



Behaviour and Anti Bullying Policy and Statement of Behaviour Principles

Claregate Primary School

Approved by:

Strategic Leadership, Curriculum and
Personnel Sub Committee.

Date: 24/1/2020

1. Aims

This policy aims to :-

Ensure that the behaviour of pupils at Claregate School is **exemplary and outstanding**.

To **summarise roles and responsibilities** of different people in school regarding behaviour and bullying.

To define how pupils are expected to behave and **what unacceptable behaviour is** - including bullying.

2. Objectives

To build outstanding and exemplary behaviour by :-

Instilling very **positive relationships** where pupils care what adults and other pupils think about them.

Working in the “**best interests of the child**”.

Effectively **track, monitor and improve** behaviour throughout the school.

Making **all those connected with the school aware** of our opposition to poor behaviour and bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school.

Creating **consistent approaches** without creating unbending procedures that stifle effectiveness and intuitive responses.

Working in a multi-agency “**team around the child**” approach to more complex behaviour issues.

Defining an effective set of **rewards and consequences** to promote good behaviour and challenge poor behaviour.

Rigorously investigating **cause and consequence**.

“**Scaffolding**” **pupil’s interaction and socialisation** where parents have requested it, or where we identify a problem.

Producing a **safe and secure** environment where all can learn without anxiety.

Producing a **consistent school response** to any behaviour or bullying incidents that may occur.

3. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school’s duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils’ behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils’ property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

4. Definitions

Misbehaviour is defined as:

- Behaviour that disrupts the flow of a lesson e.g. interrupting inappropriately, or disturbing other pupils from learning
- Not following the reasonable instruction of an adult in school

- Intentionally disrespecting other people's feelings, making them feel sad or unhappy e.g. name calling, unkind comments and particularly unkind comments about protected characteristics
- Not behaving with due care and attention to other people's feelings or physical welfare
- Bringing the school into disrepute re "Behaviour Beyond the Gates"
- Not following the school's Golden Rules

Serious misbehaviour includes:

This could include :-

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour regarding "protected characteristics"
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs and so called "legal high" substances
 - Aerosols
 - Stolen items
 - Tobacco, vaping equipment and cigarette papers
 - Fireworks
 - Pornographic images
 - Cigarette lighters and matches
 - Fireworks or explosive / readily combustible materials
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

5. What we do to prevent poor behaviour and bullying?

We will prevent poor behaviour and bullying by :-

- Being good adult role models and promoting positive behaviour
- Having a happy and positive relationship with pupils making them feel positive and relaxed. This includes minimising stress through humour
- Encouraging happy relationships between pupils
- Rewarding good behaviour through verbal affirmation and praise systems (without praising things that are not out of the ordinary too much)
- **Building intrinsic rewards for good effort and behaviour**
- Being assertive adults with high expectations, leaving no doubt about who is in charge and what is expected of pupils and families, while having the best outcome for the pupil in mind

- Being listening and watchful adults, anticipating issues and remedying them before they become serious
- Rewarding pupils in a consistent and age appropriate way (see **Systems of Praise and Reward appendix**)
- Having good internal communication systems and work as a team
- Constantly asking “why” and seek reasons
- Using strategies that will deal with the reasons pupils misbehave as well as having sanctions that warn to prevent further problems
- Having clear school rules and explicit expectations about pupil conduct see “Golden Rules” below
- Having high expectations for parent / carers who model behaviour to their pupils
- Signposting or running parenting courses where required
- Training and coaching staff to manage behaviour well
- Holding staff to account for the behaviour of pupils in their care

6. Bullying

*Bullying and unkindness is wrong and damages individual pupils. We therefore do all we can to prevent it, by developing a **school ethos in which bullying is regarded as unacceptable.***

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. **We use Several Times On Purpose so children and parent / carers understand what this means. STOP!**

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

We will take a thorough individual and systematic approach to reducing bullying and deal with problems that occur. The end result should be that all pupils feel valued and respected at school.

