



POLICY ON BEHAVIOUR, REWARDS AND SANCTIONS

LAST REVIEWED: SEPTEMBER 2023

For the purposes of this Policy 'School' means Magic Tree Nursery, Belmont Grosvenor School, Before/After School care and BGS Holiday Club.

Please refer to the following BGS policies in conjunction with the Behaviour, Rewards and Sanctions policy:

- *Speaking and Listening*
- *Feedback policy*
- *Anti bullying Policy*
- *Discipline and Exclusion*
- *Equal opportunities*
- *Pastoral care*
- *Spiritual, moral, social and cultural*
- *Safeguarding Policy*
- *Transition Policy*
- *Key Person Policy*

Please also refer to:

- *Equality Act 2010 (Government equalities office)*
- *DfE advice Preventing and Tackling Bullying (July 2017))*
- *DfE advice Behaviour in Schools (2022)*
- *KCSIE DfE September 2023*
- *Use of reasonable force DfE July 2013*
- *Mental Health and Behaviour in Schools March 2018*
- *Statutory Framework for the Early Years Sept 2021*

The policy sets out how the school promotes good behaviour amongst pupils and the sanctions adopted in the event of pupil misbehaviour.

HOW THE SCHOOL AIMS TO PROMOTE GOOD BEHAVIOUR AMONGST PUPILS

- We encourage pupils to adopt the highest standards of behaviour, principles and moral standards
- We aim to recognise and reward our children in a number of ways.
- We focus on the positive behaviours demonstrated by the children.
- Within the EYFS practitioners "Key Persons" can discuss behavioural issues at any point with the Manager and Deputy Manager of the setting.
- We aim to ensure that the children's emotional well-being is high and track this using the "Leuven scale" for early years and Pass assessments in school.
- Parent partnership is of paramount importance and all behavioural issues are discussed with parents. Leaflets on issues such as Biting and Positive Behaviour management Strategies are available for parents within the EYFS.
- We aim to create the conditions for an orderly community in which learning can take place unhindered, relationships can flourish and pupils can develop a sense of responsibility for their own actions, deal effectively with difficult times and achieve positive outcomes.
- We aim to work towards a situation in which children can develop self- esteem and self- discipline in an atmosphere of mutual respect and encouragement leading to high standards of behaviour and consideration for others

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BGS community of Governors and staff is aware of, and adheres to, duties under the:

1. Equality Act 2010 (including race, gender, Special Educational Needs and disability)
2. The school standards and framework act 1998 banning corporal punishment

In the EYFS children are encouraged to:

- Be polite
- To share resources
- Be kind to each other
- Learn that their behaviour can impact on others
- To respect each other
- To listen when someone else is talking
- To take turns

In class pupils are expected to:

- Be punctual.
- Enter classrooms sensibly and quietly.
- Be ready to start work quickly.
- Listen and concentrate.
- Be polite at all times.
- Conform to the school rules ready, respectful, safe.
- Be aware of BGS expectations and reputation when outside school.

Above all pupils are expected to respect their learning environment and never disrupt the work of the teacher or the class.

Around the school pupils are expected to:

- Walk and not run within the building
- Be mindful of others.
- Respect the school environment.
- Be polite.
- Respect their own property and the property of others.
- Greet their parents/carers in a respectful and courteous way at the end of the school day.

At all times pupils are expected to:

- Conform to the school's dress code.
- Avoid behaviour which could lead to others feeling threatened or bullied.
- Represent the school in a positive way.

We are aiming to nurture our children to be:

- Happy, kind, considerate, empathetic and respectful.
- To be aware of the world around them.

Our experience shows that the ethos of and respect for the school is enhanced by the 'Pupil Voice' and by encouraging constructive suggestions from them. To this end a vibrant and influential Student council meets on a regular basis to represent the pupils and promote their ideas and opinions.

