



مدرسة اوريكس العالمية



Rewards and Sanctions - Behaviour Policy

Revision No:	2.0
Effective:	Reviewed August 2021 Next revision August 2024
Owner:	Executive Principal

Rewards and Sanctions (Behaviour) Policy Primary

Oryx International School's (OIS) Rewards and Sanction Policy exists in conjunction with the Behaviour Policy and in line with the school's Code of Conduct. The over-arching principle for the creation and application of this policy is the establishment and consistency for the school as a community of students, staff and parents in regard to how rewards and sanctions can, and should, be used to positively reinforce desired behaviours and to negatively reinforce inappropriate behaviour. Establishing the right environment must be a whole-school priority at all times but especially in the first weeks of the new school year. We promote a positive, supportive ethos throughout the school to ensure that good behaviour is upheld in every classroom and that all children have a calm environment in which to learn and in which teachers can teach.

Aims:

- To celebrate students' successes at every opportunity.
- To ensure the whole school behaviour policy is supported and followed by students, parents and teachers based on a sense of community and shared values.
- By applying positive policies in which teaching and learning can take place in a safe and happy environment.
- To maintain an atmosphere conducive to learning.
- To have a consistent use of Dojo terminology
- To promote responsible behaviour, encourage self-discipline and respect for themselves, for others and for property.
- To encourage good behaviour by providing a range of rewards and publicising those rewards.
- To publicise sanctions that may be imposed on students not adhering to school rules and procedures.

We have high expectations of the entire community at OIS. We are valued and should value others. This means that every member of the school community will follow a code of conduct. These codes will need to be modelled and rehearsed. These are also our Learning Behaviours and will be reported on in the termly school reports that are shared with parents.

Be Respectful

- in speech and conduct
- by showing respect for others
- by being attentive
- by speaking when it is your turn to do so
- by respecting school equipment and that of your classmates
- by speaking in the language of the class

Be Prepared

- by wearing the school uniform correctly
- by being on time
- by being organised
- by having all the correct equipment
- by being ready to work

Be Hard-Working

- by following instructions
- by starting work quickly
- by being focussed on the learning activity
- by completing homelearning

Be Responsible

- by taking pride in your work
- by caring for your surroundings
- by moving around the school calmly
- by observing all safety practices
- by using all equipment carefully

Certain forms of behaviour will not be tolerated under any circumstances:

BULLYING AND UNKIND TEASING, CYBERBULLYING*, FIGHTING, STEALING, VANDALISM, INSOLENT TO STAFF, MISBEHAVING ON SCHOOL TRANSPORT

Reporting other incidents

Students have a responsibility to report incidents of bullying, stealing and vandalism to a member of staff. Students follow the code of conduct by stressing the damage that can occur if they are found to be covering up for others. Honesty is promoted as the best solution to any wrongdoing.

Rewards

Without exception, success is to be celebrated at all levels and all staff should use verbal praise as much as possible, wherever and whenever it is appropriate.

Rewards should be given to students for progress, attainment, good behaviour and good citizenship.

House Points, Certificates and Prizes

Full use of the house point system should be made by teachers

In primary

Dojo points can be allocated to an individual or to groups of children for the reasons listed above.

Dojo points should be added by adults working in the class.

1 Dojo = 1 House Point

At the end of the week, Dojo points are collated to ascertain the House team scores.

One Dojo point is awarded to an individual for :-

- Demonstrating the attributes of a growth mindset
- An exemplary (WAGOLL) outcome
- Promoting the school learning values
- Promoting the class expectations

