



Rainbow Primary School

Pupil Behaviour & Rewards Policy

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BEHAVIOUR POLICY

'Positive discipline is a whole school approach to the management of behaviour. It covers the whole of the school day including breaks and dinner times. Rules are few in number and are very clear. Pupils have a clear choice whether they keep to the rules or not. Pupils see the programme as fair because it is consistent, and any consequences are known to them in advance of them choosing to break a rule.'

Our Mission is to provide all of our students with the academic and character skills they need to achieve excellent results, to succeed in a competitive world and to serve as the next generation of leaders for our communities.

1.0 Introduction

Rainbow Primary School will pursue a policy of positive behaviour and a range of rewards and sanctions will be clearly displayed. The emphasis will always be to celebrate success and positive behaviour.

It has long been established that rewards are more effective than punishment in motivating pupils. By praising and rewarding positive behaviour, others will be encouraged to act similarly. The School's behaviour policy will therefore not only specify what sanctions are available to staff, but also how positive behaviour will be reinforced through praise and rewards.

We believe 'every child has the right to learn, every teacher has the right to teach'

1.1 Purpose & Audience

The purpose of this policy is to provide guidance to all teaching staff around the expected behaviour and outline of systems to be used. Further work on this important area will take place on an on-going basis, reflecting the best practices of the sponsor, emerging best practice and the work of the predecessor school.

1.2 Roles and responsibilities

The responsibility for the implementation of this policy and provision rests with the Head Teacher. On an operational basis, the management, responsibility and evaluation of this policy is undertaken by the senior leadership team.



2.0 Aims

- ✚ To develop a whole school behaviour policy supported and followed by the whole school community, parents, teachers, children, trustees and governors, based on a sense of community and shared values
- ✚ To apply positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment
- ✚ To teach, through the school curriculum, values and attitudes as well as knowledge and skills. This will promote responsible behaviour, encourage self discipline and encourage in children a respect for themselves, for other people and for property. This will be done through PSHE, citizenship and the Rainbow Time Behaviour and Reward System
- ✚ To encourage good behaviour rather than to simply punish unacceptable behaviour by providing a range of rewards for children of all ages and abilities
- ✚ To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow

3.0 Code of Conduct

Rainbow Primary will use the 'Rainbow Time' Positive Behaviour Programme

Expectations will be fully explained and modeled and include:

- ✚ All members of the school community are asked to respect each other
- ✚ All children are expected to respect their teachers, other adults and fellow pupils
- ✚ All children are expected to respect their own and other people's property and to take care of books and equipment
- ✚ Children are expected to be well-behaved, well-mannered and attentive
- ✚ Children should walk (not run) when moving around school, and should be quiet when moving around the corridor areas
- ✚ Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to immediate parental involvement, one to one meetings with members of the SMT, loss of rewards and in some cases an exclusion
- ✚ Abusive language will not be tolerated on school premises
- ✚ Children are expected to be punctual
- ✚ Children should wear the correct school uniform (for full terms see Appendix 1)

This code of conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

4.0 Rewards

Rainbow Time is a thirty minute weekly reward of a range of activities. Children keep their allocation of Rainbow Time by following the agreed classroom rules which are based on – listen & follow instructions, respect one another and things, keep oneself and others safe, treat others with kindness.



Other classroom rewards are – stickers, class points, 'shining star' tickets (these slips can be given out by all staff in school, not just class based staff)

Children are awarded on the spot 'Shining Stars' which they write their name on & collect.

