

## Behaviour Policy: Rewards and Sanctions

**This policy applies to the Junior School, including the Early Years Foundation Stage (EYFS) and is published to parents, pupils and employees.**

This behaviour policy also applies to pupils in the EYFS. The named person who is responsible for behaviour in the Foundation Stage is the Deputy Head who works closely with the EYFS Lead.

### Aims

**The aim of this behaviour policy is to:**

- determine the boundaries of acceptable and unacceptable behaviour;
- promote outstanding behaviour;
- prevent bullying so far as is reasonably practicable; and
- to clarify rewards and sanctions and their application.

**This policy is applied throughout the year and covers pupil behaviour:**

- on School premises;
- on journeys to and from School;
- on educational/residential visits (including those held during school holidays or on weekends); and
- beyond the school gates where poor conduct/ behaviour is linked to school business.

**The School promotes:**

- high expectations of learning, conduct and self-discipline;
- good behaviour, respect and consideration for others;
- good manners and a high standard of appearance;
- the welfare of all members of the school community;
- care and respect for the learning environment; and
- the right for everyone to live, work and learn in a secure, safe, orderly and ethical community.

## 1. Supporting positive behaviour

The School has a consistent approach to behaviour management, teaching and learning at every level and it promotes the use of positive behaviour management strategies.

### 1.1 Whole-school level

- Employees understand and demonstrate the School's core beliefs about behaviour.
- Positive out-of-class behaviour is promoted by agreed routines and clear systems, including the school rules developed in collaboration with the School Council. These are:
  - Be respectful
  - Be ready
  - Be safe
- School assemblies, Personal, Social and Health and Economic Education (PSHE) lessons and other aspects of the curriculum are used to develop pupils' social and emotional aspects of learning
- Positive behaviour in corridors, playgrounds and the dining room is expected, monitored and rewarded
- Parents/carers are aware of, and support, the School's positive behaviour ethos. There are clear, consistently used systems for dealing with inappropriate behaviour.
- There are opportunities (employee meetings, briefings) for employees to discuss, review and contribute, formally and informally, to the development of systems underpinning positive behaviour and specific behaviour support.

## 1.2 Classroom level

- All adults model respectful behaviour.
- Teaching routinely incorporates activities designed to promote pupils' social skills and emotional development
- Lessons are structured to be interesting and appropriately challenging
- There are clear sanctions in place, for dealing with inappropriate behaviour
- Reward systems allow all pupils' efforts to be recognised and celebrated
- If a pupil experiences difficulties in developing or sustaining appropriate behaviour, personalised systems will be used to provide additional support.

## 1.3 Positive behaviour management strategies

To ensure that there is a consistent approach to behaviour management which contributes to improving the quality of pupil behaviour, employees are encouraged to use the following strategies when pupils demonstrate low level negative behaviours.

Strategy	Intended outcome
<b>Choice</b>	Gives pupils some control over the situation; is less likely to initiate point-blank refusal.
<b>Take-up time</b>	Allows pupils not to lose face. An example of this strategy would be to give a time limit within which the pupil should follow an instruction and then walking away, thus giving them the opportunity to make the right choice. Teachers should be clear about expectations.
<b>Partial agreement</b>	Yes, you may have been talking about your work, but I would like you to...
<b>When-then direction</b>	This is trying to avoid the negative - 'No you cannot go out because you have not finished your work' becomes 'When you have finished your work, then you can go out'.
<b>Privately understood signals</b>	For drawing the class together or to monitor the noise level.
<b>Tactical ignoring</b>	May be appropriate for attention seeking behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupil changes their behaviour, praise them.
<b>Redirect behaviour</b>	By reminding the pupils what they should be doing and trying to avoid getting involved in discussions about what the pupils are doing wrong. It may be possible to focus their attention on the required task.
<b>Deferred consequences</b>	When a pupil misbehaves, stating that you will deal with the issue later removes the 'audience', i.e. the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is likely to have a positive outcome.

## 1.4 Pupils with Special Educational Needs and Disabilities (SEND)pupils

All employees understand the need to adopt an individual, personalised approach when dealing with pupils who have more complex needs for which they require additional support. The School recognises its duty, under the Equality Act 2010, to ensure that reasonable adjustments are made for SEND pupils.

## 2. Systems for promoting, encouraging and supporting positive behaviour:

The School encourages good behaviour through a combination of high expectations and an established positive learning environment, which fosters discipline and mutual respect. The School is committed to the teaching of high quality Personal Social and Health Education (PSHE). Through this, the pupils are educated in positive behaviour and resisting misbehaviour, alongside the wider PSHE curriculum.

