



# **RYECROFT C. E. MIDDLE SCHOOL**

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## **POLICY STATEMENT**

# **Behaviour**

## **‘Rewards and Sanctions’**

*Part of the Uttoxeter Learning Trust*

# ***The Vision of the Staff, Pupils and Governors of Ryecroft C.E. Middle School***

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*Ryecroft CE Middle School aims to enable every pupil to achieve their God-given academic and personal potential, so they can make a positive impact in the world. We seek to be a community built on knowing God's love. Our values underpin all we do; we welcome all into our loving, happy and safe school.*

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***We listen to each other, respect one another and show kindness to all.***

*Matthew 5:42 – "Give to those who ask, and don't refuse those who wish to borrow from you."*

<b>Version control</b>			
<b>Version Number</b>	<b>Date issued</b>	<b>Author</b>	<b>Update information</b>
V1.0	28.06.2022	A Grattage	First published version
V1.1	25.08.2022	A Grattage	Updated

## **Introduction**

At Ryecroft CE Middle School, we recognise that it is the responsibility of all members of the school community including staff, children, parents, governors (LGB) and volunteers to ensure that we collectively establish a caring community with shared values. We are very proud of the high standards of behaviour achieved by our pupils. We recognise the privileged position that we hold as leaders and teachers and recognise that together we can and do make a difference. This policy outlines the ways in which we collectively contribute towards implementing positive behaviour management systems which promote and encourage good behaviour. The school rewards positive behaviour, as we believe that this will develop the correct ethos.

This policy is designed to promote positive behaviour, rather than merely deter anti-social behaviour. Our policy acknowledges our legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs.

## **Aims**

- To ensure that every member of the school community feels valued and respected and that each person is treated fairly and sensitively. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of staff can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.
- To ensure that all members of our school demonstrate our values of Care and Community, Inspiration, Perseverance, Trust and Humility.
- To promote good relationships, so that everyone can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- To provide a consistent approach to behaviour management.
- To enable children to become positive, responsible and independent members of Ryecroft CE Middle School and the wider community.
- To develop pupil's ability to independently use strategies to manage and take responsibility for their own behaviour.
- To work in partnership with parents and carers in order to promote good behaviour.
- To promote high standards of acceptable behaviour based upon the principles of respect, consideration and responsibility.

## **ROLES AND RESPONSIBILITIES**

### **Specific Roles and Responsibilities – A Collective Responsibility**

At Ryecroft CE Middle School, we believe that by working together towards a common aim, we all achieve more.

## **All Staff**

All staff must consistently reinforce the school's expectations and act as role models to pupils, demonstrating the behaviours we expect to see.

All staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility with the support of the school leadership team, for implementing the agreed policy and procedures consistently. Staff have a responsibility to investigate behaviour complaints and issues and then take appropriate action in line with the Behaviour Policy.

The Headteacher and all staff will undertake appropriate and consistent monitoring and recording of behaviour issues. This is undertaken as a responsibility of all staff, who ensure appropriate recording and tracking of behaviour that may subsequently be used as an evidence base with outside support agencies. All staff, but particularly teachers, the senior team and the Headteacher will liaise with parents regarding any matter of concern regarding behaviour.

## **Pupils**

Pupils have a right to enjoy their education and a responsibility to demonstrate care and consideration for others. Pupils will be expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school's expectations. All pupils are given a behaviour agreement on entry to our school which they are expected to sign and adhere to.

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.'

## **Parents and Carers**

Parents and carers will be expected to take responsibility for the behaviour of their child both inside and outside the school. They will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. We expect parents and carers to:

- Respect and demonstrate the school's values
- Work in partnership with the school to promote positive behaviours in their child
- Encourage their child to take responsibility for their own behaviours
- Share any concerns that they may have with the school directly to staff in a timely manner.

All parents are issued with a home-school agreement on their child's entry into our school, which they are expected to sign and adhere to.

## **Local Governing Board (LGB)**

Governors will support the school in maintaining high standards of behaviour. The LGB will ensure appropriate panels are able to be called in the event of requiring an exclusion panel or other such committee (Exclusion Committee and Exclusion Appeal Committee). The Headteacher will comply with decisions made by the Exclusion/Exclusion Appeal Committees.