10 shining stars = 1 gem



1 gem can also be awarded for staying on green all week, not moving onto amber or red once. (Teachers will need a simple record sheet onto which they colour a yellow or red against a child's name/day/session, so that gems are awarded accurately)

Gems (shiny stick on gems) these will be stuck onto a small collection card



Rewards for collections of gems are as follows:

5 gems = 1 Dress down Friday *or*
Cup of Tea & a bun with a teacher *or*
A photo with your best friend *or*
A minion key ring *or*
A Rainbow pencil

10 gems = 1 after school cinema treat in the hall with popcorn
A wand of bubbles
A soft toy (Ikea)

15 gems = Train ride to an Adventure Playground (Saltaire, Robert's Park)

It is envisaged that it will take some time to collect 15 gems & that the 15 gem treat will happen approximately once per term

Additional Award – for those children on green for a full term with no ambers or reds = Hot chocolate at Starbucks treat

Rainbow time will also continue with a re-vamp of activities, one full Rainbow time is given for staying on green all week



Resources

Class record sheet of amber & reds each week (given to Fizzah weekly, to go to Steph)

Pupil gem cards on a peg (see photo from Haworth)

Shiny star slips of paper (replaces well done tickets)

Traffic Light system in classroom

Rainbow pencils

Minion key rings

Soft toys from Ikea

Bubble wands

Assembly rewards – certificates in Celebration Assembly for Working Hard (Handwriting & presentation focus 2015-16) & Being Kind & helpful

Attendance Rewards – For 100% attendance – Term 1 – Cinema Trip, Term 2 – Bowling Trip Term 3 – Limo Ride. 100% attendance is cumulative over the year.

Weekly reward for class with highest attendance score of 96% and above – Attendance Cup & 15 minutes extra playtime.

Lunchtime reward – special lunch is awarded to 4 pupils who sit at special lunch table with the Principal on a Friday lunch time. Pupils are nominated by lunch staff.

Feedback to Parents – Children will receive a stamp in their reading records in Key Stage One and planner in Key Stage Two, informing parents how much Rainbow time their child has earned that week.

5.0 Sanctions

However, there will be times when pupils do not live up to expectations and break the agreed rules. We believe that children need to discover where the boundaries of acceptable behaviour lie, as this is a part of growing up. These boundaries are firmly and clearly outlined below. Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding age of the child.

A Traffic Light System (Yellow, Amber, Red) is used in which a pupil is required to move their name down the traffic light colours when not following the rules. In this instance, the following system of warnings & sanctions will apply:



1. Positive Praise to bring all children onto task
2. Verbal Warning as a reminder for a child/children to follow instructions
3. Name moved by child from yellow to amber on traffic light if behaviour persists.
4. If behaviour persists, the child moves from their place and works in isolation in the classroom
5. Name moved by child from amber to red if behaviour persists – 5 minutes Rainbow Time lost (this is recorded by the teacher)
6. If behaviour persists – time out in another year group as appropriate to age of child. Teachers form agreements between classes as to where pupils will be sent.

A child speak version of the above sanctions, alongside the agreed classroom rules will be displayed in each classroom.

Whole school rules of

-  Be Kind
 -  Be safe
 -  Listen and do as an adult tells you the first time
- are displayed in corridors and the dining hall

All names on the Traffic Light will be moved back onto yellow at beginning of each day & each afternoon session.

Teachers will track the loss of Rainbow Time over the course of the week and as a result a pupil could lose from 5-30 minutes of their Rainbow Time.

Pupils who have lost some or all of their Rainbow Time are required to sit on a chair during their class's Rainbow Time activities, observing Rainbow Time Activities, without talking or being involved with the activities for the set amount of time. They may join activities if any time remains after their time out is completed.

Earning Back Rainbow Time – pupils are allowed to earn back up to half of the lost Rainbow Time, if they have lost 20 minutes or more, by being excellently behaved in the classroom.

Detention – an in school detention, carried out by the class teacher, can be given when – a child has completed the traffic light set of sanctions, had time out and is still not following instructions appropriately within one session, a child has not followed instructions/acted unkindly towards others repeatedly during any one break time or lunchtime or is purposely not completing work / doing very little.

An after school detention is given for more extreme behaviour – e.g. deliberately damaging/destroying other pupil's work/property or school property, following 3 in school detentions within one week, rudeness/insolence to a staff member. Parents are always given prior notice in writing of an after school detention.

6.0 Severe Behaviour

More serious breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.

This type of behaviour is generally rare and it is the responsibility of the Principal or the Deputy who will deal with it severely, particularly if the problem keeps recurring.