At Belmont Grosvenor we have procedures and arrangements in place which help to support the above ideals and encourage children to raise their own personal standards and achievements and aspire to be happy and successful citizens of the 21st Century through:

Early Years: All practitioners at all times ensure that they are providing positive role models: taking time to both talk and listen, use good manners with other staff and children, and use positive speech and body language. Practitioners must never raise their voices in anger.

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Positive Behaviour Management is age appropriate which includes the following strategies:

Early Years

- A smile/thumbs up
- Verbally – individually or in a group situation
- Wow moments
- Smiley face charts
- Stickers
- Friendship Tree

Across the School:

- Positive and supportive comments and verbal praise.
- Positive feedback policy.
- Rainbow table for Pre - Prep
- Friendship Tree for Pre Prep
- Golden Table for Prep
- Weekly celebration of achievement assemblies for Pre Prep and Prep
- Class sharing of individual achievements.
- Seeking the views of the pupils through questionnaires including PASS
- Listening to the pupil voice through student council and leadership team
- Pupil lunches with Headmaster.

Underpinning the expectations written above, and supporting the personal development of the pupils, we have developed an extensive programme which embeds the following ethos and values:

- Learning habits
- Growth Mindset
- Appreciating the gifts and talents of all our pupils
- Raising self -esteem (SMSC)
- Promoting emotional resilience
- Advocating social responsibility

The Curriculum

Through the above mentioned ethos and values BGS aims to raise the aspirations of all its pupils and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom.

The staff within the EYFS promote the learning and development of all children in their care. The EYFS learning requirements comprises of seven areas of learning. They are all of equal importance and inter-connected. Educational programmes involve activities and experiences across the seven areas of learning with a particular focus on the prime areas of: communication and language, physical development, personal & social development which are strengthened and applied through delivery of the specific areas of; literacy, maths, understanding of the world and expressive arts and design. Children's individual needs are considered in order to plan a challenging and enjoyable learning experience for each child. It is through this that we actively promote positive behaviour and respect for each other. All behavioural issues are discussed with parents through the key person system and Individual Behaviour Plans, if appropriate, are written and reviewed in partnership with the SENCo and with parents.

Within school pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate

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and to work hard. An effective, well planned, appropriately differentiated and assessed curriculum, stimulates, engages and motivates pupils including challenge corners and enable tables in the classroom meant to excite curiosity and independent thinking for all levels of ability.

The development of respect for others is promoted within the moral, spiritual and cultural context of the curriculum. The school's act of worship and assemblies provide opportunities for the discussion of the religious aspects of moral codes of conduct and for the public sharing of successes and good behaviour.

The school promotes a positive attitude to play, team games and sporting activities that foster cooperation and team building among the children and endeavours to help pupils deal with disappointment as well as triumph in a balanced way.

Despite all of the above from time to time children misbehave. Pupils have to know that good behaviour brings desirable consequences and unacceptable behaviour brings appropriate consequences. We are actively encouraging restorative practice (which incorporates strategies that teachers and pupils can use in conflict resolution) and the following questions as a restorative response to harm or conflict:

Those affected are invited to share:

1. What has happened?
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected.
3. What needs to happen to put things right or to make things better in the future

Pass assessments are undertaken at the start of the academic year and children monitored throughout.

EARLY YEARS

Staff should:

- Use distraction techniques
- Intervene
- Show a disapproving look
- Talk to the child
- Suggest a moment of quiet reflection in a safe place
- Use resources to enable children to understand their feelings: empathy dolls, stories, feeling stones, pictures and mirrors.
- Speak to parents if necessary e.g. in the incidents of biting.

The legal requirement outlined in the EYFS

States" that providers must not give corporal punishment to a child for whom they provide early years provision and, so far as it is reasonably practicable, shall ensure that corporal punishment is not given to any such child by:

- (a) any person who cares for, or who is in regular contact with, children;*
- (b) any person living or working on the premises where care is provided*

An early year's provider, who, without reasonable excuse, fails to comply with this requirement, commits an offence.

