Behaviour: Rewards, Sanctions and Exclusion Policy

Created by:	SJG	2014
Approved By:	NH. SO	2014
Date Reviewed:	FG. PB, ST	August 2025
Next Review:		August 2026
Review Frequency:		Annually

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Mission Statement

At Abbey School our aim is to teach to inspire, motivate and nurture the next generation of creative and critical thinkers. We work in partnership with parents and the community to achieve the highest standards. Our main goal is to encourage our children to be resilient, respectful, responsible independent learners, equipped for lifelong learning. Through stimulating, safe learning environments and excellent opportunities to succeed in and out of the classroom, we encourage children's progress and achievements.

Our Core Values

RESPECT, RESPONSIBILITY, RESILIENCE

These 3 core values underpin the ethos of Abbey School. Our young pupils are encouraged to understand these values and how they develop, initially, at the micro level around themselves, their friendships, their families and our school. Later, our older pupils begin to understand how these self-same values affect our lives on the macro level, with all this means for their lives as they grow into adults and their environment of Devon, the United Kingdom, and also the planet in which we live.

Our Golden Rules

Children will follow the school Golden Rules which are:

Be gentle	-	Do not hurt anyone
Be kind and helpful		Do not hurt people's feelings
Work hard	-	Do not waste your time, or that of others
Look after property		Do not waste or damage things
Listen to people	-	Do not interrupt when others are speaking
Be honest	-	Do not cover up the truth

Statutory Policies

This policy is based on advice from the Department for Education (DfE) on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DFE Guidance Behaviour and discipline in schools
- DFE Guidance Searching, screening and confiscation at school
- DFE Advice for Schools The Equality Act 2010
- Children and Families Act 2014
- DFE Guidance Use of reasonable force in schools
- Statutory Guidance Supporting pupils with medical conditions at school
- Statutory Guidance special educational needs and disability (SEND) code of practice.
- Statutory Guidance Keeping children safe in education

Rationale

We are preparing children for their future and ultimately, for their place in adult society. With this in mind we set out to encourage all our pupils to be self-aware and self-confident, healthy in their attitude to and choices about nutrition and exercise, aware and respectful to themselves and others around them and to live happy and fulfilling lives. At this age and stage in their lives we encourage pupils to look after their school and its surroundings, their own personal property, and to become

aware of wider issues in society by starting to learn about caring for our wider environment and eventually our universe.

This policy will contribute to the five outcomes which are key to children's wellbeing:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

Aims

- To promote the values of honesty, trust, tolerance, fairness and compassion.
- To help children grow up with a clear view of what is right and wrong.
- To develop an understanding of the need for rules.
- To create a caring, happy and orderly environment where there is mutual respect and understanding for everyone.
- To develop a sense of self-discipline and an acceptance of responsibility for their own actions.
- To help children to be aware of and take pride in the environment.
- To help children appreciate the needs of others and of society.
- To promote respect of their own and other people's property.
- To help children to understand the need for and to show politeness and good manners towards all.

Guidelines

- A caring, sympathetic attitude should be shown by all adults.
- Pupils with special needs or disabilities must be treated fairly and there may be times when their rewards or sanctions are appropriately differentiated.
- It is expected that everyone within the school community will follow the school behaviour policy. All adults are expected to model the behaviour we expect from children.
- Children will be given strategies for coping with unsociable behaviour such as talking to adults, asking for some time out etc.
- Adults will demonstrate a positive, consistent, firm and fair attitude when dealing with children.
- Every adult has responsibility for structured discipline throughout the school.
- Misbehaviour should be handled quickly, calmly and consistently, so that further disruption is minimised.
- Children will be encouraged and expected to be polite, friendly and helpful to everyone.
- Children should move around the school by walking not running.
- Any behaviour which is likely to affect the education or the health and safety of others must be dealt with promptly.

