



Ackworth School

Behaviour, Sanctions and Rewards Policy

This policy has been reviewed by the Compliance and Policy Sub-Committee and approved by the School Committee

Senior School

Aim

1. The aim of this policy is to set out Ackworth School's (the School) expectations regarding behaviour and to set out the rewards and sanctions that the School uses. This policy has been drawn up with '*Behaviour and Discipline in Schools*' (2014) in mind as well as the statutory guidance '*Relationships and Sex Education*' (RSE) and health education (2021).

Overview

2. We recognise that the behaviour in school can have a direct effect on the mental health and wellbeing of children. Feeling safe, secure and supported are vital aspects in the life of children. The atmosphere and environment in school should feel safe and calm.
3. Sexual violence or sexual harassment is not acceptable at the School and any report of sexual violence or sexual harassment is taken seriously. The School has many SEND and Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, Intersex, Asexual or Ally (LGBTQIA+) pupils and we are mindful that they are more vulnerable.
4. We believe behaviour helps promote resilience. Children learn to understand that within our behaviour expectations, there are positive boundaries that contribute to their wellbeing and the wellbeing of others.
5. We believe that everyone has a responsibility to ensure that the behaviour in school supports learning. If children and young people feel safe, they will learn more effectively and be more able to meet the challenges of everyday life. They will also be more able to achieve if behaviour supports a safe, secure and supported atmosphere in the classroom. They will flourish and develop self esteem, respect for others, tolerance and compassion.
6. If children and young people are not working in an atmosphere and environment which is safe, secure and supported, they are more likely to suffer in terms of mental and social wellbeing; they may be isolated or isolate themselves from their peer group leading to feelings which are negative and damaging to self esteem.
7. Behaviour is seen as an integral part of the curriculum where the behaviour of a pupil relates to a particular need or barrier, the School will consult and liaise



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with external agencies where appropriate to ensure additional support and instructions relating to need are understood and assessed.

8. These services may be educational psychology services, health services, children's social care, speech, language and communication services and the police.
9. The School's Pupil Organiser is installed on all Senior School pupils' iPads and sets out the expectations that the School has regarding behaviour in some detail. The following text is taken from the Organiser:

"Being part of a caring community means that you must always be reasonable and treat others and their property as you yourself would want to be treated. Try to understand other people's point of view, even if you do not agree with them."

10. We must all work together to achieve the School's purpose:

"To create a happy and secure environment in which all pupils realise and develop their own special abilities in constant awareness of the needs and claims of others."

Conduct and Expectations

11. The following expectations are listed in the Pupil Organiser regarding conduct:
 - support and encourage each other
 - be honest and trustworthy
 - ensure that it is possible for everyone to learn effectively by co-operating and not disturbing others in the classroom
 - be courteous, speaking to everyone politely
 - move sensibly around the corridors and buildings
 - be proud of our beautiful School – everyone has a part to play in keeping it clean and tidy. Use the litter bins, enjoy and appreciate display materials, report breakages promptly so that they may be dealt with
 - follow the dress code and look smart and tidy
 - be punctual so that lessons, meetings and meals can start promptly
 - take the opportunities provided and participate fully in school life – play your part well
12. It is expected that pupils follow these expectations and that staff help to reinforce them on a day to day basis. By following these expectations, we protect the wellbeing of all members of our community.

