

**BEHAVIOUR, DISCIPLINE, SANCTIONS AND
REWARDS POLICY**

Codsall Middle School

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a school to be proud of

**Behaviour, Discipline, Sanction
and Rewards Policy**

October 2023

These aims may be achieved within Codsall Middle School by developing and implementing a positive code of conduct which is relevant and practicable.

The implementation of this code is crucially dependent upon the partnership between pupils, parents/carers and staff.

Staff set a good example at all times and take responsibility for the observation of the code, supporting others to do the same.

The code of conduct will necessitate that children adhere to a clearly defined set of school rules which will be regularly discussed and re-enforced in class and in assemblies.

Good behaviour, a positive attitude towards people, work, time and property, should never be taken for granted but should always be praised and rewarded.

Bad behaviour or the breaking of school rules should always be corrected and appropriate action taken to prevent recurrence. However, discipline and sanctions must never be over-used and must strictly follow the policy adopted at Codsall Middle School. Corporal punishment, in any form, cannot be used.

The partnership between home and school is of prime importance if the school's code of conduct is to succeed. Lines of communication between home and school must be open if problems of behaviour are to be corrected.

Parents and, if necessary, The Educational Psychologist and other agencies such as Behaviour Support/CAMHS, must be involved at an early stage if persistent behavioural problems occur.

It is recognised that home circumstances can have a dramatic effect on a child's behaviour at school; for this reason, it is vital that the school is aware of any changes relating to the child.

Providing there is a consistency between staff in the implementation of the school code of behaviour, discipline problems should be rare but, where there are problems, it is vital that a common approach is adopted.

Assertive Discipline and Restorative Practice

Assertive discipline provides pupils with a clear set of expectations in relation to classroom behaviour that is based on choices. Our aim is for all pupils to remain in the classroom where possible. Restorative practice and relationship repair is prioritised to secure positive outcomes for all. If an undesirable behaviour, for example bullying, verbal language, inappropriate behaviour towards peers or staff, lack of work, persistent lack of homework etc., is displayed then the following process should be followed:

1. Warning will be given to the pupil.
2. Pupil will be asked to move to a different seat within class.
3. Pupil may be asked to leave the classroom – for a short period of time to allow a private conversation with teacher.
4. The 'on call' system may be used in support of relationship repair.
5. A pupil may be sent to work in a colleague's class.
6. A pupil may be sent to work with Pastoral Support Assistant in the inclusion room.
7. Ask to re-do work until satisfactory.
8. Behaviour will be recorded on the individual pupil's records on Arbor.
9. Where appropriate parents will be notified.
10. Codsall Community payback maybe necessary if deemed suitable by HOY or Behaviour Lead.

The circumstances associated with poor behaviour should always be investigated thoroughly and fairly and only when there is no doubt that a child has shown non-conformance to the behaviour code and only when all other options have been pursued, should sanctions be applied or further action taken.

All incidents of poor behaviour must be recorded by the most appropriate member of staff as part of record keeping.

Pupils' accounts should be written on an Incident Form available from HOY offices. All records must be dated and initialled, and uploaded onto Cpoms and Arbor; only by doing this, can patterns of persistent poor behaviour be identified. Such evidence will certainly be required when talking to parents or in the referral of a child to the Education Psychologist or other outside agencies.

Restorative Solution Based Approach

We will operate a RSA to all behaviours in school, with the priority of the child returning back to the classroom if appropriate. Staff are encouraged to "repair" and "restore" the relationship so that the child has the opportunity to learn from the incident.

Restorative conversations will be held between all parties concerned to ensure a positive outcome and valuable learning opportunity.

If a restorative conversation is not appropriate at that time; or unsuccessful, a pupil can be sent to inclusion to enable time to self-regulate and or reflect upon the incident.