## **2.1 Rewards to promote good behaviour amongst pupils:**

- recognise positive attitudes to learning and positive behaviour;
- provide encouragement;
- reinforce examples of excellent citizenship;
- cultivate an expectation of positive behaviour;
- recognise and celebrate potential, achievement and improvement;
- positively reinforce the School's rules;
- and discourage negative behaviour.

## **2.2 Reward systems**

Teachers reward pupils in a variety of ways including:

- positive reinforcement through comments/conversation;
- awarding individual house points;
- public recognition and celebration (via whole school assemblies and school publications) of achievements gained both in and out of school;
- Head of the Junior School awards for good work, behaviour, conduct or contribution to school life;
- teacher comments in planners or emails to parents;
- annual prize giving/speech day; and
- trophies for sporting and musical achievement, e.g. House Trophy

It is also acknowledged that individual teachers have developed their own bespoke reward systems to support positive behaviour.

## **2.3 Head of the Junior School awards**

Each week, employees may nominate pupils that have demonstrated positive behaviours and attitudes or have achieved successful outcomes in their learning. Pupils receive a certificate in the Celebration Assembly.

## **2.4 The house reward system**

In order to further promote good behaviour and enhance the pupils' spiritual, moral, social and cultural development, the school employs a house system. Teachers award house points in recognition of good behaviour, effort and attitudes as well as for academic reasons.

The House Trophy is presented termly to the house with most house points.

## **3. Sanctions to be adopted in the event of pupil misbehaviour**

All pupils have the right to work in an orderly, supportive and purposeful environment. Pupils should clearly understand the standards of work and behaviour expected of them at the School. A range of sanctions is available so that the response to any misbehaviour is proportionate and appropriate.

Application of all sanctions takes into account the age, development and any SEND that a pupil may have. The individual circumstances of a pupil and behaviours will also be considered before sanctions are applied. Empathy should be demonstrated where external factors/circumstances may have led a pupil to behave in an uncharacteristic manner or where a pupil appears distressed. Where sanctions are applied, the incident should be recorded on CPOMS

The School liaises closely with parents, and they are informed by the Deputy Head or Head of the Junior School when significant sanctions have been applied.

Employees have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school (latest version of the DfE advice Behaviour and Discipline in Schools).

The power to discipline (using the agreed sanctions) also applies to all employees (unless otherwise stated by the Head of the Junior School).

### **3.1 Sanction aims**

Sanctions are used:

- to deter negative, unacceptable behaviours and to encourage positive behaviours;
- to enhance pupils' moral development including;
- Distinguishing right from wrong;
- Developing an ability to think through the consequences of their own and others' actions;
- Developing an ability to make responsible and reasoned judgements;
- Ensuring a commitment to personal values; and
- Having a respect for others' needs, interests and feelings, as well as their own.

### **3.2 The application of sanctions**

Sanctions may be required for, but not limited to, the following:

- any incident in contravention of the school rules;
- when pupils consistently produce poor quality work/are not working to their full potential;
- where untrue/malicious allegations have been made against another pupil or an employee;

In addition to the above, more serious misbehaviours requiring sanctions may include:

- bullying/cyber-bullying;
- incidents where terrorism is supported or extremist attitudes are demonstrated;
- racism or intolerance of different faiths.

Disciplinary action will be taken against pupils who are found to have made malicious accusations against employees. Where untrue or malicious allegations have been made, all employees will be informed and advised by the Head of the Junior School on the appropriate action to take, to avoid being vulnerable to repeat accusations.

### **3.3 Appropriate sanctions**

In determining whether a punishment is reasonable account must be taken of the pupil's age, SEND and any religious requirements affecting them (Education and Inspections Act 2016). Wherever possible and appropriate, the punishment should link directly to the negative behaviour demonstrated. For example, pupils who have created a mess or dropped litter should be asked to tidy the classroom.

Sanctions may include one, or a combination, of the following:

- verbal reprimand;
- removal of play or lunch time (time out);
- completing extra, or alternative work;
- tidying the school or other supervised work;
- written apologies;
- removal of privileges such as attending a club or fixture;
- written reflection of the misbehaviour.

As a rare sanction and last resort, fixed term or permanent exclusion may also be used.

Sanctions will be supervised by a member of the Junior Leadership Team (JLT) or other Junior School employee.

### **3.4 Exclusion**

Temporary or permanent exclusion should be rare and seen as a last resort. Only extremely serious incidents will result in an exclusion. A temporary exclusion allows for time for reflection by the School, the pupil and their parents.

