

**BEHAVIOUR, DISCIPLINE, SANCTIONS AND  
REWARDS POLICY**

**Codsall Middle School**



**Behaviour, Discipline,  
Sanction and Rewards  
Policy**

**October 2016**

These aims may be achieved within Codsall Middle School by developing and implementing a positive code of conduct which is relevant and practicable.

The implementation of this code is crucially dependent upon the partnership between pupils, parents/carers and staff.

Staff set a good example at all times and take responsibility for the observation of the code, supporting others to do the same.

The code of conduct will necessitate that children adhere to a clearly defined set of school rules which will be regularly discussed and re-enforced in class and in assemblies.

Good behaviour, a positive attitude towards people, work, time and property, should never be taken for granted but should always be praised and rewarded.

Bad behaviour or the breaking of school rules should always be corrected and appropriate action taken to prevent recurrence. However, discipline and sanctions must never be over-used and must strictly follow the policy adopted at Codsall Middle School. Corporal punishment, in any form, cannot be used.

The partnership between home and school is of prime importance if the school's code of conduct is to succeed. Lines of communication between home and school must be open if problems of behaviour are to be corrected.

Parents and, if necessary, The Educational Psychologist and other agencies such as Behaviour Support/CAMHS, must be involved at an early stage if persistent behavioural problems occur.

It is recognised that home circumstances can have a dramatic effect on a child's behaviour at school; for this reason it is vital that the school is aware of any changes relating to the child.

Providing there is a consistency between staff in the implementation of the school code of behaviour, discipline problems should be rare but, where there are problems, it is vital that a common approach is adopted.

## **Assertive Discipline**

Assertive discipline provides pupils with a clear set of expectations in relation to classroom behaviour that is based on choices. If an undesirable behaviour, for example bullying, verbal language, inappropriate behaviour towards peers or staff, lack of work, persistent lack of homework etc., is displayed then the following process should be followed:

1. Warning will be given to the pupil.
2. Pupil will be asked to move to a different seat within class.
3. Pupil may be asked to leave the classroom – for a short period of time to allow a private conversation with teacher.
4. A pupil may be sent to work in a colleague's class.
5. A pupil may be sent to work with Pastoral Support Assistant in the inclusion room.
6. Ask to re-do work until satisfactory.
7. Behaviour will be recorded on the individual pupil's records on SIMS.

The circumstances associated with poor behaviour should always be investigated thoroughly and fairly and only when there is no doubt that a child has shown non-conformance to the behaviour code and only when all other options have been pursued, should sanctions be applied or further action taken.

Incidents of poor behaviour must be recorded by the teacher as part of their record keeping. Serious incidents should be recorded on the SIMS system following the Incident Recording System (see below).

Pupils' accounts should be written on an Incident Form available from Pastoral Support Assistant's room. These should be retained in the pupils file. All records must be dated and initialled; only by doing this, can patterns of persistent poor behaviour be identified. Such evidence will certainly be required when talking to parents or in the referral of a child to the Education Psychologist or other outside agencies.

## **Sanctions**

In the short term and only when absolutely necessary, may the following sanctions be applied for disruptive behaviour in class (no particular order):

1. A child may be sent, with work, to another class.
2. A child may be required to go to the Pastoral Support Assistant's room, with a task, during a break time for detention.
3. A child may have certain privileges withdrawn, for example, attendance at an after-school club, etc.,

4. A child may have to complete a Home/School Diary or report card which will be inspected by Parents, Class Teacher, Leader of Achievement or Senior Leader on a daily basis.
5. Lunchtime or after school detention undertaken by individual class teacher (24 hours notice will be given for detention after school; the period of detention may vary depending on the reason for detention).
6. Immediate “Extended Learning Day” implemented. Parents are notified by text that their child will be staying in a whole school detention until 4.15pm to catch up on missed work.
7. A period of time spent in the Inclusion Room.

For unacceptable behaviour outside of lessons many of the sanctions may be applied with the addition of removal of the privilege to go outside at break/lunch or to go on the playing fields. Pupils may spend their break/lunch supervised in inclusion room by the Pastoral Support Assistant. In rare cases it may be deemed necessary to require that a pupil go home for lunch, returning for afternoon lessons.

Persistent problems must be notified, in writing, to parents. Persistent anti-social or dangerous behaviour cannot be tolerated and, in these circumstances, referral may be made to the Educational Psychologist/Behaviour Support. A Pastoral Support Plan or Common Assessment Framework meeting may be implemented. Internal Inclusion, Fixed term or Permanent exclusion from the school may be considered for specific cases.

### **Rewards**

It is essential that a parallel system of rewards exists to complement the list of sanctions. Errant children will often respond to a rewards system. The needs of the well-behaved child should not be neglected – all children like praise and rewards for good work or good behaviour.

