

**Wellesley Primary School**  
**Rewards and Discipline Policy**

**A) Rationale**

Learning how to behave towards others is a particularly important aspect of school life. We need to promote self-respect and self-discipline, respect for others and for their property, together with the basic virtues of honesty, fairness and politeness. Through this we will be able to establish a school atmosphere where children feel safe, secure and happy and where they have the maximum opportunity to learn.

As a school we are committed to ensuring equal treatment of all of our employees, pupils and any others involved in the school community, regardless of ability/disability. We will ensure that neither able bodied or disabled persons are treated less favourably in any procedures, practices and aspects of service delivery. We believe that this commitment will help reinforce our commitment to improving performance of all pupils, and being a school where all are included. This school will not tolerate harassment of people based on their disability.

**B) Aims**

- To ensure that every member of the school community feels valued and respected.
- To support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- To promote teaching and learning through the building of good relationships based on mutual respect and consideration for others.
- To help children grow in a safe, happy and secure environment and become positive, responsible and independent members of the community.
- To reward good behaviour and provide encouragement and stimulation to all pupils.
- To treat all children fairly and apply this policy in a consistent way.
- To ensure that children are aware of the school rules.
- To teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.

**C) Principles**

The school will

- Have a whole school approach to pupil discipline to ensure consistency.
- Involve pupils in the creation and annual review of its code of conduct.
- Have high expectations of behaviour from all pupils.
- Set good examples to pupils in the way adults treat them and other adults.
- Set good habits early with high expectation of cooperative behaviour from the start.
- Provide an environment conducive to on task behaviour.
- Minimise uncertainty and disruption in lessons.
- Intervene promptly where there is poor behaviour so it is clear that it will not be tolerated.

- Involve parents in the process by communicating policy and expectations and ensure their support through a home school agreement.
- Create a positive partnership with parents to encourage their support when dealing with the difficult issue of unacceptable behaviour.
- Make positive recognition of individual pupils or group achievements in good and improved behaviour through mentions in assembly and the award of house points.
- Support behaviour management through circle time and individual counselling.
- Attempt to identify and address any underlying causes of poor behaviour.
- Avoid humiliating pupils and deal discretely with poor behaviour.
- Criticism should focus on the behaviour not the child.
- Ensure that pupils are given opportunities to put things right.
- Where appropriate use differentiated language when addressing children of different ages.

#### **D) School code of conduct**

Our code of conduct is deliberately positive to promote good self discipline among our pupils and to deter undesirable behaviour. It will run alongside the code of conduct for Use of school computers and the Internet.

- **Be polite to each other and all adults in school.**
- **Respect school and other people's property and keep the school and equipment tidy.**
- **Move around the school building and grounds quietly and safely.**
- **Respond quickly to requests and instructions.**
- **Complete all work to the best of your ability.**

It must also be understood that certain behaviours will be considered as serious misconduct and unacceptable.

- Swearing at pupils or staff
- Physical or emotional bullying
- Physical violence aimed at another pupil or staff
- Deliberate damage to the property of an individual or the school
- Theft of personal or school property
- Leaving the school site without permission.
- Refusing to obey instructions given by members of staff
- Incidents which are deemed racist

In most cases dependent on age and maturity incidents involving the above will be addressed by the deputy headteacher or headteacher and parents will be informed.

#### **E) Rewards**

An effective discipline policy is one that seeks to lead children towards high self-esteem and self-discipline. Consequently, good discipline arises from good relationships and from setting expectations of good behaviour.

It is important that children are familiar with the school ethos and the Code of Conduct.

In this context, children will be rewarded for good behaviour.

We will use a system of rewards, which will include:

- Verbal praise
- Positive comments in books
- Award of a house point for good behaviour or good work ((hp) to be written on children's work). Children to receive a sticker for each house point which they will place on a chart in their classroom (teacher to initial (hp) on work to show house point has been awarded). Certificates will be awarded to children in assembly who have gained 10, 20, 30... house points. Children who gain 50, 80 and 100 house points will be awarded with a special badge.
- Special mention in class.
- Special mention in the school fortnightly newsletter.
- Children being entered in the 'Golden book' and being given the opportunity to talk about their achievements to the rest of the school during a weekly celebration assembly (children to be sent to headteacher in order to be entered in book).
- Exhibiting good work in class or around the school.
- Referral to the headteacher for a 'Headteacher's Award'.
- Friday Treat Time - Children have the opportunity to choose a special activity to take part in for a 15 minute period during Friday afternoons.
- A member of each class being awarded a certificate once a week for displaying good behaviour in the dining hall. Children awarded a certificate are allowed to choose a friend to sit with on a special lunchtime table for the whole of the following week.
- Working towards a class reward. As a class, children decide on treat to be awarded once they have collectively gained 10 points for collective good behaviour or work during a half term period.
- Children who do not receive any official warnings during a half term period will take part in a short end of term treat.

We reinforce good behaviour and help our children feel good about themselves.