Only the Headmaster or the Head of the Junior School can exclude a pupil (temporarily or permanently), and before doing so the Head of the Junior School will ensure that an appropriate investigation has been carried out, that all the relevant evidence has been considered and that the pupil has had an opportunity to be listened to. The Head of the Junior School will consult the Senior School Headmaster and the Chairman of Governors before taking this step. In making decisions about exclusion, the Head of the Junior School will take into account any special educational needs, disabilities, gender and cultural differences that may be relevant to the case, any representations by the parents, as well as an agreed list of issues relating to exclusion. Consideration will also be given to the pupil's continuity of education.

Where a decision is made to exclude a pupil, the parents will be informed immediately with confirmation of the decision in writing, including the reason for the exclusion. Parents have the right to appeal against the decision to the Board of Governors.

### **3.5 Recording sanctions and behaviours**

#### **Recording - Inappropriate lower level behaviours**

It is the responsibility of each subject teacher to record lower level pupil behaviour on CPOMS. Persistent negative behaviours may result in a time out.

#### **Recording moderate and severe incidents**

A register of sanctions imposed for serious misbehaviour kept on CPOMS. This central register of sanctions for serious misbehaviour is retained so that patterns can be identified by the school. Teachers referring pupils for time outs are responsible for recording the initial incident on CPOMS. This must also be carried out for **any** bullying allegations (see separate policy on Anti-Bullying), racist incidents, incidents deemed to support terrorism or incidents of a more serious nature.

If necessary, follow up meetings are then arranged with the parent and pupil to ensure that the situation is being closely monitored.

### **3.6 Support Systems for pupil behaviour**

For many of the Junior School pupils, the use of sanctions is rare and usually sufficient to encourage improvements in behaviour. However, for pupils who struggle to make these improvements, the School will liaise with parents to set some targets and review behaviour. This approach allows support strategies to be shared, implemented and monitored.

## Report Forms

- The use of report forms is a strategy which provides support for, and close monitoring of, a pupil's behaviour throughout the school day. They should be used when other sanctions have failed to bring about progress and where pupils consistently underperform or demonstrate negative behaviours;
- The purpose of a report form is to encourage pupils to reflect upon their behaviour and to set targets for their own improvement. Supported by the teacher, the pupil should negotiate a target/targets for improvement which they are expected to achieve each day. Achieving the targets set successfully results in a good report.
- Any pupil who is not able to modify their behaviour whilst on report will have a formal meeting with the teacher, Head of the Junior School and/or Deputy Head /Learning Support Coordinator (LSCO);
- A pupil on report is given a daily report form for which they are responsible;
- Parents will be informed about the implementation of this strategy and, where possible, it should be implemented in cooperation with the parents;
- When a pupil is placed on report, employees are responsible for monitoring pupils' behaviour in the playground and classrooms.

## 4. Physical intervention

Corporal punishment is illegal and will not be used or threatened under any circumstances.

All employees have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline.

The degree of force used should be the minimum needed to achieve the desired result. The DSL or Deputy DSL or, if relevant, EYFS Lead will record any significant incident in which an employee uses force on a pupil, and any event of this nature will be reported to the pupil's parent on the same day or as soon as reasonably practicable after the incident.

Further guidance related to physical intervention and reasonable force is outlined in Appendix 2.

## 5. Late/ poor quality homework

If homework is not handed in on the required day, is incomplete or is of poor quality, a note maybe written in the pupil's planner, or the teacher may email parents/carers. Teachers may require pupils to re-do or complete homework at their discretion.

## 6. Bullying (read in conjunction with the School's Anti-Bullying Policy)

All forms of bullying are taken very seriously at the Junior School and steps are taken to ensure that bullying at the School is prevented in so far as is reasonably practicable. Employees are aware of the procedures to follow and know that all bullying is treated seriously and should be recorded using CPOMS.

All pupils are encouraged to inform an employee if bullying occurs. In instances of bullying, the Deputy Head will apply sanctions appropriate to the seriousness of the incident following an investigation of the situation.

## **7. Child-on-Child abuse**

We recognise that pupils are capable of abusing their peers and that child-on-child abuse can manifest in many different ways, including bullying, on-line bullying, prejudice-based and discriminatory bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, sharing of nudes and semi-nudes, upskirting and abuse within intimate partner relationships. It is very clear that this type of abuse should always be treated seriously, and never just as banter or 'just having a laugh' or part of growing up or boys being boys. Our school has a zero tolerance approach to such attitudes and behaviours, it is never acceptable and should not be tolerated.

