

Primary School Behaviour, Rewards and Sanctions Policy

A calm, orderly and caring environment is essential if pupils are to learn effectively. It is the responsibility of our school to provide this environment so that pupils and teachers can use time effectively. All staff encourage the highest standards and are very supportive in helping pupils achieve self-discipline.

Behaviour expectations are consistent throughout the School with teachers and teaching assistants expecting the same behaviour in the class room, in specialist lessons, whilst eating and during all play times. This consistent approach is achieved by all adults modelling polite, inclusive and positive behaviour towards pupils and other adults. All adults conduct themselves in a way that is appropriate and fitting to the ethos of the School. Behaviour and reward strategies are used as detailed below.

Early Years Foundation Stage

Positive Behaviour Strategies and rewards include:

- House Points.
- Behaviour board.
- Verbal and written praise.
- Stickers and Certificates (linked to Super Squad characters).
- Reporting to Parents and Head of School.

Key Stage One and Two

Positive Behaviour Strategies and rewards include:

- House Points.
- Verbal and written praise about good work or actions.
- Certificates (linked to Super Squad characters).
- Reporting to Parents and Head of School.
- Sending a pupil to the class teacher or Head of School for praise.
- Sharing of work or actions with class and/or class teacher.
- The use of stickers, personal house points or team house points to encourage good behaviour and a sense of responsibility.
- Positive behaviour is further enhanced by the active involvement of parents.

It is important that achievement and good behaviour are rewarded and that staff and pupils know and understand the agreed identification of what we consider to be unacceptable behaviour, including the use of inappropriate behaviour, in line with a firm and consistent approach across the School. The following sections detail the whole school approaches used to support behaviour, rewards and sanctions at The RGSGQ.

Behaviour and Manners

High levels of good behaviour, manners and dress are expected by pupils at RGSGQ. Teachers and Teaching Assistants ensure that;

- pupils raise their hands if they wish to speak or say 'excuse me' and wait to be spoken to;
- pupils walk calmly around the School. There is no running in school;
- shirts are tucked in and ties (Key Stage 2) are straight and are of appropriate length. A hat must be worn if a pupil wishes to play in the sun outside. If a pupil does not have a hat, then he/she must

play in the shaded areas only. Further details of acceptable items and dress code can be found in the uniform guide.

- During meal times pupils use quiet voices and do not speak while they have their mouths full. Pupils are encouraged to take their time while eating. When they have finished they should stay seated until the staff member on duty dismisses them.

Learning characteristics and the Super Squad (See appendix 1)

The RGS Learning Habits are promoted through the use of the whole school Super Squad initiative. Through PSHE lessons, reflections, assemblies and every day reinforcements, the pupils learn about the characteristics of effective learners and reflect on the ways in which they can adopt these characteristics into their own learning behaviours. Teachers promote these learning behaviours by;

- teaching about them in PSHE;
- displaying the Super Squad characters and habits (at an age appropriate level) in the classroom, referring to them and encouraging the pupils to reflect upon them regularly;
- linking Star of the Week certificate to the learning habits by recognising positive learning behaviours in the pupil selected.

Behaviour Board

- Whole Primary School system.
- Behaviour Board in each classroom (Gold, Green, Orange and Red) linked to behaviour and effort, not attainment.
- All students start on green at the beginning of each day.
- Students move their names up and down depending on behaviour and effort.
- If a student is on gold at the end of the day, he/she receives two house points and their name goes in a bag/box. At the end of the week two names are pulled out and those students receive an extra 10 house points. If the same child is pulled out twice then then he/she receives 20 house points.
- A warning results in a student moving to orange. Repeated poor behaviour and a student moves to red and receives timeout at break time, equivalent to the child's age in minutes. They should also see the Head of Phase.
- If a student remains on red due to continued poor behaviour they are sent to the Head of School, or if unavailable, the Deputy Head of School.
- Specialist staff have the same board but it is a standalone system per lesson and not carried over. If a child is on gold at the end of the lesson they receive two house points and their name should go into the class teachers bag/ box.
- Specialist staff have the same board, but it is a standalone system per lesson and not carried over. When pupils arrive their names should be placed on green (this could form part of the register or warn up activity). The teaching assistant or pupils should report back to the class teacher at the end of the lesson if a pupil is to receive one house point for moving to gold and have his/her name placed in the class bag/box.

Further Sanctions

If the behaviour continues and the behaviour board has been ineffective, the situation will be escalated. The Head of School will contact parents and further sanctions may be enforced. These include;

- Detention.
- Apologies.
- Meeting with Parents.
- Individual Behaviour Plan.
- Solitary learning and playtimes.
- Temporary exclusion.
- Permanent exclusion.

House Points

- 1 house point per time awarded – can include effort, attainment, progress, behaviour, manners, politeness, homework, spelling and mental maths.
 - 25 house points for superstar award.
 - 50 house points for Head of School award.
 - 50/30/10 house points for 1st, 2nd and 3rd in competitions. 2 house points for taking part.
 - 250/200/150/100/50/10 for large house events (e.g. Sports Day).
 - House points collected each half term by house captains.
 - Each member of staff to run one house competition during the year.
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- Superstar/Head's Award
 - Students nominated by class teacher each week linked to Learning Habits.
 - Teachers must keep track of who has received the award each week.
 - Specialist teachers can make suggestions to class teachers or award separately.

Class of the Week

Set of trophies for Early Years, Key Stage and Key Stage 2 (on time arrival and punctuality). Each class member of the winning house receives 2 house points.

Top Table

Teachers and TAs nominate pupils who have consistently eaten a healthy balanced lunch and shown excellent table manners and behaviour at meal times. 25 House points to the child selected.

Appendix 1 – Learning Habits

Learning with Others		
Teamwork	I am able to collaborate as part of a team with others	I am able to work in a team
Engagement	I am an active participant in learning, asking and answering questions and listening to others	I enjoy joining in
Imitation	I am good at noticing and able to learn from what others do well	I am able to learn from what others do well
Perspective	I am aware and take responsibility for my well-being and that of others	I know that it is important to take care of myself and others
Thinking		
Summarising	I am able to look back at what I have done, picking out key points, summarising, distilling and memorizing	I can look at my work and say what is important
Reasoning	I am able to adopt a rational approach and can draw conclusions from accepted truths or evidence	I make sensible choices
Linking	I am able to apply my skills and knowledge across subjects and in unfamiliar situations	I can use what I know
Criticality	I am willing and able to test claims of 'truth'	I test new ideas
Taking Responsibilities		
Reflection	I seek out feedback on my work and use it to evaluate and improve my learning	I ask others for help to improve my learning
Organising	I am able to manage my time and resources effectively	I use my time for learning
Independence	I am an active learner, able to take the initiative and plan my learning; I am self-motivated and take pride in, and responsibility for, my work	I am proud to do things for myself

Practice	I practise to improve my learning	I practice to help me learn
Engagement with Learning		
Love of Learning	I enjoy learning for its own sake	I love to learn
Tenacity	I am able to respond positively to challenges and persist when I have setbacks and disappointments	I always keep trying
Precision	I take care to understand tasks and complete them to a high standard	I take care in everything I do
Creativity	I am able to be imaginative, creative and/or original when I am learning	I am not afraid to try new ideas