Sanctions

In the short term and only when absolutely necessary, may the following sanctions be applied for disruptive behaviour in class (no particular order)

1. A child may have certain privileges withdrawn, for example, attendance at an after-school club, removal from school trips, etc.,
2. Lunchtime or after school reflection undertaken by individual class teacher (24 hours' notice will be given for reflection after school; the period of reflection may vary depending on the reason for reflection).
3. Immediate "Extended Learning Day" implemented. Parents are notified by text that their child will be staying in reflection until 4.15pm to catch up on missed work.
4. A period of time spent in the Key Stage Reflection Room.
5. Codsall Community payback.
6. On call used with Head of Year / ESLT to support child remaining in the class room.
7. Removal from rewards trips/residential visits if a pupil exceeds 25 negative behaviour points in a year.

For unacceptable behaviour outside of lessons many of the sanctions may be applied with the addition of removal of the privilege to go outside at break/lunch or to go on the playing fields. Pupils may spend their break/lunch supervised by senior staff or spend a period of time in reflection. In rare cases, it may be deemed necessary to require that a pupil go home for lunch, returning for afternoon lessons.

Persistent problems must be notified, in writing, to parents. Persistent anti-social or dangerous behaviour cannot be tolerated and, in these circumstances, referral may be made to the

Educational Psychologist/Behaviour Support. A Pastoral Support Plan or Common Assessment Framework meeting may be implemented. Internal Inclusion, Fixed term suspension or Permanent exclusion from the school may be considered for specific cases.

Rewards

It is essential that a parallel system of rewards exists to complement the list of sanctions. Errant children will often respond to a rewards system. The needs of the well-behaved child should not be neglected – all children like praise and rewards for good work or good behaviour.

Possible rewards are:

1. Verbal praise
2. Comments in Pupil planner
3. Merits/stamps/3's
4. Head of School to give a 'Head of School' Certificate of Recognition' for good work or behaviour/AN's
5. Text messages to parents
6. ½ termly text re behaviour scores
7. Praise assemblies

For a Sanctions/Rewards policy to be successful, it must be consistently and fairly applied.

Behaviour Monitoring – Recording via the Class Register

At CMS we use a behaviour point system to promote learners who strive to be considerate, ambitious and proud. In addition to the scoring system teachers provide other incentives to perform well in lessons such as merits and class merits.

All behaviour points both positive and negative are logged using Arbor

Behaviour Management – On call system

In the event that a teacher may need additional assistance in their lesson we have an 'on-call' system in place. This system is designed to allow teachers to notify an additional member of staff to enter their lesson and supervise the class, whilst they aim to resolve any issues that may occur.

The 'on-call' request card is kept with staff and in the event where support is needed it is given to a responsible pupil to take it to reception, who will notify the designated on-call member of staff.

This is a restorative approach designed specifically to keep students in their lessons and continue their learning. We aim to therefore use feedback/restorative language to help overcome and learn from the issue that has occurred.

Responding to undesirable behaviours

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at break or lunchtime
- Reflection at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, Codsall community payback
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Responding to misbehaviour from pupils with SEND

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 causing any substantial disadvantage to a disabled pupil 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.

When anticipating and removing triggers of misbehavior the school will consider:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for longer periods, this may include sensory input as needed
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or may have severe eczema
- Ongoing training for staff in understanding conditions such as autism
- Use of separation spaces/safe places (Nurture or well-being room) where pupils can regulate their emotions during a moment of sensory overload
- Further personalised recommendations that have been provided by external sources

Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is 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.

When recording information on a platform such as Go4 Schools, pupils may receive a reasonable adjustment when receiving a '1'. This may be recorded as an 'S1' to indicate that the sanction/record of behaviour has been suitably adapted in line with the individual pupil need.

If misbehaviour escalates where the on-call system is initiated for a pupil who has been identified with having additional needs, then an identified member of the SEND staff will respond. This enables us to provide bespoke support that meets each pupil's individual need.

Considering 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 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

Respite/Reflection Provision

Purpose of respite:

- To ensure inclusivity for all pupils
- To allow all pupils to be able to learn

Purpose of reflection:

- To provide reflection time
- A consequence or sanction to poor behaviour when other intervention have been unsuccessful

Pupils will only be placed in respite/reflection with the agreement Assistant Headteacher, Head of Year or SENCo.