Employees need to be vigilant at all times; even though there may be no reports of it, this does not mean it is not happening. All concerns around child-on-child abuse will be taken seriously, reported, investigated, recorded and managed in line with the School's child protection procedures. The DSL is responsible for providing support to all children involved in incident of child-on-child sexual abuse.

## **8. Transition**

The smooth integration of new pupils to the School and the smooth transition of pupils from one year group to another is of utmost importance to achieving high standards of behaviour and conduct in the School.

New pupils are paired up with their peers who will support them and will also model the high standards of behaviour that the School expects.

Teachers liaise with each other before the start of the academic year to share relevant information which might affect a pupil's behaviour.

**Policy reviewed by:** Mrs F Robertshaw-Hughes, Deputy Head  
**Last policy review date** Spring 2024  
**Next policy review date** Spring 2025

**Written in conjunction with the latest version of non-statutory advice DfE advice Behaviour and Discipline in Schools**



Appendix 1  
Building Better Behaviour Form

**Bradford Grammar School Juniors Building Better Behaviour**

Name	Date	Form
<b>What is the choice that led to you losing play or lunch time?</b>		
<b>Why did you make that choice?</b>		
<b>What was the impact or potential impact of the choice?</b>		
<b>How do you feel about what has happened?</b>		
<b>If anybody else was involved, how do you think that they felt?</b>		
<b>What could you have done differently?</b>		
<b>What can you do to make amends?</b>		



## Appendix 2: Physical intervention

The School does not use corporal punishment. DfE guidance "Use of reasonable force" enables employees to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing an offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil themselves)
- prejudicing the maintenance of good order and discipline at the school or among the pupils receiving education at the school, during lessons, or at any other time during the school day.

All employees have a legal power to use reasonable force for the reasons outlined above and this power may temporarily extend to people authorised by the Head of the Junior School to take charge of pupils, such as unpaid volunteers or parents accompanying pupils on school activities.

Reasonable force will never be used as a punishment for a pupil – this is unlawful and unacceptable. The school also acknowledges its duty to make reasonable adjustments in the potential use of reasonable force for disabled pupils with SEN.

As required by the latest version of the DfE Early Years Foundation Stage Statutory Framework, detailed written records of serious incidents, including those requiring physical intervention by employees, will be maintained by the School on CPOMS and reported to the DSL or Deputy DSL and, if relevant, EYFS Lead. Parents will also be informed as soon as possible. Any injuries will be recorded according to the school's Health and Safety Policy.

The School seeks to minimise the circumstances whereby physical intervention would be necessary by:

- creating a disciplined and orderly atmosphere in school and providing pupils with a clear framework for good conduct;
- providing guidance and encouragement for pupils, in both lessons and other forums, to manage conflict and strong feelings in a way that does not escalate the situation;
- fostering positive working relationships between employees and pupils, creating an atmosphere of tolerance, respect and trust that is conducive to good order;
- planning carefully to avoid circumstances that could make a conflict situation more likely ;
- and advising employees of potential difficulties and strategies that could be employed to resolve them.

In circumstances where an employee believes that he or she may be at the risk of injury, they should not intervene without additional support or should immediately telephone the emergency services.

However, the appropriate and proportionate use of force or restraint may be necessary based on the age of the pupil, the specific circumstances and seriousness of the situation.

Employees must decide upon their actions based upon the potential for injury, damage or serious Disorder should they decide not to intervene, the chances of achieving the desired results by other means and the relative risks of physical intervention compared to other means. The use of force or restraint would be reasonable for example if it is clear that the behaviour, or the consequences of that behaviour, was sufficiently dangerous or disruptive and could not have been effectively dealt with by other means.

Before using force, employees should (wherever practicable) tell the pupil/pupils to stop misbehaving and communicate in a calm and measured manner that the use of force may be necessary. Employees should make it clear that their physical intervention will stop as soon as it ceases to be necessary.

Employees should attempt to intervene in such a way that their actions cannot be interpreted as

being motivated by anger, frustration or is sexually inappropriate.

Types of physical intervention that an employee could consider:

- passive physical contact, e.g., standing between pupils and/or blocking a pupil's path.
- active physical contact, e.g., leading a pupil by the arm, ushering a pupil away with a hand on their back or shoulder or, in extreme circumstances, using appropriate holds.

Following the incident:

- the DSL, Deputy DSL or EYFS Lead will investigate thoroughly and ensure the incident is recorded on CPOMS.
- the physical well-being of pupils and staff involved will be a priority, with appropriate medical care.
- seek to provide emotional and psychological support to all concerned where necessary
- apply appropriate sanctions where necessary, according to the School's Behaviour Policy.