



Thorngrove Rewards, Behaviour and Sanctions Policy

General Aims

It is a primary aim of Thorngrove that every member of the school community should feel valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school's 'Rewards, Behaviour and Sanctions Policy' is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone can feel happy, safe and secure.

The school has codes of conduct, but the 'Rewards, Behaviour and Sanctions Policy' is not primarily a system to enforce rules. It is a means of promoting good relationships, so that people 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, balancing the needs of the individual against those of the form or class.

What do we expect from the children?

At Thorngrove we expect the children to:

- show respect to all members of the school community
- be considerate and cooperative
- listen
- work hard
- be honest
- look after their own & other people's property.

The school expects every member of the school community to behave in a considerate way towards others. We aim to treat all children fairly and apply this policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, as well as deterring anti-social behaviour.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children
- Promoting positive relationships – recognition of everyday acts of kindness and consideration.
- The school acknowledges all the efforts and achievements of children, both in and out of school. These are celebrated publicly through assemblies and the website and privately.
- We encourage the children to undertake responsibility and be involved in the decisions that might affect them.

Specific Rewards

- Good behaviour is recognised through the use of tangible rewards; special star award, merits and commendations. There is also the Headmaster's award, which comes with a letter from the Headmaster.
- We distribute merit marks to children for consistent good work or to acknowledge outstanding effort
- These merits are celebrated through a weekly assembly and also through the house assemblies

Sanctions

The school ethos allows a number of sanctions to promote good behaviour, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Unacceptable behaviour will be investigated before action is determined, and humiliating or degrading punishments (including corporal punishment) will not be used or threatened.

- We expect children to listen carefully to instructions in lessons and work diligently. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, staff can take the option to move the child within the class

- room until she/he calms down, and is in a position to work sensibly again with others.
- In exceptional cases, where a child is so disruptive that the learning or safety of the rest of others is seriously impaired, the child will be given into the care of one of the Deputies or Headmaster, who will collect them from their lesson, via contact with the office.
 - Poor behaviour by a pupil may result in a 'conduct cross' from a member of staff. These will be noted down in the back of the child's diary and recorded on the Pastoral Tracker. This will be checked regularly by form teachers and the Deputy Head Pastoral

Repeated unacceptable behaviour

The below steps indicate the due process in the event of repeated unacceptable behaviour. There may be circumstances that cause the school to deviate from this and skip over certain steps; the Headmaster reserves the right to make the final decision regarding any incident of unacceptable behaviour and take into account any other factors that influence a decision.

1. If a child receives 2 conduct crosses they will be in reflection time with their Head of Year, which will take place on a break time at the discretion of the teacher; parents will be informed of this by the pupils Form Teacher and the Head of Year will be copied in.
2. If the pupil reaches four conduct crosses for the term then this will lead to a formal 'time out' after school on a Friday, from 4.15-4.45pm with the Deputy Head Pastoral; parents will be informed of this by the Head of Year.
3. At the point first 'time out', a review will be undertaken to consider any strategies that can be put into place to support the child in managing their feelings and behaviour. A pupil may be put on daily behavioural report or for younger children a sticker chart may be used to improve behaviour.
4. If the pupil reaches 5 conduct crosses in a term, he/she must report to the Deputy Head or the Headmaster who will inform parents. A further review of strategies will be undertaken so that increased support can be added where relevant/possible and these will be discussed with the child's parents and the staff involved with the child in School.
5. If the unacceptable behaviour persists, parents and pupil will be asked to come in for a meeting with the Headmaster and a warning may be given that the pupil risks temporary exclusion (usually 3 school days) from the School.

6. If there is not sufficient improvement in the pupil's behaviour, despite an increase in support, then the Headmaster will temporarily exclude the pupil from school for a brief period of time.
7. If, on return, the unacceptable behaviours are still evident, then parents and pupil will once again be asked to School for a meeting with the Headmaster, where it is possible that the pupil will be asked to leave the school through permanent exclusion

Notes:

- It is important to note that due consideration will be given to issues related to special education needs and disabilities and possible adjustments will be made for these children.
- On rare occasions, a child may need to be restrained physically to prevent harm to himself or others; or significant damage to property. Please see the 'Physical Restraint' policy and procedure.
- It is important to note that disciplinary action will be taken against pupils who are found to have made malicious accusations against staff (please refer to Child Protection and Safeguarding Policy).
- It is important to implement disciplinary sanctions from time to time in discussion with the parents of the child. These sanctions will reflect the seriousness of an incident and convey a deterrent effect.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. The school has anti-bullying measures which are set out in the staff handbook (please refer to the Anti-bullying Policy). These measures are clearly defined and outline the following: a definition of bullying; advice to staff, children, parents; procedures for staff and staff training.

Form teachers discuss the school ethos with their class each September and at such other times they consider necessary. A school-wide code of conduct is established at the beginning of the academic year and regularly reinforced. This incorporates classroom conduct, playground behaviour and movement between classes. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The role of the teacher

1. The relationship between pupil and teacher is seen as crucial to maintaining positive behaviour. The key to good discipline is the establishment of a healthy

relationship founded on the pupil's respect for the teacher and the teacher's approval of the pupil.

2. It is the responsibility of all staff to do everything they reasonably can to ensure that the school ethos and codes of conduct are enforced in their class, and that their class behaves in a responsible manner during lesson time.
3. The teachers in our school have high expectations of the children in terms of behaviour at all times, and they strive to ensure that all children work to the best of their ability.
4. The teacher aims to treat each child fairly and enforces the school ethos and codes of conduct consistently. Teachers treat all children with whom they have contact with respect and understanding.
5. If a child misbehaves repeatedly in class, teachers are expected to inform the child's form teacher about behaviour concerns. In the first instance the class teacher deals with incidents. However, if the misbehaviour continues the form teacher seeks help and advice from the Deputies or the Headmaster.
6. Form teachers are responsible for completing pastoral tracking sheets on a weekly basis. These are reviewed by the Deputy on a regular basis.

The role of the Headmaster

1. The Headmaster is responsible for the proper implementation of the school's behaviour policy.
2. The policy is a document agreed by the Headmaster, the teaching staff and the classroom assistants. All teaching staff and classroom assistants are committed to its implementation in the school.
3. Records of serious misbehaviour will also be maintained in the Headmaster's pupil files.
4. The Headmaster has the responsibility of requiring parents to remove from school a child whose behaviour is, in their judgment, likely to put the Health and Safety of other children at risk, or unacceptably to comprise their entitlement to learning. The parents of any pupil whose behaviour cannot be controlled according to the procedures outlined in this policy will be required to remove the pupil from school, either temporarily or permanently.

The role of parents

1. The school aims to work collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
2. We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. Homework diaries are used to convey messages to and from school from Years 3-8 along with email contact to parents. In the Lower School communications with parents are made via email, or preferably face to face.
3. If the school has to use reasonable sanctions to reform a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the form teacher. If the concern remains, they should contact the Deputy Head Pastoral or Headmaster.

Monitoring

1. The Deputy Head Pastoral will monitor the effectiveness of this policy on a regular basis.
2. The teacher records classroom incidents and these are passed on to form teachers where necessary. Form teachers are to be informed by the teacher dealing with incidents that occur at break or lunchtimes.
3. Incidents requiring medical treatment are recorded and dealt with by the school secretary.
4. A pupil's name may be raised for general discussion at Head of Year meetings.
5. Children of pastoral concern are regularly reviewed in whole staff, Head of Department and SLT meetings. Minutes are taken at these meetings.

Reviewed September 2021	By Nick Graham (Deputy Head-Pastoral)
--------------------------------	--