*A person will not be taken to have given corporal punishment (and therefore will not have committed an offence), where physical intervention was taken for the purposes of averting immediate danger or personal injury to any person (including the child) or to manage a child's behaviour if absolutely necessary (**refer to Safeguarding Booklet**).*

Providers must not threaten corporal punishment, nor use or threaten any form of punishment which could have Sn adverse impact on the child's well-being."

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SANCTIONS TO BE ADOPTED

Restorative
approach behaviour
policy

Simple school rules

**Ready
Respectful
Safe**

Adults in school will always

**Smile
Be calm and consistent
Be caring and
supportive**

Over and above.

**Effort
Resilience
Initiative**

Relentless Routines

Stop-clap or sing - Smart walking - Legendary lines - Eyes on teachers - Tidy learning spaces - Dress for success.

Stepped Process

Step 1

3 rules privately whenever possible.

Step 2 Private chat

See micro script.

Step 3, 5 minutes thinking time *

Pre prep

Step 4 Restorative chat

See questions

Step 5

SMT support for unsafe behaviour.

Step 6 Parents involved

Where escalating behaviour is observed.
Involve parents to ensure a united front
and duplication of message.

*There may occasion were a five minute
reflection time may be used to
deescalate a situation. In this situation
please use a bench at break for the
children to have some reflection time.
This should always be followed by a
restorative chat.

Micro Script for step 2

Non-verbal were possible.

Pointed stare

5 fingers = 5 minutes consequence at
break

“I notice you are still not” – (state
expected behaviour)

Remember our school rules (RRS)

“Remember when you” – (state
something the child did that was over
and above)

If no improvement in behaviour 2
minute reflection time at break.

Every wrong choice will be given a
consequence. A consequence is for you
to think/reflect about making the right
choices

Restorative Chat – choose five

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected by this
behaviour?

What should we do to put things
right?

How can we do things differently in
the future?

Close the loop

Perpetrator to apologise to victim.

What are they sorry for?

Explain to the victim what has been
done to make thing right.

Check the victim is okay

Is there anything else that needs to
be done?

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School Rules

Ready, Respectful, Safe

The school's Rules and Regulations are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. Parents, staff and guardians undertake to support the authority of the Headmaster in enforcing them in a fair manner that is designed to safeguard the welfare of the community as a whole.

Pupil voice was used as the mechanism to draw up the school rules and they have been adopted by all members of our school community. Staff, pupils and parents were encouraged to sign up to our school rules in support of the initiative and to promote a happy school for everyone.

BGS School rules align with the *Five Fundamental British Values*:

1. Democracy
2. Tolerance
3. Rule of Law
4. Respect
5. Individual Liberty

They include what will *not* be tolerated at the school:

- Bullying – the exercise of power or dominance of one over another, being premeditated and forming a pattern of behaviour rather than an isolated incident.
- Cyber-bullying
- Verbal or physical aggression.
- Swearing.
- Theft or vandalism.
- Prejudicial behaviour and Racism

The Headmaster for his part undertakes to apply any sanctions fairly, and, where appropriate, after due investigative action has taken place. The sanction will be appropriate for the age of the child and will take into consideration and make any reasonable adjustments for children with special educational needs or disabilities.

All sanctions will be proportionate to the offence. Sanctions may undergo reasonable change from time to time; but will not involve any form of unlawful or degrading activity. Examples of sanctions include: two minutes reflection time at break, assistance with domestic tasks, such as collecting litter, suspension for a specified period, removal or expulsion. The school's policy on Discipline and Exclusion is available on the school website.

Managing Pupils' Transition

The school transition policy ensures that necessary information is communicated and behaviour is not affected by a new environment or routines when moving from one stage to the next. When moving to another school, BGS sends appropriate records and school reports. In accepting a child into BGS we make a reference request to their previous school and ask for appropriate records and files to be submitted to us. This helps with a smooth transition and provision to be put in place accordingly.