Bullying can include:

Type of bullying	Example of what bullying is.	Examples of what bullying is not.
Emotional	Being deliberately and repeatedly unkind.	One off spats or unintentional clumsy use of language.
Physical	Repeated and targeted hitting, kicking, pushing, taking another’s belongings or any use of violence.	Accidents without malicious intent. One off spur of the moment loss of temper. Non targeted lack of control.
Racial	Intentional racial taunts or insults, graffiti or gestures intended to cause offence.	Comments because of lack of knowledge of correct terminology. Words that the pupil did not know was offensive.
Sexual	Deliberately explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual	Behaviour learned from external sources (older siblings or television) that is experimental or innocent.

	reputation or performance, or inappropriate touching.	
Direct or indirect verbal	Repeated and targeted name-calling, sarcasm, spreading rumours or teasing.	One off incidents. One off attempts at humour that go wrong without malice. Where the pupil genuinely did not know what they were saying had certain meanings.
Cyber bullying and sexting	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.	As above.

Although many things are described above as “not bullying”, this does not mean that they are unimportant. Many are poor behaviour and these need to be addressed. Knowing the difference between the two takes judgement and time to listen to all parties. Other related issues are described below.

This is a description of the categorisation of incidents, what to do if you suspect an incident and will shape what action to take as a parent / carer. N.B. all categories can include online incidents.

Level	Concern	What to do?
Level 1 <i>Friendship arguments.</i>	Friends occasionally falling out and squabbling over relatively minor issues. This may be competitiveness or one-upmanship. This may be two sided, but with one pupil or group of pupils who come out on top leaving the other feel temporarily vulnerable. Innocent name calling out of ignorance or wrong terminology	Allow the pupils to work this out themselves, if unsuccessful contact the class teacher and s/he will mediate with the pupils, pointing out about how easily feelings are hurt and give them a way forward. Teachers will use their judgment about how to deal with this. If this is not solved, contact the class teacher again. Possibly use peer support or mediation.
Intervention strategies at our disposal		
Mediating in disputes and finding common ground. Educating pupils about incorrect terminology. Helping pupils to realise the upset that they have caused. Repatriation of friendship either straight away or after a cooling off period. Assertiveness with overly dominant pupils about future expectations of behaviour. As this can be a day-to-day matter reports to parents will not be necessary unless specifically requested or it is timely.		
Level 2 <i>Group dynamics</i> <i>Hurtful isolated incidents.</i>	More long-term arguments, or one / two pupils feeling left out and without friends. Strong in- group identity among the friendship network. Possibly some spitefulness – not wanting to play with an individual, minor intentional name calling etc. Feelings of isolation and vulnerability. An individual who has uncharacteristically lost their temper and hurt someone in some way.	Contact the class teacher who will discuss it with Phase Leader Co-ordinator and other Key Stage Colleagues, so everyone can keep a look out for a vulnerable pupil. A team approach to solving the issue in the same way as the above. If this is not solved, contact the class teacher again. If not resolved contact the Phase Leader directly.
Intervention strategies at our disposal		
Discussion and mediation as above. Reminder that this has happened before. Sanction if there is a deliberate attempt to upset another pupil or lack of response to verbal intervention above or loss of temper. Group intervention and repatriation. Therapeutic intervention if this may escalate to the next stage. Parents contacted at the discretion of the staff.		
Level 3 <i>Bullying</i>	As above, but with a more repetitive, vindictive, long term or deliberately targeting by an individual or group against a victim. Feelings of isolation and vulnerability and potential for long term psychological or self-image problems.	Contact Phase Leader who will find out what has happened, the reasons why and support the victim and the bully (who are often a victim as well).
Intervention strategies at our disposal		
If earlier strategies have not worked, sanction with a high level of explanation and assertiveness. Assessment of motives and detailed analysis of the causes of this behaviour. Therapeutic intervention. Adult support for the victim which can be someone to talk to or a quick access method to a member of teaching staff if they feel vulnerable. Building the assertiveness and sociability of the victim. Referral to specialist services if the self-image is worrying. Parental involvement of the victim(s) and perpetrator(s).		