### **1. Background information**

Ryecroft CE Middle School will promote positive behaviour through:

#### **A consistent approach to behaviour management**

**Strong school leadership**

**Excellent classroom management**

**The use of appropriate rewards and sanctions**

**Staff development and support**

**Liaison with parents and other agencies**

**Effective management of pupil transition**

**The provision of good facilities and strong organisation**

**The use of excellent curriculum and learning materials.**

Positive behaviour by pupils will be recognised appropriately. The standard of behaviour expected of all pupils is included in the school's home-school agreement which parents must sign following their child's admission to the school.

### **2. Rewards**

Ryecroft CE Middle School rewards pupils in many ways and actively celebrates achievements. It would be impossible to list all of the strategies used due to their extensive nature but they include:

- Half-termly awards of Platinum, Gold, Silver and Bronze certificates for effort. Presented in assemblies and data posted home to parents and distributed to form tutors.
- Positive phone calls home
- Individual subject certificates
- Presentation assemblies and evenings
- Public recognition of achievements through our social media platforms and website
- Praise letters or postcards to parents
- Positive feedback on written work
- Celebration assembly each Friday

#### **Achievement Points**

Achievement points can be awarded by any member of school staff for a range of positive contributions including (not an exhaustive list): excellent effort, positive work ethic, good verbal

contributions, positive contribution to school life, displaying the school values, outstanding work, and exemplary attitude. Points will be recorded on SIMS and shared with parents and carers via School Gateway.

Achievement points are collated each term, giving pupils opportunities to be rewarded with achievement certificates, breakfast/afternoon tea with the Headteacher, a House led reward voted for by pupils.

### **3. Sanctions**

Sanctions are also necessary in order for pupils to learn that there are consequences for any inappropriate actions.

To work opposite the positive points for appropriate behaviour, the school operates a behaviour point system for inappropriate behaviour inside and outside of lesson. All pupils have their points total cleared at the start of a new term to allow them a fresh start. Points are recorded onto SIMS and shared with parents and carers via School Gateway.

Behaviour points may be given for: continued low level disruption, incorrect uniform/PE kit/equipment, not completing homework, non-compliance with the mobile phone policy, persistent disruptive behaviour, abusive behaviour, removal from lesson.

Teachers have a specific legal power to impose detention outside school hours. Teachers can also confiscate pupils' property. Sanctions can be applied by all paid staff with responsibility for pupils but more serious sanctions such as isolation, exclusion etc. can only be issued by senior leaders.

These include:

- Referral to Form tutors/Phase Leaders
- Verbal reminder about school expectations
- Detentions (both during and after the school day between 8:30am and 5:30pm). Please note that parental consent is not required by law. With lunchtime detentions, staff should allow students reasonable time to eat, drink and use the toilet.
- Parental contact
- Isolation in school
- Temporary exclusions (only to be actioned by the Headteacher or Deputy Headteacher). This could be applied due to school rules being broken such as inappropriate uniform and appearance, verbal abuse or causing damage to the school environment. Furthermore aggressive behaviour towards other students would normally result in this sanction.
- Permanent exclusions (only to be actioned by the Headteacher or Deputy Headteacher). This is a last resort but could be applied in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Offences that could result in permanent exclusion include:

- a) Serious actual or threatened violence against another student/staff member
- b) Sexual abuse or assault
- c) Bringing an illegal drug onto the school site
- d) Carrying an offensive weapon

These will simply not be tolerated at Ryecroft CE Middle School.

The decision to impose a sanction must be made on the college premises or while the pupil is in the charge of a member of staff and it must not breach other legislation (for example in respect of disability, special educational needs, race and other equalities or human rights). It must be reasonable in all circumstances.

The final decision regarding an exclusion will rest with the Headteacher who will use all the evidence to inform the outcome. A decision to exclude will not be taken lightly and the balance of probabilities must be clear and obvious in terms of the offence being carried out wilfully and deliberately.

Detentions outside of school hours should not be issued where it is known that doing so may compromise a child's safety. Moreover pupils with known caring responsibilities should only be issued with such a detention if doing so would not impinge on these responsibilities. It is the policy of the school to inform the parent well in advance of the detention so that arrangements can be made for the child to be able to return home safely. However, in some circumstances notice is not required and the parent will be expected to make suitable arrangements for their child to be collected.