The Role of the Child Welfare Lead and SMT

The Child Welfare Lead and SMT take behaviour seriously. The team meets each week to look at discipline and behaviour throughout school on an individual, class, year group, key stage or whole school level. The Cause for Concern, e safety record of concern are scrutinised at this meeting and systems of support are put in place and shared with staff at the weekly staff briefing. These include nurture time in KS1 with a TA, ELSA or drawing and talking sessions with a qualified practitioner or use of restorative practice and time to reflect.

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The Role of the Key Person

The Key Person meets the needs of each child in their care and responds sensitively to their feelings, ideas and behaviour. The Key Person will offer security, reassurance and continuity, and they will be supported by the key team. The Key person and the key team within the child's learning environment are in the best position to understand your child's individual needs and to share information about your child's experiences within nursery (**refer to Key Person Policy**).

The Role of the Teacher

As in so many aspects of school life, the role of the teacher in setting high standards of behaviour and care is crucial. Teachers need to demonstrate high expectations of behaviour and achievement and to be positive in their responses to such achievements. High standards of behaviour will occur where teachers:

- Are positive, constructive and specific about what is expected.
- Plan, differentiate and assess work consistently for all pupils.
- Engage pupils fully in their learning
- Celebrate the work of pupils in a variety of ways including display.
- Are in classrooms on time and ready to greet children and commence lessons.
- Supervise the movement of all pupils around the building at key times such as break times, leaving after the school day, etc.
- Speak and listen to children with respect and deal with unwanted behaviour calmly and quickly – giving rewards and sanctions consistently and fairly.
- Have classroom management systems which expect children to take care and responsibility for equipment and belongings.
- Through the school transition policy ensure that necessary information is communicated and behaviour is not affected by a new environment.
- Use PSHE and SMSC where appropriate, to raise self – esteem and reinforce rules.
- Promote a positive Growth Mindset

The Role of Parents

Parents and Guardians who accept a place for their child at BGS undertake to uphold the school's policies and regulations, including this policy. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework and remain aware of the good reputation of BGS when outside the school premises. Form Teachers, in the first instance, will liaise with Parents if concerns are raised about a pupil. Further communication/meetings will follow if deemed necessary.

Outside agencies

If through the systems and procedures in place and the monitoring and tracking of behaviour in school suggest that outside agency input may be required then this is accessed. This could be related to whole school requirements, class or individual needs.

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REWARDS:

Our system of rewards recognises the effort, perseverance and resilience of the pupils and is not just for the end goal or outcome. We share in the pleasure our pupils receive during our celebration of achievement assemblies. We endeavour at all times to be fair and consistent in our distribution of awards by establishing clear criteria for each area.

- A smile/thumbs up
- Verbally – individually or in a group situation
- Wow moments displayed
- Certificates
- Smiley face
- Stickers
- Smile and immediate verbal approval.
- Positive Feedback
- House Points
- Use of inspirational stickers for good work, lining up, focus, changing sensibly etc.
- Friendship Leaves for Acts of Kindness.
- Extra time on favourite activities and classroom treats as appropriate.
- Smile and immediate verbal approval
- Positive Feedback
- House Points
- Golden Table
- Sharing good work and praiseworthy efforts in class and in weekly celebration assembly.
- School Values awards
- Extra time on favourite activities and classroom treats as appropriate

House Points

All children and teachers are placed in a House from pre reception age. A ceremony takes place in assembly and children are presented with a House badge. Throughout the year there are occasions where House affiliation is celebrated and positive 'competition' takes place. House events are inclusive and all pupils are encouraged to get involved. The focus of House membership is 'team' and all credit is collegiate.

Pupil voice and community voice was the mechanism used to choose the House names of Swarcliffe, Bronte and Greenwood – names with significance to our school. There was opportunity for all to nominate, Year 6 pupils shortlisted with the assistance of the Headmaster and the school community was encouraged to vote when at the final stage.