Level 4 <i>Aggravated bullying.</i>	An incident or string of incidents of low-level violence intimidation or racist aggravation e.g. a hit or kick that does not leave a mark possibly part of a game or rough play, deliberately aimed racist comment designed to cause hurt or upset.	Referral to Phase Leader who investigate and deal with it, but may refer to Headteacher or Deputy who may deal with personally depending on seriousness. Disciplinary measures as above depending on whether it is a first offence or not.
Intervention strategies at our disposal Sanction. Parental involvement.		
Level 5 <i>Assault or harassment.</i>	A more serious deliberate assault which leaves a mark, or a series of minor assaults or comments that are targeted against an individual. Persistent or serious harassment or racist behaviour. Pack mentality or group behaviour leaving an individual feeling isolated and alone.	Headteacher or Deputy Headteacher is the first contact.
Intervention strategies at our disposal Parental involvement. More serious sanction. Groups disbanded or separated. If we believe this to be an area that will spill out of school and become an issue in the neighbourhood / we cannot control, potential involvement if police of the pupil is over 10 years of age.		
Level 6 <i>Serious assault.</i>	Intentional very serious individual assault causing serious injury necessitating first aid or hospitalisation. Deliberately targeted persistent abuse for whatever motive.	Headteacher or Deputy Headteacher is the first contact. As above. Local authority IR1 form and RIDDOR if necessary.
Intervention strategies at our disposal Serious sanction. Police involvement as above. See sanctions section below.		

The school response to bullying depends on the perpetrator(s) and the victim(s) intent, personality and what kind of intervention they respond to. We do not graduate punishments and keep a range of options open to us for use.

7. Communication with the School regarding behaviour or bullying

You may contact us verbally, in writing or by email. We do not restrict the methods of communication.

N.B. The process of letting us know that your pupil is having difficulties is NOT a complaint unless you think an adult in school has acted inappropriately or not acted appropriately. Please follow the separate and distinct complaint policy in these circumstances, possibly in conjunction with other types of communication.

8. What happens when we know there has been poor behaviour or bullying?

Establishing what happened.

We take talk to all witnesses and people concerned and make informal notes that will later be destroyed when the information has been recorded formally (see below). We may ask parental opinion. We may trawl CCTV to establish the truth where there are different accounts of the same event. We will try to establish the “back story” i.e. has there been any history in the past or similar incidents, is this a one off or part of a pattern. Investigation may require in depth questioning because pupils do not always tell the truth first time. We may therefore need to probe and re-question if necessary.

Staff will then come to an agreement about what they believe the truth to be.

Establishing what action to take.

We will decide to which degree who needs to be protected, who is a perpetrator and who is the victim.

We will decide how one-sided the incident is and whether the victim needs to share any of the blame or encouraged the poor behaviour.

We will decide on the seriousness of the incident including the categorisation of bullying above. We will then decide how repetitive this poor behaviour is.

We will decide on the “burden of proof” and ask whether this allows us to take disciplinary action.

We will decide who needs to know – staff, parents / legal guardians / carers, external agencies.

We will then decide what action including disciplinary action needs to be taken.

The school can and will take disciplinary action for breaches of behaviour policy while walking home from school, up to the point where they reach their own home, **particularly if they are recognisable in their school uniform**. Other behaviour out of school is not the responsibility of the school, **but we will co-operate in the best interests of the pupil with other agencies**.

The school will use legal powers of search if deemed proportionate by law. This will be recorded on the incident log and reported to parent carers.

See also our Physical Intervention Policy where in certain circumstances this is in the best interests of the pupil or other children.

What do we record?

We will take informal notes at the time of the report or witness account and destroy these after the event to ensure that there are no pieces of paper left lying about.

We keep an Incident Report on a computer system. This includes check back systems to ensure that the issue has been resolved. **If there are further concerns, we also enter wellbeing issues onto an online "My Concern" system.**

We will show parents and legal guardians what we have recorded about their pupil and give them a copy **on request** on request, unless the pupil may be harmed by doing so. Nothing is secret from those people who need to know. However, we will also keep that information confidential and will not disclose it unlawfully. Where there are child protection issues, we are by law required to share information with social care and other agencies and potentially the police if a criminal act may have taken place. See also our Freedom of Information Policy and Data Protection Policy.

