



*At Romiley Primary School we believe that enjoying school is fundamental to our children achieving their full potential. It is essential that our school values of aspiration, inspiration, respect, resilience, friendship and community are promoted through all we do.*

## **REWARDS & SANCTIONS BEHAVIOUR POLICY**

### **Overview**

Excellent behaviour is central to all we do in our school. It is an essential pre-requisite for effective teaching and learning to take place. At Romiley Primary School we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff will set high standards and learners will be given clear guidance on what is expected of them. The school Rewards and Sanctions system will be used to underpin and reinforce excellent behaviour. We will work in partnership with parents to ensure that the school's values become central to the lives of learners.

### **Objectives**

We encourage excellent behaviour by ensuring;

- A positive and stimulating environment that enables children to fulfil their potential.
- Positive encouragement and praise for excellent behaviour.
- Approaches to behaviour are fair and consistent throughout the school.
- Every adult and child sees it as their responsibility to insist on excellent behaviour.
- Every individual in the school community feels valued and respected.
- A broad and balanced curriculum that is rich and varied in content.
- Lessons are challenging and inspiring.
- Regular communication with parents/carers.

### **Role of rewards in recognising and promoting excellent behaviour**

We believe that excellent behaviour is best promoted by rewarding, and drawing attention to, those pupils who display such qualities. Some examples of rewards include;

- Verbal praise.
- Visit to the Headteacher.
- House Points (tallied up across the school and read out at end of week assembly).
- Spotlight certificate.
- Reading assembly trophy.
- Writing assembly trophy.
- Stickers.
- Year 6 Prefect system.
- Termly 100% attendance certificates

All efforts are made to cater to the individual needs of pupils. Linked to our SEND policy, children with Individual Behaviour Plans (IBP's) may have personalised rewards and sanctions in place that are meaningful, realistic and achievable. This however will not mean that the needs of any one individual will necessarily outweigh the needs of the community we serve.

### **Code of conduct**

All classrooms display a list of School Expectations that makes clear the expected standards of behaviour. When any incidences of low-level behaviour occur, any that are not immediately rectified after being highlighted by the class teacher are dealt with in the following way;

#### **Nursery & Reception**

- 1) Verbal warning.
- 2) Yellow card.
- 3) Red card (Time out from activities and parents notified at pick up time)

#### **Key Stage 1**

- 1) Verbal warning.
- 2) Name on board.
- 3) Incremental loss of golden time.
- 4) If all golden time lost over the week – parents notified.

#### **Key Stage 2**

- 1) Verbal warning.
- 2) Name on board.
- 3) X on board.
- 4) XX on board.
- 5) Detention – parents notified.

Behaviour logs are kept electronically on our Child Protection Online Management System (CPOMS). This is reviewed half-termly by the Senior Leadership Team (SLT) to identify any patterns of behaviour.

#### **Exclusion**

Exclusion (temporary and permanent) is seen as a last resort. Procedures are followed in line with LA policy.

#### **Racist or Prejudiced behaviour**

We ensure a rapid response to any incidents of bullying, or behaviour that discriminates against: race, gender, sexual orientation, disability, special need, age or religious faith. In line with Local Authority (LA) policy, racist/homophobic incidents are reported to the Governors and LA. At all times close attention is given to ensure the victim feels safe and secure.

### **Role of SLT**

CPOMS and verbal feedback from staff will be closely monitored by the SLT, who will look for patterns of behaviour. We can identify those children who may require support and those whose behaviour may have suddenly changed. It is the responsibility of the SLT to be informed of any concerns and the Headteacher notified.

### **Role of the Special Needs Co-ordinator**

The SENCO will work alongside teachers and Learning Mentor to write and implement IBPs where necessary. The SENCo will monitor behaviour of children in and around school, and staff will use her/him for advice. The Learning Mentor and/or SENCo will also liaise with parents and outside agencies on issues arising from behaviour. An annual review will be held at the start of each year for all staff to reassess procedures across the school. Linked to our SEND and inclusion policies children with IBPs may have personalised rewards and sanctions in place that are meaningful, realistic and achievable.

### **Role of the Governors**

Governors will review the behaviour policy every three years and will liaise with the Headteacher and other members of the school staff.

**REVIEWED & RATIFIED BY THE GOVERNING BODY: Wednesday 27<sup>th</sup> June 2018**  
**Next Review: June 2021**