## **F) Sanctions**

Failure to abide by the principles of the Code of Conduct or to obey school rules may result in the following steps being taken:

1. The pupil will be told that his/her behaviour is unsuitable and will be encouraged to modify that behaviour.
2. The pupil will be given a further warning that his/her behaviour is unacceptable
3. The child will then be isolated from his/her peers in the classroom for a period of 5 to 10 minutes, during which his/her behaviour will be discussed and he/she will be encouraged to modify that behaviour.
4. The child will be given a yellow card and sent to a key stage manager for a period of 15 minutes, during which his/her behaviour will be discussed and he/she will be encouraged to modify that behaviour.
5. The child will be given a second yellow card and sent to the deputy headteacher for a period of 15 minutes, during which his/her behaviour will be discussed and he/she will be encouraged to modify that behaviour.

6. The child will be given a red card and sent to the headteacher. Parents will be contacted and notified about their child's behaviour. Children will be placed on report. This will consist of the child's teacher discussing his/her performance at the end of each session and recording appropriate comments on a record sheet. The child will be expected to complete an agreed number of positive sessions by the end of the week. The child will remain on the report for a minimum of a week or until his/her behaviour improves. At the end of the week the parent/s will be sent a copy of the report form. When appropriate parents will be invited to meet with the headteacher in order to draw up an individual behaviour plan designed to support the child in correcting his/her behaviour (This will be written in consultation with the class teacher and school SENCo).
7. If the child's poor behaviour continues advice and assistance for the school and the pupil may be sought from other professionals e.g. Educational Welfare Officer, Educational Psychologist.
8. Extremely serious misconduct may result in fixed term or permanent exclusion (In line with guidelines from South Gloucestershire LEA).

- Children receiving red or yellow cards will have their names entered on a record sheet kept by their class teacher. Three yellow cards within one half term will be treated as a red card and the child will be sent to the headteacher. The record sheet will be signed and dated at the time the record is made.
- Teachers may jump steps depending on the severity of the offence committed by the child. In the case of severe unacceptable behaviour: physical - deliberately harming people, theft or deliberate damage, pupils will be given an immediate yellow or red card and sent to either the head or deputy headteacher.
- Children who receive a warning or yellow card will miss 5 minutes of Friday Treat Time for every offence they commit. Children will be given the opportunity to redeem the time they have had taken away from them throughout the week.

#### **G) Uncompleted work**

- Children who do not complete classwork due to lack of effort will be kept in at lunchtime for a maximum period of 10 minutes in order to complete their work.

#### **H) Lunchtime sanctions**

- 1) Initial discussion and discovery of facts with those involved.
- 2) The pupil will be told that his/her behaviour is unsuitable and will be encouraged to modify that behaviour.
- 3) The child will be isolated from his/her peers and asked to sit on a designated seat for a period of 5 to 10 minutes, during which his/her behaviour will be discussed and he/she will be encouraged to modify that behaviour. The child's name and the offence they commit will be recorded in an incident book
- 4) The child will be issued with an orange card and will be sent to the headteacher or deputy headteacher. His/her behaviour will be discussed and he/she will be encouraged to modify that behaviour. He/she may be asked to write a letter of apology to the offended person if appropriate or repair or contribute towards the cost of any damage

he/she has caused. The following types of incidents should result in a child receiving an orange card automatically:

- Swearing at pupils or staff
  - Physical or emotional bullying
  - Physical violence aimed at another pupil or staff
  - Deliberate damage to the property of an individual or the school
  - Theft of personal or school property
  - Leaving the school site without permission.
  - Refusing to obey instructions given by members of staff
  - Incidents which are deemed racist
- 5) When appropriate parents will be informed of their child's inappropriate behaviour and they may be invited to meet with the headteacher in order to draw up an individual behaviour plan. This will be designed to support the child in correcting his/her behaviour (This will be written in consultation with the class teacher and school SENCo).
- 6) If the child's poor behaviour continues advice and assistance for the school and the pupil may be sought from other professionals e.g. Educational Welfare Officer, Educational Psychologist.
- 7) Extremely serious misconduct may result in fixed term or permanent exclusion (In line with guidelines from South Gloucestershire LEA).
- Children who have their names recorded in the incident book on more than three occasions during a half term period will be sent to the headteacher. All entries will be dated and initialled by the member of staff making the entry.
  - Staff may jump steps depending on the severity of the offence committed by the child. In the case of severe unacceptable behaviour: physical - deliberately harming people, theft or deliberate damage pupils will be given an immediate yellow or red card and sent to either the head or deputy headteacher.
  - Signed and dated incident forms will be kept by the leadership team for incidents which are deemed by them to be serious or where parents have been involved.

## **I) Conclusion**

Early and effective intervention has an important part to play in preventing poor behaviour. The success of our discipline policy depends on the consistent support of all staff, teaching and non teaching, and of parents/carers. By following this discipline policy we will nurture a greater sense of responsibility in pupils and greater commitment to the aims of the school.

