offences. We always treat it very seriously. It conflicts sharply with the school's policy on Equal Opportunities, as well as with its social and moral principles.

Any pupil who feels threatened must be able to talk about their fears, confident in the knowledge that they will be taken seriously and the incident will be investigated, and the culprit/s dealt with.

Bullying may include:

<b>PHYSICAL</b>	Biting, hitting, kicking, scratching, spitting, pushing, physical threatening and the deliberate taking, hiding or damaging of belongings and sexual abuse
<b>VERBAL</b>	e.g. Banter, name calling/teasing, criticising, laughing, including references to homophobia, special educational needs and disabilities, racism, culture, anti-religion, sexist language, insults, writing unkind notes, threats or extortion. Racist, homophobic, transphobic or biphobic bullying can take the form of offensive jokes and mimicry, wearing clothes with offensive slogans and promoting offensive literature
<b>EMOTIONAL</b>	e.g. being unfriendly, excluding from social groups, tormenting, being made the subject of malicious rumours, looks, ignoring, making fun of someone, making the victim feel inferior to other people
<b>RACIST or RELIGIOUS</b>	A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status
<b>SEXUAL, SEXIST or</b>	includes any behaviour, whether physical or nonphysical, where sexuality is used as a weapon by boys or girls
<b>TRANSPHOBIC</b>	
<b>HOMOPHOBIC</b>	targets someone because of their sexual orientation (or perceived sexual orientation)
<b>DISABILIST</b>	targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.
<b>CYBER</b>	<p>"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others." Cyberbullying can involve Social Networking Sites, like Facebook and Twitter, emails and mobile phones, used for text messages and as cameras.</p> <p>Cyberbullying Preventative Measures: The School:</p> <ul style="list-style-type: none"><li>● Expects all pupils to adhere to its rules for the safe use of the internet. Certain sites are blocked by our filtering system and our ICT Coordinators monitors pupils' use</li><li>● May impose sanctions for the misuse, or attempted misuse of the internet.</li><li>● Mobile phones are not permitted in classrooms, public areas of the school, or where they may cause annoyance to others.</li></ul>





- The use of cameras on mobile phones are not allowed in school

**It is important to remember that bullying can also be a combination of the above.**

**If you are being bullied:**

- Do not keep it to yourself, talk to a trusted adult in school about it
- Be honest, ask yourself whether your behaviour has upset others

**The School will:**

The Deputy Head will investigate every allegation of bullying referred on by a member of staff. Pupils, parents and staff are encouraged to discuss their concerns. Information is given to the Class Teacher and relevant staff. Pupils involved and any witnesses will be interviewed

- A full written record of the incident will be kept and further action will be taken as appropriate.
- The Headmaster will be kept fully informed and parents of the victim and those of the bully may be asked to attend a meeting to discuss the problem
- Acknowledge that the reasons for bullying will vary from case to case, so it may not be appropriate to use the same strategies on every occasion. Our aim is for the bully to recognise and stop his/her behaviour
- Bully or bullied child/children will receive appropriate support

**Prevention**

**We will be guided by the Non-statutory DfE advice ‘Preventing and Tackling Bullying’ (October 2014)**

In School we will be vigilant for signs of bullying and:

- will always take reports of incidents seriously
- reinforce the ethos of the school
- ensure all staff are aware of their legal responsibility to protect children and are aware of how to resolve and prevent problems through the use whole Staff Training in house and through the use of outside providers including in relation to on-line bullying

We will use the curriculum whenever possible to help pupils to develop strategies to combat bullying-type behaviour through use of:

- Anti-Bullying Week
- PSHE lessons
- Circle Time
- Assemblies
- E-safety training
- Theatre group productions for whole school on ‘Bullying’
- Tracking of playground incidents and reports
- School Council

**Detection of Bullying**

Bullying can take different forms. It is important that staff are vigilant at all times and that parents or relatives should be aware of the first sign of a child under pressure of this nature. It is common for children to hide their emotions and keep problems to themselves. This may lead to serious concerns in the long term.

Staff and parents should be aware for signs such as:

- The child is frightened to go to school
- Class work has deteriorated for no apparent reason



- The child becomes withdrawn
- Develops a nervous twitch or starts to stammer
- Becomes visibly distressed at odd times
- Loss of appetite
- Unexplained bruises, scratches etc
- Possessions go missing
- Refusal to say what is wrong for fear of recriminations
- Improbable excuses are given to explain any of the above

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