No pupils to be sent without permission.

If a child is placed in respite/reflection it is the classroom teacher's responsibility to either provide suitable work (similar to lesson content being delivered) or deliver planned lesson via TEAMS.

No child will permanently stay in respite/reflection, and will only be a temporary intervention.

Examples of when respite might be accessed:

- SEND needs which are having a significant impact on the learning of all
- School refusers
- Trauma or bereavement
- Sensitive home issues
- Inappropriate conduct

Respite/Reflection Manger: Mrs Michelle Davison

Respite/Reflection Supervisor: Head of Year

Year 5	Mrs Helen Hilton
Year 6	Miss Charlotte Mayer
Year 7	Mrs Natalie Hydon
Year 8	Mrs Emma Brookes

Behaviour Tracking

Behaviour is monitored on a daily basis and tracked through Arbor, this allows patterns of disruption being identified.

Suggested process:

1. Class Teacher to log incidents on Arbor
2. Involve a colleague – Head of Year – communicate concerns to parents.
3. Involvement of Assistant Headteacher, or Head of School
4. Involve outside agencies (Ed. Psych, Behaviour Support and CAMHS).

It is entirely acceptable, and often preferable, that the classroom teacher or HOY request a meeting with parents to address an issue before it gets more serious and referred to SLT.

It may be that in exceptional circumstances the process needs to be shortened.

Suspension

It is envisaged that suspension, fixed term or permanent exclusion, of a child from school should only happen rarely and always be seen as a last resort. However, the option of suspension exists to cater for the extremes of persistent disruptive or dangerous behaviour that occasionally occurs.

On return from suspension, a pupil will only be readmitted following a successful reintegration meeting between the Head of School, Assistant Headteacher and Head of Year in her absence, pupil and parent(s). This meeting is an opportunity to:

- discuss the incident leading to the suspension;
- for the pupil to reflect about his/her actions;
- establish clear expectations and obtain a commitment from the pupil concerning future positive behaviour;
- obtain the support of parents/carers in managing behaviour in the future;
- for a PSP meeting to be organised so that a plan can be completed and targets set;
- possible form movement;
- reduced timetable in some circumstances.

Review

This policy will be reviewed annually – next review October 2024.



The Codsall Way – The way we do things around here!

A Codsall Student carries our ethos both in school and in the school community. When you wear our uniform, you embrace our 3 key values of

Considerate, Ambitious and Proud

Considerate

Walk on the left, quietly and calmly	Because	It makes it easier to walk around school, so that we do not bump into people, meaning we are kept safe
Wait for our lessons quietly and calmly	Because	So that we do not disrupt the learning of others So that it is not too loud in the corridors So that we are ready to learn
Give way to inside traffic	Because	It makes space for one another It creates a quiet and calm atmosphere in the corridors for all, when moving to lessons
Are on time and our teachers greet us at the door	Because	So we don't miss our attendance mark So we don't miss out on vital parts of the lesson Being punctual is a life skill
Start each lesson with 'quiet time'	Because	It helps us to refocus and prepares us for our learning It creates a positive learning environment
Are kind to each other and show respect to our school community	Because	It makes school a happier place for everyone Treating people with kindness inside and outside of the classroom is the right thing to do Keeps us happy

Ambitious

Always attempt to challenge ourselves	Because	Learning happens when we find things hard
Are the best version of ourselves	Because	We know these are the ingredients needed in being successful in learning
Always keep going when things are difficult	Because	Being resilient will develop us as learners and is a skill that will help me in the future

Proud – We take pride in our presentation

The way we look	Because	Presentation is a reflection of us. Being smart and wearing our uniform correctly reflects our ambition to be successful. It sets good examples for all
The way we present our work	Because	We need to be able to read our work. We need to be able to use our work for revision and reflection My work represents me and my ambition to be successful
The way we act	Because	We want to feel safe in school We do not want others to be affected by our actions
Take pride in our school environment	Because	We want our school environment to be a clean and tidy We are proud of our school We are care about the litter, environment and animals that live here We appreciate that the equipment provided for us costs a lot of money