



TYNDALE PRIMARY SCHOOL

Behaviour and Rewards Policy

Date Agreed by Governors: 11/5/2021

Review Date: 16/07/2021

Purpose

- To ensure that all stakeholders are aware of the **unapologetic** high expectations at Tyndale Primary School.
- To ensure consistent expectations of good conduct, self-discipline, and respect **in all areas of the school and when wearing our school uniform off site.**
- To ensure that teachers and pupils exercise their **rights** to teach and learn, in a safe environment.
- To give every pupil to **best chance of success** in all aspects of their school life.
- To ensure all pupils and staff feel **safe and happy** in school all day, every day.

In **lessons** and when **moving around the school**:

“No child has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach, and pupils will have disruption free classrooms in which they can learn.”

During **unstructured** times:

“No child has the right to disrupt the break/lunchtime of others. Pupils and staff will have disruption free break/lunchtimes in which they feel safe.”

Principles

- We believe that all pupils and staff have the right to always feel safe in school without undue disruption or harassment. There should be **mutual respect** between staff and pupils and between each other.
- Subsequently, all **visitors** to the school should always feel safe and free from the effects of poor behaviour and in all parts of the school.
- We are an **inclusive** school who has a **zero tolerance to discrimination of any sort**. We have a clear, comprehensive, age-appropriate Anti-Bullying Policy, understood by all, which partners this Behaviour Policy.
- Our legal duties (under the Equality Act 2010) are detailed in the Safeguarding Policy and made known to all staff. Measures to protect pupils from bullying and discrimination because of **gender, race, ability, sexual orientation, or background** are also detailed in the Safeguarding Policy and regularly monitored for their effective implementation.

Zero Tolerance of Discrimination at Tyndale Primary

- The Headteacher holds the responsibility to **eliminate discrimination, harassment, victimisation**, and other conduct that is prohibited by the Equality Act.
- Where there is evidence of discrimination because of **gender, race, ability, sexual orientation, or background**, an exclusion will be issued.
- This exclusion will be in accordance with guidance from the DfE ‘Exclusion from maintained schools, academies and pupil referral units in England (September 2017), which can be found [here](#).

-
- **Parents and carers** are expected to support this policy understand their role in **working in partnership** with Tyndale Primary to ensure their children behave responsibly during their time at school, in the local community and in preparation for their life at secondary school.

Aims and Objectives

At Tyndale Primary School, our Behaviour and Rewards Policy sets the boundaries for a system that:

- **Rewards and reinforces** the right behaviours regularly.
- Delivers **consistent consequences** for the wrong behaviour.
- Outlines a procedure where the roles and responsibilities are clear, and staff take **responsibility** for pupils' learning.
- Seeks to ensure that all pupils are treated **equally and fairly** in the implementation of rewards and sanctions.
- Enables staff to teach effectively by **removing disturbances** to learning and promoting respect and positive attitudes to learning.
- Supports and promotes the **Anti-Bullying** Policy, the **Equalities** Policy and **Special Educational Needs** Policy.

Inclusion

- Pupils with an **Educational Health Care Plan** (EHCP) or an **identified additional need(s)** will be **expected** to follow the behaviour policy.
- However, **reasonable adjustments** will be made for some individuals.
- These adjustments will be based on:

Advice from the Special Educational Needs Co-Ordinator (**SENCo**)

Advice from **external agencies** such as Inclusion Support, Educational Psychologists, and the Education Inclusion Officer.

These strategies will be **implemented and agreed** with all stakeholders and reviewed regularly and evidenced in the pupil's **Individual Support Plan** (ISP).

Procedures

Rewards

At Tyndale, we believe in **rewarding** pupils, who go '**above and beyond**' and make outstanding effort. Rewards are given publicly and are fairly and consistently given:

- **Daily**
- dojo/house points are awarded for pupils who go 'above and beyond' our unapologetic high expectations. If a pupil gets 10 dojo/house points, they are awarded with a 'golden token' which will be awarded to their house.
- **Weekly**
- certificates are given in celebration assemblies and prizes are given for those pupils who rank 'Gold' on the honour board.
- **Termly**

- pupils who have not caused persistent disruption in their lessons are eligible to participate in the end of term behaviour reward, the end of term house cup is awarded to the house with the most 'golden tokens'.

Sanctions

Our behaviour policy delivers **consistent consequences** for the wrong behaviour, the following script is used by all staff in all year groups:

1. **Reminder:** (Name) I expect you to be _____, this is your reminder.

2. **Warning:** (Name), I've reminded you that I expect you to be _____, you're still not doing this, this is now your warning.

Staff always give **sufficient 'take up' time** at this point and check for an **unmet need** (tricky morning, hunger, thirst, unsettled weekend, work too easy/difficult, well-being, upcoming events)

3. **Reflection:** (Name), I've asked you to _____, you've had your reminder and warning and you're still not _____, please go to reflection.

Reflection

- Pupils in **KS2** are expected to leave for the **remainder of the lesson**.
- Pupils in **KS1** are expected to leave for **15 minutes**.
- A total of **3 reflections** in one day, will be seen as **persistent disruptive behaviour**.
- Pupils are always given an **opportunity to reflect** on their behaviour to **prevent** future occurrences.
- The following sheet is used to support pupils in KS2. In KS1, this is completed as a verbal questioning exercise:

Tyndale Primary – Reflection Sheet

Name: _____



I have been given a reflection,
I feel...

What did I do?

What could I have done?
(strategies to help me next time)



Restorative Conversation

- Following a reflection, it is vital to spend time **rebuilding the trust** between the pupil and member of staff who issued the reflection.
- This conversation is **supported** by the reflection sheet.

Exclusions

- The Headteacher may decide to exclude a pupil:

Where a pupil's behaviour is deemed to be **in serious breach or persistent breach** of this behaviour policy
and/or

Where allowing the pupil to remain in school would **seriously harm the education or welfare of the pupil or others** in the school

- Exclusion procedures will be in accordance with guidance from the DfE 'Exclusion from maintained schools, academies and pupil referral units in England (September 2017), which can be found [here](#).