Behaviour in Class

13. In a similar way to conduct and expectations, the following expectations are given in the Pupil Organiser regarding behaviour in class:



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Classrooms, laboratories, workshops, music rooms, sports facilities etc. are your place of work. We expect you to behave in a manner which allows everyone to work successfully, safely and enjoyably. If you follow these expectations, we know everyone will feel safe, secure and supported meaning pupils are less likely to worry because they know these routines are in place and followed. Therefore, please:

- wait outside rooms sensibly and quietly
- enter sensibly and go straight to your place of work
- get ready all the books and equipment you will need including iPad
- put bags away - not on the desk
- sit quietly
- remain silent when the teacher is speaking to the class
- please put your hand up to ask a question. You may be asked to put your hand up to answer a question; you may also be asked a question; please ensure you are listening carefully so that you can try to answer, don't worry about getting an answer wrong be prepared to do your best. We often get something wrong, this helps your teachers to help you learn; you may be asked to add detail to an answer already given by another pupil, this relies on you listening carefully to what others say. It also shows whether you can explain why or how in an answer which shows how well you understand.
- listen carefully to the teacher and to each other
- do what is required immediately and without fuss
- work with each other in a helpful and co-operative way
- only pack away/leave the room when told to do so by your teacher
- respect the property of others
- at all times we expect you to be courteous and polite
- Covid-19 makes it more important than ever to follow the expectations.
- Current restrictions also mean you must wear masks in the corridors and dining rooms as instructed.

Other Information Regarding Behaviour

14. In the Pupil Organiser there is also advice for pupils regarding the following areas of behaviour:

- Dining room etiquette, drinks from the vending machine and chewing gum
- Dress Code
- Check in and departure times
- Punctuality
- Attendance of Clubs and Societies
- Where pupils can go after school
- Smoking and alcohol (covered in a separate policy)
- Use of cameras and camera phones
- Use of electronic devices
- Use of IT (covered in a separate policy)



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Rewards

15. Rewards at the School are underpinned by the special mentions which staff give in recognition of achievement, progress and contribution to school life. These are shared with parents, carers and guardians every half term. Special mentions reflect learning and progress. Commendations are awarded to pupils who achieve 5 or more special mentions in half a term. Subject staff will also send postcards in recognition of approach to learning, academic excellence or progress.
16. A Merit can be awarded by the Head for an exceptional piece of work. The work is forwarded by the subject teacher to the Head, who then judges whether the piece of work is worthy of a Merit. If a Merit is awarded the pupil is asked to see the Head to receive a Merit certificate and a letter is sent home to parents.
17. At the end of the academic year Gibson Awards for effort and industry are awarded to Forms 1, 2, 3 and 4. This recognises students who have tried hard in all areas of the curriculum, but is not necessarily related to academic success. These can, therefore, be achieved by any pupil.
18. Subject Awards are awarded at the end of the academic year. These awards have a citation which explains why the award has been given. There are separate awards for each subject for Juniors (Forms 1 and 2), Intermediates (Forms 3 and 4), 5th Form, Lower 6th Form and Upper 6th Form.
19. Approach to Learning Commendations are awarded to pupils who achieve 6 or more plus grades on their academic reports. These are not awarded for academic progress, they are based on a pupil's approach to learning so can be achieved by all pupils.
20. At the end of each academic year the Highest Scholarship Awards are awarded to the male and female pupils who obtain the highest grades at A Level. Their names are recorded on the Highest Scholars board in the Fothergill Foyer. Highest Scholarship Awards for GCSE are also awarded to the highest-performing pupils at GCSE. A number of scholarships are also awarded to the 1st and 6th Form – there is a separate policy which covers these.
21. There are a number of individual trophies awarded each year in both the academic and wider arenas (for example for prose and poetry and for the Badsworth and Hesse runs).

Consequences and Sanctions

22. The School has a number of consequences that it uses. These include Prep Detention, Detention, Deputy Head's Detention, Gating to Site, Gating to



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House, Close Supervision Card, Suspension and Exclusion. There is a separate policy covering Suspension and Exclusion (Discipline and Exclusion Policy). It is expected, however, that for the majority of the time a reprimand from a member of staff will be the only sanction that is required. It is vital that staff do communicate with each other about behaviour that falls below expectations and this is done using a Pupil Information Form (PIF), which is filled in and then read by, in turn, the Tutor, the Pastoral Lead and an Acting Deputy Head Academic. This is then filed electronically in the pupil's file. Where appropriate, staff also record contact to parents here.