9. Roles and responsibilities

9.1 The Governing Board

The Governing Board is responsible for reviewing and approving this policy and the written statement of behaviour principles (appendix 1) and may delegate this to a sub-committee.

The Governing Board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation and may delegate this to a sub-committee.

Governors will challenge school leadership to ensure that behaviour is outstanding.

The Governing Board monitors incidents of poor behaviour and bullying that occur, and reviews the effectiveness of school policy each term via data and a report submitted by the Headteacher.

9.2 The Headteacher

The headteacher is responsible for :-

- Setting the school climate in response to the ethos of the school
- Reviewing this behaviour policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy
- Ensuring that systems are followed and that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently
- Holding pupils and staff to account regarding behaviour
- Ensuring that staff training is effective

N.B. Only the headteacher can exclude a pupil.

9.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

9.4 Parent / carers

Parent /carers are expected to:

- Support their child in adhering to the dress code and Golden Rules of the school
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns that with the class teacher promptly (home or school issues)
- Support the school in maintaining good behaviour and discipline
- Be good role models themselves
- Support the diversity within our school
- Understand that their child may not given the whole truth first time and when approaching school staff come to request an investigation or to ask questions, not to demand immediate action on what their child has told them
- Understand that “my child always tells the truth” is unfeasible, because all children are capable of giving their version of the truth or selective truth

10. Pupil code of conduct

Our “Golden Rules” are posted up around the school and encourage respect, politeness, good listening, trying hard and moving around school in a sensible manner.

11. Rewards and sanctions

11.1 List of rewards and sanctions

Positive behaviour – see Appendix 3 :

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Verbal reprimand or explanation
- Time out in class or at lunchtime on the “hot spot”
- Missing playtimes or dinner times to complete poor standards of work through lack of effort
- “Claregate Lunchtime Club” for finishing incomplete homework for no good reason
- Escalation to a more senior member of staff if a verbal reprimand is not being acted upon
- Lunchtime reflective detention where they write an apology or account of what they did wrong / why they shouldn't do it again
- Yellow card “Cause for Concern” home to parent / carers requesting they contact the school
- Red card “Serious Concern” home to parent / carers asking to contact the Headteacher urgently
- Meeting with parent / carers
- Withdrawal of privileges
- Written parenting or pupil agreement
- In certain circumstances legal and correctly brokered reduced timetable
- Temporary or periodic exclusion for repeated or serious breaches of school discipline
- Referral to a Pupil Referral Unit or specialist behaviour setting

- Permanent exclusion in rare and exceptional circumstances as a sanction of last resort

We will use temporary or permanent exclusion as a rare sanction. Exclusion is more likely if a pupil poses a significant risk to staff, pupils or themselves i.e. their behaviour risk cannot be controlled by usual methods. Exclusion is more likely if the pupil's behaviour is being normalised, encouraged or if school efforts ignored by their parents / carers because these issues are more difficult to resolve by usual disciplinary measures. Permanent exclusion will indicate that the pupil needs more specialist provision or a "new start". Managed moves can be brokered by the Local Authority if a new start is seen as being best for all. The school will not unilaterally decide this and asking a family to "move on" without this being properly co-ordinated indicates that a school is not following its responsibilities.

N.B. If we feel as though a pupil is a danger to themselves or others, we may supervise them at difficult times (usually lunchtime). This is not necessarily discipline or sanction, it is a Health and Safety assessment and avoidance of risk.

We will not routinely ban a pupil from school trips, visits or after school activities for poor behaviour in school. However any Health and Safety issues over-ride other issues. If a pupil's behaviour is not safe for themselves or others they will not be permitted to do that activity if the risk outweighs the benefit.