An essential part of the behaviour system is the relentless highlighting of positive behaviour in the classroom and around school. Children start every lesson on a Bronze medal displayed in every classroom adopting the ready, respectful, safe routine.

If children display behaviours and effort that align with the schools values of down to earth/ friendliness, ambitious, nurturing, resilience, inclusivity and a joyful - love of learning then 1 house token is awarded and they move up to silver. The teacher or child can move their name to the Silver medal.

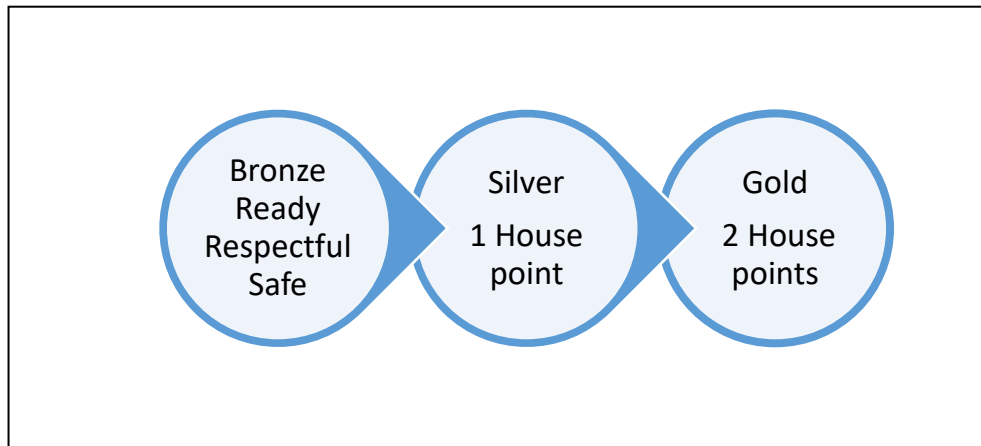
If children go above and beyond with their efforts and initiative they are awarded 2 house points and can place their name on the gold medal displayed in all classrooms.

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For specialist teaching areas such as the gym, swimming pool or music room where all year groups are taught it is acceptable to write the children's initials on the silver and gold medals.

House Points are awarded for children going above and beyond expectations in any aspect of school life. Tokens are handed to children who in turn place them in the House point collection system outside the school office or in Nidd block. This is highly visible to children, staff and visitors. House points are not awarded for expected behaviour of BGS pupils.

House points are collated and counted and announced in the weekly celebration of achievement assembly by the House Captains. The House points Cup is awarded at Speech Day to the House achieving the most points during the year.



Silver
Upholding the
school values
1 House point

Gold
Effort
Initiative
2 House points

Communication

There is a weekly meeting Pastoral care meeting with the Child Welfare Lead, Headmaster and SENCO to discuss any issues relating to Rewards and Sanctions. These are then passed on at the Staff briefing. This ensures that a holistic approach by staff is used in the development of each child.

Speech Day is the highlight of the School academic year and showcases and highlights the achievements and success of BGS. Children are awarded with prizes for both personal growth and development; acts of kindness and contribution to school life as well as to academic/sporting/creative achievement and progress. Please refer to appendix A

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Appendix A

Speech Day Award Criteria

Achievement

- across all subjects
- based on end of year exam results totalled together
- reflection on any other tests e.g. rising stars, spelling etc.
- teacher formative assessment
- reports data

Progress

- based on the end of year GL reports
- across all subjects
- teacher assessment
- data based on other tests e.g. rising stars, SP Maths etc.
- reports data

All round commitment and enthusiasm

- attendance at clubs and activities e.g. music lessons, extra drama etc.
- representative activities e.g. student council, school quiz etc.
- positions of responsibility
- kindness & enthusiasm
- showing the learning habit skills consistently (growth mindset)
- consistent approach in terms of attitude, pride in their work, organisational skills etc.
- a person who is constantly noticing things and taking the initiative

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