23. Pre and post Covid-19, Prep Detention takes place every day from 1.05 to 1.30pm. Pupils who have failed to complete a piece of work punctually or satisfactorily attend as directed by a member of staff. Pupils complete the piece of work set, in silence, and if the work is completed, they then have the opportunity to complete their own work. They must, however, stay at the Prep Detention for the full time. Pupils then attend second lunch sitting. During Covid-19, pupils may be placed on a report system and may have detention issued on a specific day for their year group.
24. Pupils whose behaviour has been unco-operative, unhelpful, fallen below expectations including the expectations concerning Covid-19 or who have repeatedly failed to attend Prep Detention will be given a Detention. This will take place from 4.15 to 5.15pm on Thursdays and parents will be notified by letter or email. Pupils attend Detention in school uniform and are required to bring a pen and their organiser. Pupils are set extra tasks for Detention rather than doing their prep. Anyone missing Detention without good reason will do a Deputy Head's Detention in addition to Detention the following week.
25. Pupils whose behaviour has caused more serious concern will attend a Deputy Head's Detention as arranged. This may take place on a Saturday morning. Wherever possible, the School will work with parents to promote good behaviour. This includes inviting parents to be present to assist in reconciliatory meetings, where appropriate.
26. Pupils who have broken bounds or committed similar offences may be Gated to Site or Gated to House. These are usually sanctions reserved for boarders. Pupils who are Gated to Site will not be allowed to leave the school site for the duration of their gating whilst pupils Gated to House will be required to stay in their Boarding House after prep or, at weekends, after 6.30pm.
27. Pupils who have committed a serious offence and often those returning from a suspension may be placed on a Close Supervision Card. This must be signed at every lesson and every 30 minutes in periods of free time, including the weekend and evenings for boarders.



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28. Suspensions and Exclusions are the most serious sanctions at the School and are covered in a separate policy (Discipline and Exclusion Policy).
29. The behaviour and sanctions in the senior school have been amended due to Covid-19. Pupils have been informed of the behaviour and expectations in relation to Covid-19. This reflects pupil behaviour and makes clear the sanction if this is not adhered to, both as a one off and recurrent event.

Thresholds for Misconduct being treated as a Safeguarding Concern

Physical, emotional, neglect, sexual, bullying.

Physical Contact with Children (Restraint)

30. In general, this should be avoided although there will be occasions when it is appropriate, e.g. comforting a pupil in distress. The law allows teachers to use 'reasonable force' in certain emergency situations. A rule of thumb might be, 'Never touch a child in friendship or in anger'. Full details are in DfE Circular 10/98 but key sections are reproduced here:

Section 550A

31. The section allows teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:
 - committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)
 - injuring themselves or others
 - causing damage to property (including the pupil's own property)
 - engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere

'Application of Force'

Physical intervention can take several forms. It might involve staff:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing
- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds



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32. In exceptional circumstances, where there is an immediate risk of injury, a member of staff may need to take any necessary action that is consistent with the concept of 'reasonable force': for example, to prevent a young pupil running off a pavement onto a busy road, or to prevent a pupil hitting someone, or throwing something.
33. In other circumstances staff should **not** act in a way that might reasonably be expected to cause injury, for example by:
 - holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
 - slapping, punching or kicking a pupil
 - twisting or forcing limbs against a joint
 - tripping up a pupil
 - holding or pulling a pupil by the hair or ear
 - holding a pupil face down on the ground
34. Staff should always avoid touching or holding a pupil in any way that might be considered indecent.
35. Where a member of staff has had to use force to restrain a pupil the incident should be reported in the usual way (using the Pupil Information Form) and the Head or Deputy Head Pastoral or Acting Deputy Head Academic alerted immediately.