Challenging behaviour can take the form of:

- + Verbal abuse
- + Physical abuse
- + Assault
- + Defiant refusal
- + Absconding

6.1 Actions in response to the above:

In cases of more violent behavior when a child is not responding to requests to calm down, the adult involved will make a decision about the best course of action which may involve calling for another member of staff and asking for the children to be removed. See positive handling policy.

7.0 Procedures for Dealing with Major Breaches of Discipline may result in:

- + Withdrawal from the classroom for the rest of the day
- + A letter and / or phone call to parents informing them of the problem
- + An after school detention
- + A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour
- + A Behaviour Improvement Plan (BIP) to be formulated in consultation with parents, class teacher and child
- + If the incident is severe (includes physical violence, damage to property) or recurring then a temporary exclusion may be issued and parents would be informed
- + A permanent exclusion is a measure only used as a last resort, following consultation with the governing body
- + Parents have the right of appeal to the Academy Trust against any decision to exclude
- + The Academy Trust shall make arrangements for enabling appeals against, or review of any decision made to permanently exclude a pupil in accordance with the functions assigned to the Local Authority.
- + The Academy Trust shall ensure that appeal/review panels are impartial, and are constituted in accordance with the Secretary of State's guidance.
- + The Academy Trust shall comply with any decision of an appeals panel, or direction of a review panel.
- + The exception to note is:

- ✚ The Academy Trust is not expected to seek the advice of a Local Authority officer when considering an exclusion, although a Local Authority officer may attend any meeting to consider an exclusion (including an appeal hearing or review) at the request of a parent.

In some instances, the Principal, Deputy Head and SENCO will work with the class teacher and parents to devise an action plan to meet that child's needs. This may include the involvement of other agencies – social services, psychological service etc.

Bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. In other words, bullying at Rainbow Primary is considered to be, “unacceptable behaviour which occurs **‘lots of times, on purpose’**.”

Bullying can be short term or continuous over long periods of time.

As a school we take bullying seriously. Pupils and parents are assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. See Bullying policy.

8.0 Lunchtime Supervision

Lunchtime supervisors will be included in a staff training programme so that they are fully aware of the Rainbow Reward & Sanction Programme and are then able to operate it over the lunchtime period.

At lunchtime, supervision is carried out by the senior supervisor and a team of midday assistants. The Senior Supervisor can refer to the Headteacher or the Deputy Headteacher if necessary. The Supervisor and mid-day assistants are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected.

A ‘Special Lunch’ reward will be set up weekly to reward pupils who follow the school rules

The Supervisor and mid-day assistants must be treated with the respect expected by all adults at Rainbow Primary School. Verbal or physical abuse will not be tolerated.

Persistent or serious misbehaviour at lunchtime is brought to the attention of the Headteacher or the Deputy Headteacher. This results in loss of privileges and playtimes. Parents will be informed if there is no improvement in behaviour and be invited to attend a meeting with the Headteacher or Deputy Headteacher.

9.0 Parents

Parents are kept informed weekly as to their child's/children's behavior in school through stamps in their reading records in Key Stage One and homework planners in Key Stage 2.

The school will speak to individual parents if behaviour becomes a concern through repeated loss of Rainbow Time, both informally and formally as the circumstances require.

Attendance prizes and awards will be advertised to pupils and parents at the beginning of each term and attendance of their child/children will be communicated daily if a child is not in school, weekly if a bout of poor attendance occurs, termly to all parents through the termly report and parent's evenings.

10.0 Monitoring and Review

The senior leadership team will work closely with other staff to ensure the implementation and full development of this policy and provision. They will regularly monitor and review this policy and make an annual written report to the Academy Trust

11.0 Approval by Academy Trust and Review Date

- 11.1 Aware of its responsibilities in this important area, the Academy Trust approves the implementation of these systems and fully supports the Principal and his staff in this area.

- 11.2 These guidelines will be reviewed on an annual basis by the senior leadership team and a summary report will be produced, outlining any changes and progress made.