



## Nicol Mere School

### Updated Behaviour and Reward Policy Autumn 2016

#### Dojo

**This policy reflects our school values.**

At Nicol Mere we believe that all children have a right to a safe, caring, well-ordered, positive environment that is conducive to learning. To this end, children must be encouraged to develop a strong sense of responsibility for their own behaviour and respect for themselves and others.

We believe that an effective behaviour and reward policy is one that promotes the cooperation of teachers, pupils and parents. Such a policy recognises that children are ultimately responsible for their own behaviour, have the ability to change their behaviour, and need to recognise and accept the fact that there are consequences for their actions.

Behaviour throughout the school is an integral part of SMSC within our school.

#### **Aims**

We aim to develop a learning environment which will:

- Reward and encourage positive behaviour
- Encourage children to develop respect for each other.
- Embrace a positive attitude to work and self discipline
- Inform all members of the school community of the behaviour expectations in the school.
- Encourage and develop a caring attitude and respect for others and their environment.
- Encourage honesty.

Here at Nicol Mere, our school values play an important role in developing our children to be good citizens now and in the future - supporting children in being responsible for their own behaviour.

**Our school values are; respect, consideration, honesty, determination, compassion, tolerance, empathy and cooperation.**

### **Golden Rules**

- Follow Instructions
- Be ready to learn and on task
- Keep safe and let others be safe
- Show Respect
- Let others learn and teachers teach

### **Ethos**

Nicol Mere School believes in promoting positive behaviour and runs a whole school rewards system (Class Dojo) which provides the children with a clear structure of rewards for good work and behaviour. Parents have access to their child's Dojo record online, through an App, and are immediately informed when their child receives or loses a Dojo. Parents are also informed of the reason.

Each week one child is selected from each class and is given a praise card to take home outlining their success in Friday's Celebration Assembly..

The school hopes in modelling back positive behaviour to the pupils each week it will demonstrate to others, pupils and parents, the expectations of our school.

### **Responsibility**

We endeavour to develop a shared responsibility for behaviour between the pupil's, parents and school.

### **Pupil responsibilities**

- To take responsibility for their own actions
- To follow the school Golden Rules and demonstrate the school values in everything they do.

### **Parent's responsibility**

- Parents have an important part to play in ensuring their child enjoys a successful and happy time at school this can be achieved by:
- Bringing and collecting their children on time.
- Supporting the school discipline policy and Home School agreement
- Taking an active interest in their child's achievements.
- Sharing concerns about their child's welfare, education and behaviour with the school.
- Signing up to Dojo to monitor their children's behaviour in school

### **School's responsibility**

- Be positive by praising and rewarding children for good behaviour and good work.
- To treat pupils fairly at all times.
- To listen to the children and support them in modifying their behaviour.
- Use sanctions in a fair and consistent way.
- Speak to parents about any ongoing concerns with behaviour

### **Sanctions**

This policy is rooted in the belief that all children should be made aware that unacceptable behaviour will bring consequences. It should be made clear to the children that if they chose unacceptable behaviour then they will have chosen to accept the sanction that goes with that behaviour. The behaviour policy and procedures work for the vast majority of pupils and behaviour in school is judged as outstanding by Ofsted. Occasionally the procedures are not as effective for a small number of pupils and we then put in place individual plans or procedures, in consultation with the class teacher, the Senco, parents and other outside agencies such as Behaviour Support as appropriate to the child, which are regularly reviewed for their effectiveness. All staff, who come into contact with the child, are informed of any such plan to ensure consistency of approach.

## **Whole School Consequences**

- This hierarchy of consequences is applicable in all situations at school.

## **Nicol Mere Consequences**

1. Verbal description of unacceptable behaviour. Positive reminder.
2. Verbal reminder of unacceptable behaviour with a warning of dojo removal. Positive reminder.
3. 5 mins miss play. Positive reminder.
4. 10 mins miss play. Positive reminder.
5. Sent to the HEADTEACHER or DEPUTY/ASSISTANT HEADTEACHER (if out of class) and once you have been sent to the Headteacher 3 times your parents will be informed and invited into school to meet with the teacher/Headteacher.
6. Continued behaviours etc will be recorded in yellow book.

You will not be sent to stand outside the classroom.

- The effectiveness of these measures will be monitored over an agreed period of time.

## **Exceptional Circumstances**

In exceptional circumstances it may be necessary to exclude a pupil from school either for a fixed period or permanently. There may be warnings given that this may happen or if the school deems it appropriate then an exclusion may be given without warning if the demeanour is serious enough. In extreme cases a pupil may be excluded permanently for a one off incident if it is deemed serious enough.

## **If the behaviour is persistent**

If incidents of unacceptable behaviour continue a log of incidents will be kept by the class teacher and may be monitored by the Headteacher and Deputy/Assistant Headteacher. Parents will be kept informed and a child may be placed on the school SEN register to address their behaviour needs. Support will be given and this will be monitored. If no further improvement is made outside agencies may become involved and further action may be taken.

Exclusion from school at lunchtime may occur when misbehaviour during this period of the day is persistent.

## Classroom behaviour

Each class will agree a Code of Conduct as to why they should receive class Dojo points and reasons for class Dojo's being removed. Children are expected to demonstrate school values at all times and follow the school's Golden Rules.

### Rewards

- Verbal and written acknowledgements.
- Praise in front of the group or whole class or school.
- Class Dojo points
- Mention to parents and Head / Deputy
- Privileges given

## Movement around the school

### Rules

- Always walk and be aware of others
- In the toilets be quick, clean and sensible.
- In the cloakroom be quick, quiet and tidy.

## Assembly

- Enter the hall quietly in single file.
- Sit quietly and wait for the assembly to start.
- Leave the hall quietly in single file.

## Lunchtime behaviour

At lunchtime all pupils should go outside at the beginning of the session unless supervised by a teacher.

### Dining hall rules

- Always walk
- Line up quietly when waiting for food
- Use a quiet voice
- Remember table manners

### Rewards

- Verbal praise
- Raffle tickets to sit on the top table
- Mention to the class teacher.

### Consequences

- Verbal warning
- Stand by the wall or walk around with lunchtime staff for 5 minutes.
- Eat alone in the dining hall
- Report to the class teacher
- Headteacher/ Deputy/Assistant Headteacher involved.

When on the playground at lunchtimes the playground rules will apply. Any inappropriate behaviour will be discussed with the class teacher.

## Playground behaviour

### Rules

- Stay within the playground boundaries
- Only enter the building with permission from an adult.
- Report any problems to the teacher on duty.
- STOP at the first whistle.  
WALK to line at the second whistle.
- Play safely with and share the playground equipment.

### Rewards

- Praise by the teacher on duty.
- Mention to the class teacher at the end of break

### Consequences

- Warning and an opportunity to change behaviour.
- Stand by the wall or with the teacher on duty for 5 minutes.
- Mention behaviour to the class teacher.
- Send to the Headteacher.

### Restraint Policy / Positive Handling

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a. committing any offence
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or

c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise'

Nicol Mere has a commitment to using positive behaviour management strategies. However on the rare occasions where physical intervention is necessary, the school has members of staff trained through the relevant programmes which model how to use physical intervention safely. Those children identified where physical restraint would potentially be necessary, will usually already have a behavioural management plan completed of which the SENCO will be aware. Where restraint has been used with a pupil the parent will be notified.

#### Reporting, Recording, Monitoring and Evaluating

When there is an occasion when physical intervention has been used it will always be recorded (and in any event within 24 hours of the incident) by the person(s). Parents will also be contacted after any such event.