Searching

36. There are some circumstances in which it might be deemed necessary for staff to carry out a search of pupils' rooms and/or their possessions. Principally, searches might be conducted when there are strong grounds to believe that a pupil's clothing, bags, lockers or room might contain items that are banned under the school rules, and which might be detrimental to the welfare of pupils, or to the safety and security of property. Such items include:
 - Radical material intended to incite violence or hatred and promote terrorism
 - Knives and other weapons
 - Alcohol
 - Drugs and other substances of misuse
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

Searches can be carried out by the following staff, working together:

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- Head, Members of the Senior Management Team, or the Pastoral and Academic Lead.
 - Other members of staff delegated on behalf of Head or the Management Team to assist in a search (typically Boarding House Tutors).
37. Any search of a Pupil's clothing, bags, lockers, room or possessions must be carried out with the knowledge of the Head or Deputy Head (Pastoral or Academic) unless the situation is deemed to represent an immediate threat to the welfare of pupils.
38. In such a case the Head or Deputy Head (Pastoral or Academic) must be informed as soon as possible after the search – and of the outcome.
39. In all searches, the following Guidance will be followed:
- Screening, Searching and Confiscation – Advice for Head Teachers, School Staff and Governing Bodies (Jan 2018).
 - DFE-00034-2014
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>.
 - Conducting a Search of a pupil's room, belongings or person: BSA Boarding Briefing Paper 15.
40. Searches can be carried out with or without the consent of a pupil, though it would be normal to both seek consent and ideally with the pupil present and if at all possible with a witness.
41. Banned items or stolen items found in the course of the search must be retained by the members of staff involved, and will form part of any relevant disciplinary investigation.



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Coram House

1. Rationale

This policy sits within the context of our Quaker ethos that lies at the heart of our school. Our school motto 'non sibi sed omnibus', 'not for oneself but for everyone', is embraced by the whole school community.

A consistent approach to behaviour management using a wide range of strategies to promote positive behaviour in school is key. However, every child is an individual and their individual needs must be met, so in terms of promoting positive behaviour, different strategies will be used depending upon the needs of each child. The school recognises its legal duties under the Equality Act 2010, including issues related to pupils with special educational needs/disabilities and how reasonable adjustments are made for these pupils. Corporal punishment is never threatened or employed. This policy is also drawn up with 'Behaviour and Discipline in Schools (2014)' in mind.

Care is taken to ensure that any changes in expectations, responsibilities and sanctions are carefully explained to pupils on transition to the Senior School.

No member of staff or volunteer is permitted to use physical force or restraint as part of any disciplinary action. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances ('Use of Reasonable Force', 2013). Where this is used, the Head of Coram House is informed immediately and a Child Protection Online Management System (CPOMS) is added to the log of the pupil. The parent will also be informed the same day or as soon as reasonably practicable should there be a need for this to be used.

This policy ensures a system of support for staff and pupils with further details found in the Discipline and Exclusions Policy and Anti-Bullying Policy.

Good behaviour is essential in the safeguarding of all children and in providing high quality learning experiences in a stimulating and supportive environment. Acceptable behaviour across the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

2. Aims

Through the promotion of positive behaviour, we aim to:

- Develop a moral framework within which initiative, responsibility and sound relationships can flourish
- Enable children to develop self-esteem, respect for others, tolerance and compassion



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- Promote an atmosphere of politeness, trust, honesty and fairness within the whole school community and promote an active partnership with parents and carers
- Encourage all members of the school community to take responsibility for the care and safety of others, their property and the environment
- Develop a sense of right and wrong and the ability to accept responsibility as well as to assert one's rights
- Help all members of the school community to accept and abide by our agreed rules and develop a sense of self-control
- Be alert to signs of bullying and harassment and act appropriately, dealing with unacceptable behaviour immediately

3. Objectives

Praise and recognition are powerful agents in the encouragement of high standards of social and academic achievement. To promote positive behaviour, all staff:

- Set high standards and have high expectations of all children
- Build open and constructive relationships which are sustained with humour and friendliness, establishing trust and belief that children will act responsibly within their stage of maturity
- Respect each individual and value their contributions
- Listen and endeavour to be consistent and fair
- Protect and develop children's self-esteem
- Foster a sense of caring for one another
- Expect and create a clean, tidy, safe environment, with lessons and activities that are well planned and prepared and encourage children to take a pride in the appearance of the school
- Ensure children are supervised at all times and have an awareness of children's actions in all parts of the school
- Ensure all children are motivated and extended in their learning through appropriately-differentiated tasks and that all children experience success
- Provide opportunities where effort, achievement and attainment are recognised using a wide range of individual and group rewards which motivate and excite the children
- Promote an active partnership with parents and carers
- Be alert to signs of bullying and harassment and act appropriately
- Deal with unacceptable behaviour immediately
- Encourage children to discuss school/class/playground rules and participate in their interpretation



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4. Roles and Responsibilities

Behaviour management is the responsibility of all staff. Staff lead by example and model good behaviour. Minor misdemeanours are dealt with immediately. More serious concerns are reported to the Form Teacher or the designated member of the Senior Leadership Team on duty and recorded on CPOMs to facilitate effective monitoring and tracking.

It is the responsibility of the Head of Coram House and the Senior Leadership Team to provide advice for colleagues and ensure that behaviour management procedures are followed. A representative from the Teaching Assistants attends weekly staff briefing and pupil briefing to extend a consistent approach at all times of the day.

5. School Council

The School Council helps to develop strong values and attitudes to enable all children to feel that their views and opinions are important within the context of the whole school.

6. School Officers

All the children in Year 6 are encouraged to apply for the position of Prefect at the beginning of the academic year and again half way through the academic year. Their varied roles promote our Quaker belief that they should give something back to the school community through their service whilst nurturing their innate sense of responsibility.

7. Role of Parents/Carers

Parents/carers have an important role in promoting good behaviour in school. Effective home/school liaison is vital. Parents will be contacted at an early stage concerning any disciplinary problems with clear guidance regarding the school's rewards and sanctions.

8. Other Agencies

The school will fully liaise with external agencies when appropriate. These include: Education Welfare, Educational Psychology, Health Services, Social Services and the Police.

9. Curriculum

The Behaviour Management Policy is seen as an integral part of the curriculum, as we teach values as well as knowledge and skills. Clear values such as respect, fairness and inclusion are reflected in our overall aims and spiritual, moral, social and cultural (SMSC) and Religious Studies programmes. Promoting positive behaviour is also developed through Personal, Social & Health Education (PSHE) and relationships education lessons. We encourage the children to:

- Become effective and successful learners
- Make and sustain friendships



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- Deal with and resolve conflict effectively and fairly
- Manage strong feelings
- Work and play co-operatively
- Recognise and stand up for their rights and the rights of others
- Understand and value the differences and commonalities between people

The effectiveness of this provision and practice will lead to:

- Greater educational and work success
- Improvements in behaviour
- Increased inclusion
- Improved learning
- Greater social cohesion

10. School Rules

Children are reminded of school rules through form periods, PSHE lessons and assemblies.

11. Playground Rules

These rules were formulated involving the whole school community. They are discussed and reviewed when appropriate. We also use the High 5 approach throughout school from Reception to Year 6.

12. Class Rules

Class rules are written at the beginning of every year and in consultation with the children. These rules are discussed and reviewed in Form Time and PSHE sessions and displayed in classrooms (where appropriate).

13. Rewards and Positive Recognition

Positive recognition is important in promoting the aims of the policy. This can be verbal praise given to the child/parent/carer. The House system, with meetings, competitions, merits and house points, promotes positive relationships and rewards for good behaviour and effort throughout the curriculum. Staff may support the reward system with stamps/tokens/stickers etc.