If a pupil's behaviour is poor during non-statutory schooling e.g. an after school club, the school reserves the right to ask that pupil not to attend for a specific period of time. There will be no refund on monies paid if this is the case because we do not

11.2 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

11.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for more information on responding to allegations of abuse, particularly peer on peer abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

12. Behaviour management

12.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. We expect pupils in classrooms to be "on task", to work hard and to avoid disturbing others while they work.

Staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school Golden Rules and their own classroom rules where this applies
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using Collective Worship for important moral messages and assemblies for important safety or behaviour messages
 - Using positive reinforcement as detailed in this policy (staff may develop their own internal reward system as they see fit such as marbles in a jar)

12.2 Playground management

Behaviour logs show that the time of the day when there are most behaviour incidents is lunchtime. We ask children to play within physical boundaries, without hurting each other and being mindful of those in their vicinity. We stop rough and overly physical play because it escalates. This includes pushing games, grabbing clothing, pushing or pulling each other or shouting aggressively. We expect adults to intervene when children do not follow this rule. The expectations for behaviour at lunchtime are the same as at other times of the school day and staff are expected to uphold the rules using the rewards and sanction systems, this includes during wet playtimes in class.

12.3 Positive Handling and Physical restraint

See Positive Handling and Restraint Policy which gives justification and circumstances surrounding this.

12.4 Confiscation

Any prohibited items (listed in DfE documents in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's guidance.

12.5 Equalities

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

12.6 Special Educational Needs and Disability

The school's special educational needs and disability co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that pupil. We will work with parents to create the plan and review it on a regular basis.

We will follow the law and legal precedents when deciding whether to exclude a pupil with identified Special Educational Needs.

13. Pupil transition

To ensure a smooth transition to the next year or phase, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to pass on key information.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

14. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Governing Board every other year. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles, will be reviewed and approved by the Governing Board every other year.

Written statement of behaviour principles for behaviour : Claregate Primary School

- We expect the behaviour of pupils at Claregate School to be **exemplary and outstanding**
- Good behaviour for learning and discipline is central to good teaching
- We value and recognise acts of respect and consideration to others such as politeness
- Our school motto “Inspire tomorrow today ...” **inspires staff to educate and build independent behaviour traits that will benefit them in future life**
- Every pupil should understand they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Every pupil should understand that they have a part to play in this and will be held to account where there is poor behaviour
- We will ensure that all pupils, staff and visitors are free from any form of discrimination, intimidation, violence or threat
- We recognise the importance of “protected characteristics” and will champion equality and diversity principles
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their own actions and be independently good even if an adult is not present
- Families are involved in behaviour incidents to foster good relationships between the school and pupils’ home life
- In the Early Years we believe in and instil in the pupils that they should have “kind hands, kind feet and kind words”
- In Early Years staff use a “Thinking Spot” to allow pupils to reflect upon their actions and whether they made “good choices”
- Exclusions will only be used as a last resort, and permanent and fixed-term exclusions will be conducted in line with DfE requirements

The Governing Board also emphasise that violence or threatening behaviour from adults will not be tolerated in any circumstances and legal procedures may be taken to ensure compliance in our principles and rules.

This written statement of behaviour principles is reviewed and approved by the Governing Board every other year.

Appendix 1 Socialisation, In-group Identity, Interpersonal Relationships and Unkindness (guide for parent carers).

The language that we use to describe pupils interpersonal relationships is extremely important. The blanket term bullying can be “she looked at me in a funny way” or could be something as serious as assault requiring hospitalisation. When we discuss these issues, it is vital that we acknowledge the level of seriousness and the level of intervention that is required.

Many issues arise from the way that pupils **socialise**. Many pupils play physically without a lot of talking or oral communication. In these scenarios, pupils often vie for physical dominance or status as skilful. Competition is often tangible (which is fine if you win and isn't if you lose) or seek dominance and don't get it. These are the “slings and arrows” of life and nobody has a right to be “top dog”. Status is also an ever shifting concept.