#### **4. The Power to Discipline beyond the School Gates**

Ryecroft CE Middle School takes seriously any negative behaviour which takes place beyond the school gates and pupils understand that they may be subject to sanctions where necessary and where lawful. This is particularly true where the behaviour:

- a) Results in offsite bullying
- b) Results in repercussions for the orderly running of the school
- c) Poses a threat to another student or member of the public
- d) Adversely affects the reputation of the School
- e) Occurs when the student is taking part in any school-organised or MAT - related activity
- f) Occurs when the pupil is travelling to or from school
- g) Occurs when the pupil is wearing their school uniform
- h) Is in some other way identifiable as a pupil at a school within the MAT.

In all of these circumstances the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour co-ordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police will always be informed.

## **5 Power to Screen, Search and Confiscate**

The DfE has published 'Screening, Searching and Confiscation' guidance (2018) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods.

In a rapidly changing environment, it is not possible to have an exhaustive list of banned items but we will communicate regularly with parents on this issue. However, we can be clear that alcohol, drugs, cigarettes/vaping or e-cigarettes, inappropriate images, stolen items, fireworks, knives and other offensive weapons\* are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent. School staff can seize any prohibited item found as a result of a search. We can also seize any item, we consider harmful or detrimental to school discipline.

The member of staff may confiscate, retain or dispose of the pupil's property as a punishment and the staff member is protected from liability for damage or loss of any confiscated items.

\* An 'Offensive Weapon' is defined as "any article made or adapted for use to causing injury to a person, or intended by the person having it with him for such use". (S1 Prevention of Crime Act 1953).

## **6. Continuous Poor Behaviour**

Ryecroft staff will consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case staff will follow the school safeguarding policy.

The school will also consider whether continuous disruptive behaviour might be the result of unmet educational or other needs.

Students who exhibit continuous poor behaviour will be supported through a variety of mechanisms such as:

- \*Pastoral Support Plan
- \*One to one support
- \*Counselling
- \*Referral to support workers such as the EWO, School Nurse etc.
- \*Early Help Assessment
- \*Personalised curriculum plans
- \*Any other suitable intervention

## **7. Pastoral Care for Ryecroft Staff**

The school will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Headteacher will take advice from the guidance on "Dealing with Allegations of Abuse against Teachers and Other Staff" document when setting



out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

## **8. Implementation of this policy**

### **Supporting and Promoting Good Behaviour**

Where a pupil fails to behave in accordance with our expectations, the class teacher would initially discuss inappropriate behaviour directly with the pupil, reinforcing our expectations and stating clearly the good behaviour which we expect to see. The class teacher should then inform the Form tutor.

Where the class teacher and form tutor fails to see an improvement in behaviour, the Phase Leader will support staff and once again reiterate the school's shared expectations and standards of behaviour we expect. At this point, parents may be informed and invited to meet with staff in order to ensure that we work in partnership to support pupils.

Where a pupil continues to misbehave, they will then be referred to the Deputy Headteacher. Parents will be contacted and the school will seek to work in partnership with parents and carers to address and improve behaviour. Finally, pupils will be referred to the Headteacher.

## **9. Promoting British Values**

At Ryecroft CE Middle School we regularly promote and reinforce Fundamental British Values. These include:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance of those with different Faiths and Beliefs

At Ryecroft, we actively challenge pupil's staff or parents expressing opinions contrary to these fundamental British Values, including "extremist" views. In accordance with the DFE 'The Prevent Duty' (July, 2015) all staff have received PREVENT training to identify early signs of radicalisation. Staff are also aware that any extreme behaviour, language or incidents related to radicalisation will be reported to the PREVENT team and investigated. All staff have due regard to the need to prevent people from being drawn into terrorism.

## **10. Pupils with Emotional and Behavioural Difficulties**

We recognise our legal duty under the Equality Act 2010 to prevent a child with identified needs from being disadvantaged. Consequently, our approach to challenging behaviours may be differentiated to meet the needs of a pupil.

A Shared Approach – Working with Multi Agencies for the benefit of the child. At Ryecroft we pride ourselves for the ways in which we work positively and in partnership with external agencies. We seek appropriate support to ensure that the needs of all pupils are met.