Children are awarded Special Mention Certificates in Celebration Assembly and at the end of each term Special Scrolls are awarded in recognition of children who have displayed positive qualities. Achievements are celebrated in class, in the Coram Connects, Ackworth Today, through the use of social media and via Seesaw. Children are also given individual and shared responsibility performing duties such as monitors within the classroom.

14. Assemblies and Reflection

Assemblies are used as an opportunity to acknowledge achievements and to foster a sense of community. These include a weekly whole school Celebration Assembly and



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a short Reflective Assembly. The Pre-Prep have a separate weekly assembly and the Prep have Meeting for Worship.

Regular time for quiet reflection is part of our everyday practice which lies at the heart of our school with assemblies, Form Time, Circle Time, Lunch time, School Council, Staff Meetings etc., offering all members of the school community some space for quiet worship.

15. Recording Procedures

CPOMS tracks any behaviour traits and is discussed in Pupil Briefing. If a child is developing a history of unacceptable behaviour, meetings will take place with parents and the child involved and full records will be kept of incidents and support and counselling provided if applicable.

Pupil Briefing: The wellbeing of pupils both positive and negative, is shared by the staff in a weekly Pupil Briefing. The PIF system creates a log and is addressed as part of the Pupil Briefing. Behaviour/reward information is shared with the Head Teacher and Form Teacher via CPOMS. Other teachers can be tagged in too.

16. Consequences and Sanctions

Conflict resolution lies at the heart of our school. Quiet reflection allows a child with challenging behaviour time to regain control of their feelings. Staff dedicate time to talk to the children to try and identify the 'triggers' and implement strategies to avoid or minimise these. Wherever possible the Form Teacher should try to communicate with the parent/carer regarding minor behavioural difficulties and establish if there is a pattern of similar behaviour at home. A behaviour ladder is clearly displayed around School and in the classrooms.

Report Card

In extreme cases, following contact and monitoring, should persistent poor behaviour continue, then a Report Card may be introduced. This is implemented for a week in the first instance and the child is fully involved so that they understand the inappropriate behaviour that is being targeted and the consequences. If the Report Card has been successful this strategy is stopped and the child is praised for their success. If it is not successful then it may be implemented for a further week. This will be reviewed with the involvement of the Head of Coram House, Deputy Head and the Form Teacher.

Internal Exclusion

For more serious incidents, temporary internal exclusions may be used where children may be withdrawn from a play time, lesson, production, school trip, after school club etc. Parents of a child who has been internally excluded will be informed by either a member of the Senior Leadership Team (SLT) or the Head of Coram House with opportunities to discuss the matter with them and the Form Teacher.



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External Exclusions/Suspensions

Suspensions and exclusions are the most serious sanctions at the School and are covered in the Discipline and Exclusions Policy. The Head of Coram House will always liaise fully with the Head of Ackworth School.

The Head of Coram House will formally inform the Head and the Chair of Committee that a decision of exclusion is being recommended.

Following any suspension, there will be a reintegration process which will begin with a meeting with the child, parents, the Head of Coram House, Deputy Head and Form teacher to discuss what is expected of all parties to ensure positive outcomes for the child.

Disciplinary action may also be taken against pupils who are found to have made malicious accusations against staff. This action will be discussed with the child, parents and key Senior Leadership Team including the Senior School Head, Deputy Head and Clerk of Committee.

Related Policy Documents

Coram House Behaviour Management Policy
Ladder of Consequences
Behaviour and Sanctions Linked to Ladder of Consequences
Health and Safety Policy
Anti-Bullying Policy
Safeguarding & Child Protection Policy
Discipline and Exclusion Policy



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Playground Behaviour Expectation – Coram House

Toilets

1. Whenever possible, the toilets should be visited at the start of break before going out into the playground.
2. Junior pupils who have a PE, Swimming or Games lesson after a break need to take their kit and place it in the boxes provided outside at the beginning of break or lunchtime.
3. If the toilet is needed during break, the children must seek permission from a member of staff on duty.