Others play in a group and a clear social hierarchy emerges, with pupils taking on different roles. Leadership such as who chooses which games to play and which person is allowed to play can cause upset and friction. “In group identity” and creating strong bonds by leaving another pupil out is very hurtful to pupils. This can be bullying if it carries on over a period of time. It is however usually transient and short lived with the “in group” shifting and changing rapidly. The most common year groups for these issues are Year 2 to 4 when pupils are making and losing friends on almost a daily basis. This is human nature and present in all schools. That does not mean that we will not intervene, try to influence friendships or be influential. We always try to shape good friendships in school.

Understanding the needs of others, turn taking and sharing is a developmental issue. Pupils are not born with this - they learn and develop this over time through strong adult role models and behavioural strategies. Tolerance, understanding and a sense of justice develops as time goes by and at different rates for different pupils.

We are committed as a school to shaping positive socialisation and mitigating the effects of in-group problems and parent / carers should contact us to tell us how their pupil is feeling, without feeling that it is necessarily a disciplinary matter or a complaint. We are wise and experienced practitioners and we will listen to each case and decide how best to intervene.

All concerns will be logged centrally so we can monitor patterns of behaviour and follow up incidents no matter how minor they may appear. Acorns grow into trees!

Claregate Primary School

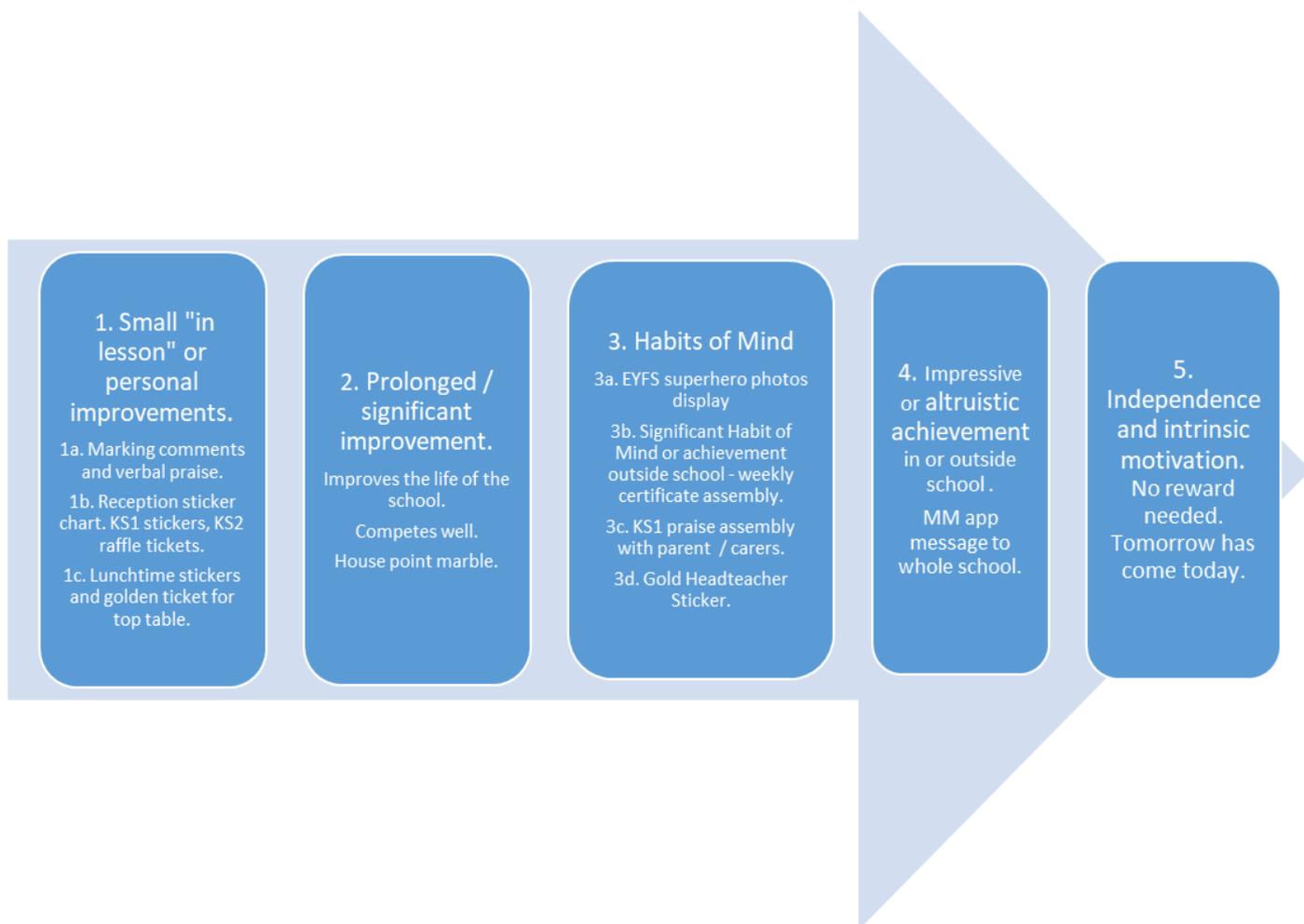
Our Golden Rules



- 1. We always respect each other.*
- 2. We are always polite.*
- 3. We always listen to whoever is speaking.*
- 4. We always try our best at everything we do.*
- 5. We always move around school in a sensible manner.*

Claregate Whole School Praise and Reward Systems – October 2019

Rewarding with extrinsic praise to sustained and intrinsic motivation.



Systems of Praise and Reward

1. Small "in lesson" or personal improvements

An important small learning journey or knowledge driver is visible / the learning objective is achieved.

1a. Develop pride in achievement through positive marking by highlighting success in pink so the pupils know how to do well next time.

1b. Teachers or TA's give stickers or raffle tickets during lessons. In class extrinsic rewards are given – whatever works for that class.

1c. Lunchtime supervisors give stickers to pupils for following our "Golden Rules" random acts of kindness, helping others or being a good example. Miss Evans runs a weekly "top table" to eat with plates, tablecloths and special treatment.