External Agencies may include: Access to Learning Team, Education Welfare Officers, Education Psychology, School Nurse, Health Visitors, CAHMS, Social Care, Integrated Family Support Workers, Police Community Support Officers and other agencies where appropriate.

### **11. Supporting pupil's with additional needs**

We recognise that all children are individuals and that some pupils have particular needs and require support to manage their own behaviour. At Ryecroft, every member of staff is committed to ensuring that pupils are supported in order to modify inappropriate behaviour. We believe that we can and do make a difference.

We provide support for pupils with challenging behaviour through:

- SENDCO and Pastoral Team support
- Individual behaviour management targets
- Adult support via learning support staff
- Individual Education Programmes
- Personalisation

Teachers will also be required to amend planning in order to meet individual pupil needs.

### **12. Disability and Equality**

The Governing Board, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed. School monitors both rewards and sanctions in order to ensure equality and meet school's statutory duties in respect of SEN, disability, race relations and gender equality.

### **13. Transition**

Our Expectations are consistent across our school, this enables children to make a smooth transition into new year groups, from our feeder First Schools and onto High School. In addition, information which may support new teachers in supporting a child to meet our expectations is shared. This ensures that successful strategies and approaches continue to enable children to demonstrate positive behaviours.

### **14. Monitor and review**

The Headteacher, in consultation with staff, will undertake systematic monitoring and conduct regular reviews of the Positive Behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headteacher will keep the Local Governing Board informed. The Local Governing Board will annually review this policy and associated procedures to ensure its continuing appropriateness and effectiveness.

## **Appendix 1**

This policy is based on advice from the Department for Education (DfE), including most recent updates on:

- Behaviour and discipline in schools, 2013
- Searching, screening and confiscation at school, 2018
- The Equality Act 2010
- Use of reasonable force in schools, 2013
- Supporting pupils with medical conditions at school, 2014
- The Prevent Duty, 2015
- 'Screening, Searching and Confiscation' guidance (2018) It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