Water Fountain

1. The Pre-Prep children have a drink before going out to play. All children are encouraged to bring a water bottle to school.
2. The Prep children have water bottles which they should fill daily with fresh water. These are kept in the classrooms. If a child needs a drink or to refill their bottle, it is encouraged that they do this at the start of playtime. Bottles should be taken home daily for cleaning.

Inside school during break

1. If a member of staff has requested or given permission for a child to be in school during break time, they must radio in to the SLT on duty.
2. Prep children completing work etc., should be sent to Coram House Room 7 so that the Senior Member of Staff on duty can check on them. SLT should be informed by the Class Teacher which children are to be supervised.

Games and activities

1. Children are not allowed to access resources in the basement without a member of staff being present.
2. Lost footballs balls etc., cannot be retrieved from the Head's garden or cow field at any time.
3. School Prefects and Year 2 monitors help collect equipment in at the end of each play time.
4. Childcare staff must ensure all resources are put away properly at the end of the day.



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Risk Areas:

Fences/benches/tables/banisters/drainpipes/steps/sand and toy box/Reception outdoor resources.

1. Pupils should not jump or climb on to the benches, tables or fences surrounding the playground.
2. Pupils should not climb on or hang off the blue banisters at the side of the steps in the Prep playground or on the drainpipes or sit on the sand box or equipment box in the Prep playground.
3. Pupils should not be allowed to run up and down the steps.

End of break

1. The whistle is blown at the end of break. The children line up in forms ready to be collected by teaching staff.
2. When collected pupils should go quietly to lessons in an orderly manner.
3. In the Pre-Prep playground the whistle is blown once and the children line themselves up. Year 2 monitors help to put the equipment away.

Early mornings 7.45am – 8.30am

1. The whistle is blown and pupils line up in forms. Staff go to the MUGA by 8.25am.

Moving around the buildings

1. At lesson changeover times, pupils should move around the buildings quietly, showing consideration to others.
2. Pupils should always keep to the right hand side of the stairs and should move quietly in single file.

Playground Behaviour Rules

1. We **play** in a **kind** and **thoughtful** way.
2. We **treat** others with **respect** and **friendship**.
3. We **welcome** people to **join** our games.
4. We only **say nice** things to each other.
5. We **share** the playground equipment and use it **sensibly**.
6. We use High 5 to express our feelings.

Remember our school motto: 'non sibi sed omnibus', 'not for oneself but for everyone'.

Staffing

1. Staff should be positioned to ensure good levels of supervision.
2. Open cups should not be taken onto the playground.



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3. Staff to ensure they take a walkie-talkie system.

Playground Behaviour Sanctions

Please refer to the Playground Behaviour Steps for guidance.

The Senior Teacher on Duty may be contacted to support staff dealing with any medical/behavioural incidents.



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Coram House Early Years Foundation Stage Behaviour Management Policy

(To be read in conjunction with Coram House Behaviour, Sanctions & Rewards Policy)

The Behaviour Management Policy is fully understood and implemented by all the staff.

Parents can access the policy on the school website. The school recognises its legal duties under the Equality Act 2010 including issues relating to children with special educational needs/disabilities and how reasonable adjustments are to be made for these pupils. It is also drawn up with 'Behaviour and Discipline in Schools' (2014) in mind.

Minor behavioural incidents are dealt with by positive behaviour strategies used by all the staff. These are discussed discreetly, as appropriate, and in confidence with parents/carers on the day unless the parent/carer did not collect the child. Where this is the case, contact will be made the next day, the next session or by telephone. Any incidents may also be documented in the child's reading record or in Nursery in the notes of their Daily Diary.