2. A more prolonged or significant improvement

A pupil has mastered deep learning over time or collaborate well in their learning. They are proud of their school and demonstrate this by being a good example to others in their kind words and deeds. They respect and value diversity. They have shown that competition drives them and use this as a motivator.

Collaborative house team awards. Any member of staff can reward a pupil with a marble in a jar. These are collected by house captains on Thursday morning, converted into disks for a display in the hall. Half-termly reward afternoons e.g. disco, zorb activities, summer picnic, Wildside adventure trip et al.

3. Habits of Mind

We believe that a way a pupil learns knowledge is more important than what they learn, because this transfers to all aspects of present and future learning. We will value their Habits of Mind which are displayed in all classrooms in school.

3a. Staff award personal certificates for “habits of mind” or exemplary achievement for KS1 and 2. EYFS add a photograph to a display in class for good Characteristics of Effective Learning. Pupils bring their own achievement certificates from home e.g. swimming qualifications, sporting or academic achievements and supporting local charity events. Mr Murphy / Mr Saunders conduct a weekly praise assembly.

3b. In addition, KS1 staff award certificates in a termly parent / carer assembly so a whole family can be proud of their pupil – further reinforcing deep learning behaviours.

3c. If a pupil is motivated by individual private praise rather than public, the Headteacher will give a “Headteacher Award” golden sticker”. This is usually used for pupils who find making progress particularly difficult, or have particular obstacles to overcome where public praise may not be appropriate.

4. Impressive altruistic characteristics

Mr Murphy / Mr Saunders send a message via MarvellousMe to the whole school community with the permission of the parent / carer e.g. a pupil raises money for charity or achieves significantly at a local or national level (town team, regional athletics, academic competitions or external recognition).

5. The pupil has intrinsic rewards and this feeling is verbally confirmed by the school.

Before a pupil moves to secondary school and their next “tomorrow” begins, we do not want pupils to be reliant on extrinsic reward or motivation. People who succeed, do not rely on rewards that others give to them. Leaders and people with better life chances are self-motivated. If a pupil is ready for this next step we will explain to them and give them a sense of self-worth. Not all pupils at age 11 will reach this stage.