Possible rewards are:

1. Verbal praise
2. Comments in Pupil planner
3. Merits/stamps
4. Certificates from Class Teacher/Leader of Achievement/Teaching Community Leaders.
5. Headteacher to give a ‘Headteacher’s Certificate of Recognition’ for good work or behaviour

For a Sanctions/Rewards policy to be successful, it must be consistently and fairly applied.

## **Behaviour Monitoring – Recording via the Class Register**

We use a point system to promote individual and class behaviour (see Appendix 1). All pupils will be awarded a 2 at the start of a lesson, this indicates that they are present in the lesson and are expected to meet the expectations of the teacher. The number will change if the pupil displays behaviours which impact upon learning during each lesson. Points are awarded as follows:-

- 3 - has exceeded the expectations of the teacher
- 2 - has met the expectations of the teacher
- 1 - has displayed 'off task' behaviours
- 0 - persistent poor behaviour that is disrupting the learning of others (removal from the class)

Form tutor monitor points achieved on a daily basis and pupils will be rewarded for positive behaviour.

Pupils are expected to achieve a minimum of 10 points a day; if this target is not met the form tutor will apply the appropriate sanction at the end of each day.

## **Incident Logging System**

This system operates through the school SIMS. It should be used to log incidents involving poor behaviour in and out of class.

Suggested process:

1. Class Teacher starts to log incident/s in file and pupil planner. Incidents slips can be recorded by the teacher or passed to Mrs Brookes or Mrs Welsh (Pastoral Support Assistants) who will record these on SIMS.
2. Involve a colleague – Teaching Community Leader/Leader of Achievement – record in pupil planner. Possible phone call to parents.
3. Involvement of Senior Leaders; Assistant Headteacher, Deputy Headteacher of Headteacher.
4. Involve outside agencies (Ed. Psych, Behaviour Support, CAMHS).

It is entirely acceptable, and often preferable, that the Leader of Achievement/Teaching Community Leader request a meeting with parents to address an issue before it gets more serious and referred to SLT.

It may be that in exceptional circumstances the process needs to be shortened.

## **Exclusion**

It is envisaged that exclusion, fixed term or permanent, of a child from school should only happen rarely and always be seen as a last resort. However, the option of exclusion exists to cater for the extremes of persistent disruptive or dangerous behaviour that occasionally occurs.

On return from exclusion, a pupil will only be readmitted following a successful reintegration meeting between the Headteacher or Deputy Headteacher in his absence, pupil and parent(s). This meeting is an opportunity to:

- discuss the incident leading to the exclusion;
- for the pupil to reflect about his/her actions;
- establish clear expectations and obtain a commitment from the pupil concerning future positive behaviour (supported by a red monitoring report to SLT);
- obtain the support of parents/carers in managing behaviour in the future.
- for a PSP meeting to be organised so that a plan can be completed and targets set.

It is appropriate that a pupil returning from exclusion be placed upon a red report/monitoring card for a period of time to support his/her successful reintegration. This will involve a staged process from SLT report for 1 week followed by Leader of Achievement Year (orange) and Tutor (green) report.

## **Review**

This policy will be reviewed annually – next review October 2017.

## Appendix 1

### Behaviour Monitoring - Recording via the class register

Using a points system to promote positive individual and class behaviour

How it works

The present mark (/) is replaced by a number 3,2,1,0

The register will default to the number 2 - this number indicates that the child has met your expectations for the lesson.

If a child has exceeded your expectations then you move the child to a 3, conversely if a child has displayed off task behaviours then a 1 should be awarded.

A zero should only be given if a child has been removed from your lesson.

**If a child has been given a one or zero it is the class room teacher's responsibility to manage the behaviour with an appropriate sanction.**

What's the point!!

As a form tutor you will be able to see/track how your pupils have been behaving during each day, identifying any patterns being established.

It will give you and the LOA the opportunity to monitor individual lessons and students.

Tutor time at the end of the day will be used to discuss the outcome of the day - pupils who have scored two's and three's all day will be allowed to leave first, pupils who have let themselves down should be given a consequence, (Stay behind, discussion about their behaviour etc)

**On the positive...**

The form group with the most points at the end of the week will be awarded 'Star class of the week' which will be displayed on the entrance TV and on codswallop/chronicle

Rewards for this will be to sit on chairs during assembly and being allowed into dinner first (dinner passes will be given to form tutor). An additional 50 house points will also be awarded (to be added to merit totals)

The top 10% of pupils in each form will also be awarded a 'Headteacher' commendation postcard

For this to be successful you must take a register for Every Lesson. Am and PM registers cannot be replaced with a number; as being an official procedure - for these lessons we will assume all pupil have met your expectations (2) if you need to move a pupil up or down then you should record in the comments section (right click, add comments)