In the Nursery a repeated display of inappropriate behaviour, particularly behaviour which is causing distress or unsettling other children, will result in the child's parents/carers being informed by telephone, or discreetly after session by the 'Key Worker' and/or Nursery Manager. Behaviour management strategies will be discussed and non-aggressive strategies developed.

Where further monitoring is required in the EYFS, the Deputy Head will be involved and the Head of Coram House informed. The Head of Coram House and Head of EYFS may be involved in meeting the parents/carers to review the behaviour strategies actioned.

Positive Behaviour Management Guidance

How we would deal with difficult behavioural situations:

Talk to the child and encourage empathy and sympathy. Staff will not raise their voices in a threatening way. This discussion is carried out in a quiet area away from friends and no on-looking children (to minimise embarrassment to the child). Children will not be singled out or humiliated in any way. If appropriate, i.e., the child has no SEN or medical needs, we:

- Always talk quietly in a calm manner
- Listen to the child
- Discuss the effect on the other parties involved
- Discuss how the incident can be made better



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- Discuss friendships and being kind to each other
- Focus on acceptable behaviour, giving praise and encouragement
- Use positive terms such as kind, thoughtful, helpful
- Have firm boundaries and enforce them gently with sensitivity
- Encourage a short time of reflection if the behaviour incident happened during a playtime session with some 'time out'
- Redirect the children towards alternative activities
- When the incident has been dealt with, reassure the child that it is now a closed matter and forgotten

Staff always reason through the behaviour with the individuals involved. It is the behaviour that is unwelcome not the child and words such as 'unkind' are used not 'naughty'. Under no circumstances are rewards taken away from the child. Children are praised constantly and stickers are given to children of all ages if they have demonstrated positive behaviour, this is decided according to their individual personalities and abilities. In Reception class, we also award 'House Point tokens' to children who have shown positive behaviour. Staff monitor this to ensure all children are recognised. Special Mention Certificates are awarded to share within the Friday Celebration Assembly. This is part of our positive teaching and framing programme for the individual child.

Strategy for the management of unacceptable or inappropriate behaviour:

- We give the children unconditional respect at all times
- We always reinforce to the child that the behaviour is unkind/a bit silly/or has upset other children's feelings
- We encourage empathy or sympathy when appropriate
- In the case of young children, if the child shows no regret or understanding of the situation, we distract them by getting them involved in another activity
- Children receive praise for any positive behaviour, from taking turns to showing kindness to another child or creating a work of art

In the rare event that a child bullies or attempts to intimidate another child, the above strategies will be employed. The parents/carers of both parties will be informed. However, should the child not respond to these strategies, an action plan/behaviour card will be devised with the involvement of the Nursery Manager or Head of EYFS.

Significant incidents will be recorded on CPOMS and brought to the attention of the Nursery Manager and the Head of Coram House and kept as part of the individual child's profile. Further monitoring and observation may be necessary to examine patterns of behaviour in order to offer the most appropriate support. By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children develop as responsible members of society dealing with conflict peacefully.



Ackworth School

If parents have any concerns or questions regarding their child's behaviour, they are encouraged to speak to the staff. Similarly if parents have any concerns about the behaviour of another child towards their child, however mild or harmless it may seem, we encourage them to let us know so that early intervention can be planned.

Parents/carers may be asked to meet to discuss the request for additional advice and support from other professionals both within and outside the school. The Head of Coram House will be involved in these discussions.

Physical punishment such as smacking or shaking will neither be used nor threatened.

Physical Intervention will only be used in an emergency to prevent personal injury and to protect the safety of other children and staff. If it has been necessary to physically restrain a child, the child's parents/carers will be informed and the Head of Coram House informed so that it is recorded on CPOMS with the details of how parents were informed.

Related Policy Documents

Ladder of Consequences

Behaviour, Sanctions and Rewards in Coram House linked to Ladder of Consequences

Health and Safety Policy

Anti-Bullying Policy

Safeguarding & Child Protection Policy

Discipline and Exclusion Policy