In Class

All classes will establish class rules which reflect the school rules and appropriate behaviour that is expected. Children are expected to complete work in line with the teacher's expectations and agreed rewards and sanctions will be used to ensure this, which may include missing playtime or lunchtime. Our Golden rules will be displayed alongside the class behaviour chart and will be understood by all, including all visiting teachers.

Behaviour to be encouraged

All pupils will be expected to:

- arrive at school on time
- wear uniform with pride
- show politeness, kindness and respect for all
- work as a team
- be quiet and show controlled behavior in lessons and assemblies
- show respect for their own and others' property
- use the dining room quietly and eat sensibly
- only use designated areas for playing
- keep classrooms and desks tidy
- move around the building quietly and with consideration for others
- take responsibility for own actions/behaviour and 'put things right' ('think about it' memo)

Positive behaviour strategies

Strategies we use in school included:

- Use of rewards (see rewards and sanctions)
- Modelling appropriate behaviour
- Sensory integration strategies
- Divert, distract or redirect
- Use of visual needs and emotions resources
- Clear visual strategies including timetables, timers etc.
- Use of social stories
- Clear, simple language allowing time to process and respond
- Use of short, planned movement breaks
- Use of calm corners
- Clear routines
- Clear expectations

Rewards and sanctions

Adults in Abbey School will always highlight good and positive behaviour. Pupils should know and understand the likely outcome of their actions in terms of rewards and sanctions In our school good behaviour is a given, and parents and pupils need to be fully aware that poor behaviour is unacceptable and there will be consequences for such behaviour. Our 3 stage system is in place throughout the school from Reception to Year 6. Sanctions on their own are insufficient and need to be balanced by praise and positive reinforcement for appropriate behaviour. It is important that children generally are given the opportunity to stop behaving in an unacceptable way before they are given a consequence for their behaviour. Rewards and sanctions should be fair and consistent and should match the behaviour. Children may be kept in at playtime or lunchtime if behaviour is inappropriate.

Rewards

Whole School Rewards:

- Good work to be sent to another teachers and outstanding work to the head.
- Good behaviour is a given and not rewarded, but behaviours such as helpfulness may be.
- Placed on Gold - celebrated in the 'Celebration assembly'.
- House points totaled weekly and cake awarded termly.

- Certificates (Including VIP awards).

Class Rewards:

- Praise.
- House points.
- Remarks in books.
- Stickers/Smiley faces (in conjunction with the lunchtime targets).
- Free Choice/Golden Time.
- Special responsibility.
- Informing Parents - special note home.

Inappropriate and Unacceptable Behaviour

There will be occasions where a child's behaviour is disruptive, inappropriate, or unacceptable. The majority of these occasions will be of a low-level nature and will be dealt with by the class teacher. There will also be occasions where the behaviour is persistent or is of a more serious nature, which will require a more severe sanction.

Some examples of what we consider to be unacceptable behaviour are:

- Any violent or threatening behaviour towards children or adults.
- Bullying, both verbal and physical, including name calling.
- Swearing and using abusive language, including sexual remarks.
- Dangerous play leading to upset and injury to others and to themselves.
- Stealing.
- Damaging property.
- Disobedience, rudeness, insolence, answering back to teachers.
- Persistent disruptive behaviour to the detriment of others' education.
- Running out of class/school.
- Teasing/harassing about race, gender, name, culture, clothes, physical attributes.
- Disruption in any area of the school e.g. running, shouting, hiding.
- Throwing an object with intent.

Sequence of sanctions

The following measures will be effective for the vast majority of children; in some individual cases different strategies may be required, and professional help will be sought.

STAGE 1

- Firm fair warning with explanation – this is clearly referred to as a warning. Behaviour is recorded discretely by the teacher.

STAGE 2

- The next stage is when a behaviour sanction is directly recorded as ‘a consequence’
- The consequence level results in time out, either in classroom or out of classroom, the child will also miss (part of) their next breaktime. Parents are to be informed if a child receives a “consequence”.

