Positive Praise and Reward (Behaviour) Policy
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At Rawmarsh Ashwood we place a great emphasis on the need to encourage good behaviour, the promotion of self-discipline and a proper respect for all adults. The main aims of our school are important in the promotion of good behaviour because we place great emphasis on the individual development of each child.

The aims of the behaviour policy at Rawmarsh Ashwood are:-

- To value and appreciate each other and to acknowledge that everyone has apart to play within our school community.
- To develop self discipline, the ability to learn independently and to work cooperatively.
- To listen with respect to one another and be conscious never to undermine another's self esteem and confidence.
- To foster a caring attitude for our school environment and personal belongings.

A sense of discipline and good order in our school comes through an atmosphere in which children are encouraged to respect themselves and others. This is developed through a range of awards given for positive behaviour, including reward stickers, value beads and special mention assemblies.

The children are encouraged to care for their school, so we try to make the school environment as attractive and inviting as we can. Great emphasis is placed on well-mounted and displayed work, because it is vital that the children feel that their work really matters to us.

It is essential for the adults in school to set, and expect, a high standard. We must therefore be consistent in our approach towards discipline, so that the children know exactly what is, and is not, acceptable. It is important that our children and parents are aware of the procedures followed in school to achieve good discipline:

1. Small incidents of inappropriate behaviour are dealt with when and where they happen, by the person in charge e.g. class teacher, support staff, teacher on duty, school meals supervisory assistant.

2. If, however, unsatisfactory behaviour continues or is of a more serious nature, the child is taken to the Head Teacher, who deals with the matter.

3. If there is little or no improvement over a relatively short period of time, the parent(s)/ carer(s) of the child will be invited into school to discuss the problems with the class teacher and/or the Head Teacher.

4. There may however be a problem at home, or in school or some other reason for the child’s behaviour so it is essential that we are aware of such problems. We encourage parents and children to discuss any problems as soon as they occur so that they can be dealt with promptly.
5. Occasionally the school may find itself with a child that exhibits challenging behaviour, and it may be felt that additional help should be sought from outside agencies. In such cases, and with parental consent, the child may be referred to the Educational Psychology Service, Behaviour Support Services, Rotherham MIND or Parent Support Advisor.

6. Temporary exclusion of such a pupil will be considered if all other steps have failed. This decision would be taken in consultation with LA reintegration officer.

7. If a child shows challenging behaviour at lunchtimes, the Head Teacher will contact parents, who will be advised that if such behaviour continues, arrangements must be made for the child to go home for lunch.

8. The school employs 5 School Meals Supervisory Assistants who are on duty throughout the lunchtime period. They record all accidents and report any serious incidents to the Head Teacher and/or class teacher who personally follows up the incident during the afternoon, informing parents where necessary. The Line Manager and SMSA’s meet regularly in order to develop continuity.

9. The role of the Learning Mentor is very important here at Rawmarsh Ashwood in supporting children who may exhibit inappropriate behaviour. As part of the role our mentor will spend time with children, boosting their self-esteem, talking with them to help unearth any underlying problems, as well as providing the child with a number of ‘better choices’. In addition, our mentor will help children develop friendships by encouraging them to respect and value their peers.

**RED CARD**

In the unfortunate event that child’s behaviour does not meet our very high standards and expectations then a child maybe asked to reflect upon the three questions printed on our ‘RED CARD’.

- What were you doing?
- What should you have been doing?
- What are you going to do about it?

1. Adults will decide where the child should be placed on the playground to think about the consequences of their actions for 5 minutes eg sitting on a bench to reflect quietly or standing quietly on a spot on the playground.
2. Adults will monitor the five minutes and listen to the child’s honest reflection and response to the 3 Ws and the consequences of the actions.
3. The facilitate an apology if appropriate, and return the red card to the classroom.
4. If a child comes onto the playground with a behaviour monitoring sheet then the adult needs to “have an eye on” that child during playtime and complete the sheet accordingly eg with smiley faces.
Monitoring
Mr Jessop and Mrs Gummer will monitor the red card system in each classroom termly in order to gain an overview of children listed. New Cards will be issued termly (by Mrs Gummer) and used cares kept for record keeping purposes.

If a child’s name appears on a red card more than 3 times in a term then the involvement of parents will be sought and an appropriate further action plan discussed and implemented (e.g. behaviour monitoring sheet).

Below is our agreed system of consequences for inappropriate behaviour in the classroom;
1. Ask child to stop the behaviour and remind him/her of the school’s expectations. First Warning.

2. A stronger second verbal warning and reminder of expectations may follow.

3. A third reminder with a move within the classroom to calm down may follow.

4. a) if the behaviour continues then the child’s name and date is written on the red Ws card and taken onto the playground with them.

Below is our agreed system of consequences for inappropriate behaviour around school or on the playground.

1. If the child exhibits inappropriate behaviour which
   a) causes physical harm to another and is something more than an accident

   b) causes actual damage to school property or is disrespectful to the school environment then the child should collect the red Ws card from the classroom, have their name and date written on it and take it onto the playground with them.