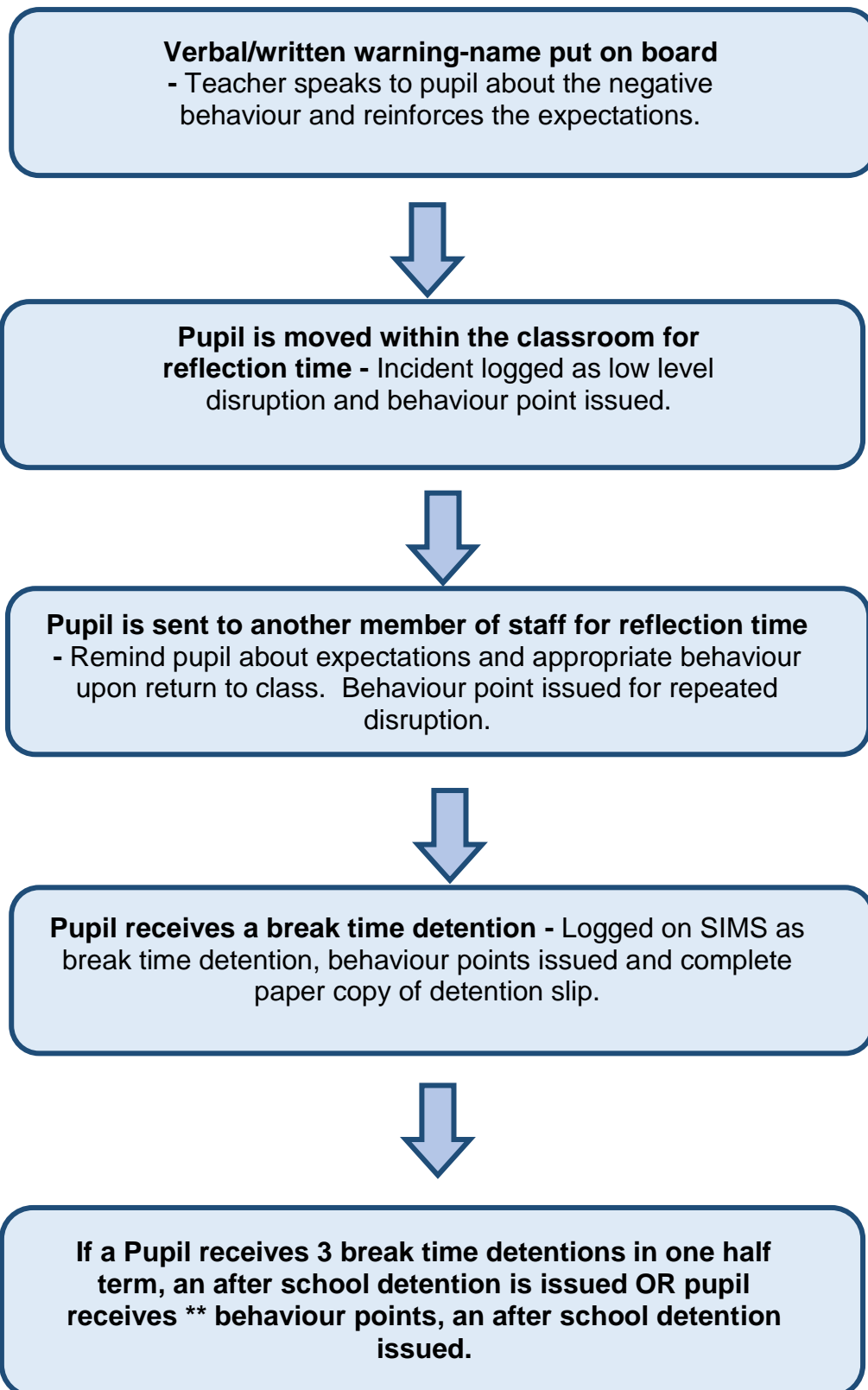
## **Appendix 2 – Achievement points**

Any member of school staff can award achievement points. Points must be recorded **on the day** they are issued so that parents are informed and achievements can be celebrated. An example list is given below. This list is not exhaustive.

<b>Activity</b>	<b>Suggested achievement points rewarded</b>
Excellent effort	2
Outstanding work	2
Good verbal contribution	1
Positive work ethic	1
Exemplary attitude	2
Excellent effort with homework	2
No behaviour points in half term	5
Contribution to school life (e.g. sports team, reading ambassador, school council)	10
Displaying school values	10
Representing their House in a positive way	5

- At the end of each term, achievement points will be totalled and pupils will receive either a bronze, silver or gold award certificate presented in a celebration assembly.
- The top 5% of gold certificate award winners will be invited to breakfast or afternoon tea with the Headteacher. Pupils with no (or less than \*\*) behaviour points will be awarded with a House led reward, e.g. movie afternoon. All pupils will have opportunity to work towards an end of year reward.
- Good communication between staff is expected in order to maintain good levels of behaviour. Phase leaders will monitor achievement point totals weekly, ensuring a timely responses are made so that behaviour can be celebrated and shared.

**Appendix 3 - Behaviour for learning protocols within lesson.**



**\*\* A member of senior staff will be 'on call' for any incidents which require additional support. Refusal by a pupil to follow an instruction issued by any member of staff will result in an after school detention.**

- Staff are expected to record behaviour points issued on the **day of the incident** so that parents can be informed.
- Detention slips **must** be put in the box in the designated detention room **on the day of the incident**.
- **The office and Phase Leaders will monitor break time detentions and behaviour points, and ensure after school detentions are issued.**
- **Any member of school staff may deem it necessary to issue an after school detention if they regard the behaviour as serious enough.**
- Staff are expected to follow the chart consistently and **explain** the next steps clearly to the pupil, whilst reminding them (and the class) of the behaviour expectations within the lesson.
- Good communication between staff is expected in order to maintain good levels of behaviour. Form tutors should be informed about detentions issued or any patterns of repeated behaviour from individuals. Phase leaders will monitor this weekly, ensuring a timely response is made so that behaviour can be regulated and improved.
- Form tutors will be the first point of contact for any parent wishing to express a concern or need to contact the school. Form tutors will seek to resolve the concern, recording communications with parents or carers on SIMS. If they are unable to, or there are repeat concerns, the Phase Leader will be informed and support issued. If the Phase Leader is unable to resolve the concern, or there is an escalation in need for support, the Deputy Headteacher will become involved. The final point of contact will be the Headteacher. It is essential that all communication whether face to face or over the telephone is **recorded on SIMS**. The school's preferred method of communication is face to face or over the telephone.

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Approved by Governors ..... Date .....