STAGE 3

- If a child goes past the consequence stage, they will have an internal exclusion. They will be sent with work to the next class up for the remainder of the morning or afternoon session.
- If an internal exclusion is deemed unsafe for the child, other children or adults then an external exclusion will be implemented instead.

At Foundation Stage, children have a fresh start every morning and are renewed after lunch.

For older children, each day a log is kept for the purpose of rewards and sanctions. At the end of each half-term this is passed to FG for monitoring.

REMOVAL FROM SCHOOL – EXCLUSION POLICY

PUPILS

Where poor behaviour is evident and for persistent offenders or where the well-being or safety of the child in question, another child, or a member of staff, is at risk by the behaviour of a pupil, The Headmistress reserves the right to request the removal of the pupil from school. This is done only after all other avenues have been unsuccessfully explored or in exceptional circumstances.

Fixed-Term and Permanent Exclusions

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 30 days in any one academic year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a pupil, parents will be informed immediately and given reasons for the exclusion.

ADULTS

The school has a strictly no abuse policy, verbal or physical, against any member of staff. Where any parent or other adult in the school community disregards this policy, and is verbally abusive or assaults a member of staff, for the safety of her employees and the children in her care, the Headteacher will exclude any such parent from the premises permanently and reserves the right to request that the parent concerned removes their child from Abbey School. END

Improving Behaviour Plans

Improving Behaviour Plans are created to help understand behaviour and support behaviour change. It includes the following elements:

- proactive strategies designed to improve quality of life and remove conditions that promote behaviour that challenges.
- identification of environmental adaptations and strategies to support the development of new skills.
- preventative (calming) strategies in response to early signs of distress.
- reactive strategies to manage behaviours that are not preventable.

Improving behaviour plans will be developed and reviewed in consultation with all those who have regular contact with the child, but primarily the classroom teacher, SENCO and behaviour lead. Parental input and the child themselves (where possible) are also essential participants.

Step 1: Observing and recording behaviour – completion of a behaviour log to identify trends, patterns, triggers etc.
Step 2: Identify triggers/warning signs of impending behaviour
Step 3: Develop preventative strategies and techniques.
Step 4: Set SMART targets
Step 5: Monitor and review

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Strategies we use as a school to anticipate and remove triggers of misbehaviour:

- Sensory integration strategies
- Use of visual needs and emotions resources to support communication
- Use of social stories
- Use of short, planned movement breaks as a whole school approach
- Use of calm corners where pupils can regulate their emotions during a moment of sensory overload
- Reasonable adjustments to uniform requirements for pupils with sensory needs or severe eczema
- Regular SEND training for staff

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

All pupils are provided with emotional support prior to any sanction being enforced. Sanctions will be presented showing empathy and will be meaningful and appropriate according to their emotional development.

Whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Torbay Council SEND Services

Our principles are:

Staff and pupils will be polite and respectful at all times, to each other and to visitors.

(Plan for good behaviour and model the behaviour that you want to see)

Any form of discrimination or bullying will be addressed promptly.

(Work within our framework i.e. rights, responsibilities, rules, routines, reconciliation

before parting company. Keep the focus on primary behaviours - class contracts.)

Staff will provide appropriate opportunities for pupils to take responsibility and be involved in decision making. (Actively build trust and rapport, affections, listening, be consistent and stay calm.)

Expectations of both staff and pupils will be explicit and consistent. (Always follow up on issues that count. Always work to repair and restore relationships.)

Staff will be fair and consistent and foster a culture in which pupils' achievements are recognised and celebrated.

Staff will be empowered to take prompt and effective action when pupils behave inappropriately. (Separate the (inappropriate) behaviour from the child).

The school will work in partnership with home and where appropriate and necessary, external agencies. (Inform parents as appropriate to work with you).

Abbey School Statement of Behaviour Principles

Forwarded to all parents and staff annually before the commencement of each Autumn Term.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policies (Nursery and School) are therefore designed to enable all members of our community to live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, and to promote good behaviour rather than merely deter anti-social behaviour.