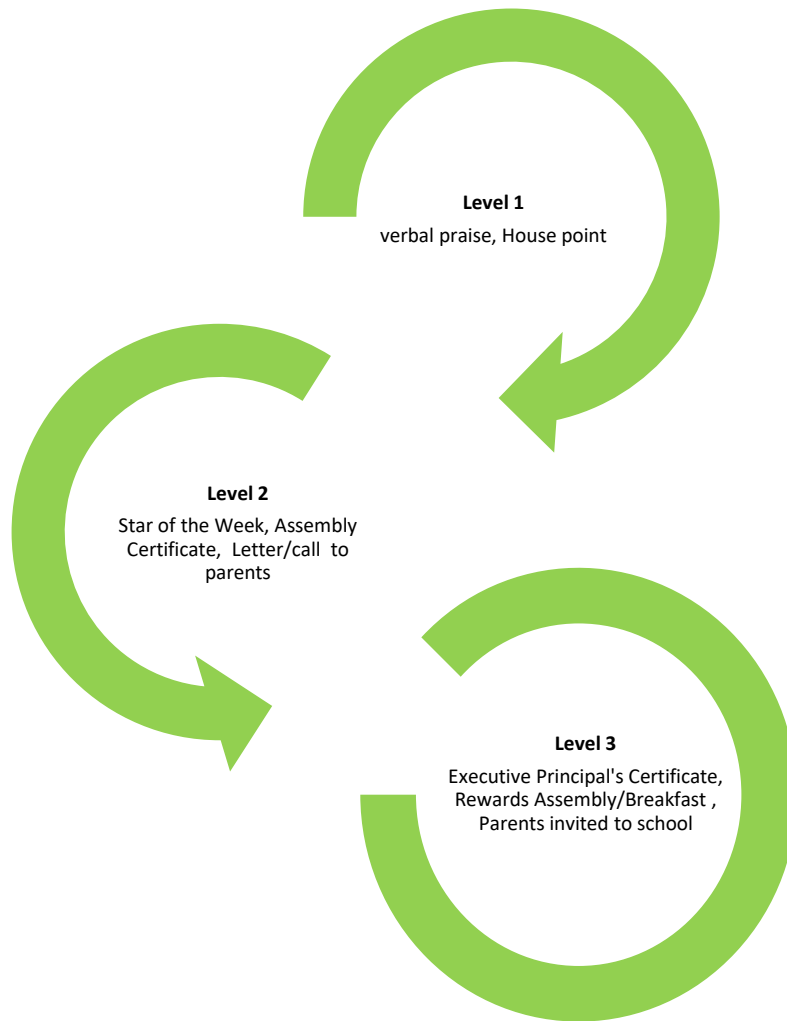
10 Dojo points are awarded for:-

- Achievement of a pen license
- Sticker/reward from AHT, Deputy, Head
- Star of the week award

20 Dojo points awarded to The Star of the Week and for the monthly PE Award

- In Years 5-11, Executive Principal Commendation Certificates will be awarded at the end of each term in Assembly to students who have demonstrated excellence in terms of effort, academic progress, citizenship, sports or school service.
- Rewards breakfasts may be organised with prior approval from the Executive Principal.

Rewards



CLASSROOM BEHAVIOUR

Our system is based on our school values, growth mindset and children making ‘respectful choices’ about their learning behaviours and respecting others right to learn.

It is recognised by all staff at Oryx International, that in order for children to learn, they need to make mistakes, within a safe environment. Children will make mistakes with their learning and their behaviour. However, these mistakes should be new mistakes. Through discussion, children should be encouraged to articulate the mistake that has been made and how they will address this next time. Children may need support from adults to empower and support them to do this.

During Registration

- Students should be in correct uniform. Shirts tucked in and children presentable. If the correct uniform is not being worn, a standardised note to parents is sent home.
- Students should be on time. Any lateness should be recorded and in the first instance the teacher should contact the parents. The Head of Primary should be informed.

During Class Time

Our expectation is that there is a calm, learning atmosphere in every classroom. The classroom expectations (charter) are set in September between the children and the staff that support them. This class charter and the school learning values are displayed in the class and referred to regularly. The Behaviour flow chart is also displayed in the classroom.

In FS2 to Y4 green cards – Ready to Learn and Pink cards - think about your learning - are displayed in the room. Each child has a named wooden peg. All children start the day on Ready to Learn as this is the expectation. Children are rewarded for extra effort with Dojo points. Children who are given a warning need to physically move their peg to think about it. Their reward for demonstrating the expected learning behaviours is the movement of the peg back to ready to learn. Students should not be sent to another class, as this disrupts their learning and the learning of others. Dojo points should not be taken away from a child. Names are not written on the board and sarcastic comments are not appropriate.

Individuals, as well as groups and the whole class, may require support to overcome some behaviours. This may be over a sustained period eg 6 weeks and may be on a theme such as taking responsibility, telling the truth etc... PSHME resources are used. Parents are informed about the type of learning that is taking place and the intended outcomes.

In the vast majority of classes/cases, the children are respectful to adults and their peers allowing the lesson to start promptly. In those classes where individuals are causing concern we will give children clear descriptive and directional instructions “You are distracting other’s learning. Look this way Sue.” We will say ‘thanks or thank you’ after they have fulfilled our expectations as this re-affirms the appropriate expectations in a positive manner.

Around the School

- If a student is misbehaving outside class time, the duty member of staff should deal with the situation. If the situation is serious enough the child should be sent to a member of primary SLT and the child will remain off the play area until they can be trusted to treat the school and other pupils with respect. In serious cases, a member of SLT will contact the child's parent.

Use of iSAMS

- teachers and SLT will record all incidents above level 1 on iSAMS as appropriate

Reasonable force

- will only be used if the child or other children/adult's safety is at risk. All restraints are recorded on ISAMS and must outline the reasons for the restraint, witnesses and how long the child was restrained for. All restraints must be reported to parents

De-escalation approaches should be employed by all adults in school

- distraction & diversion
- strategic ignoring
- change of adult
- safe place withdrawal
- calm tone and low voice
- do not hold eye contact and do not stand square on to the child

Children who do not respond to the strategies/require additional support

Some pupils display behaviours which present a significant challenge for school staff to manage. Where school strategies have been applied consistently and over a period of time and been shown to have a limited effect, support from the Inclusion team will be sought.

Support for these children may include the following:

- Setting up of an Individual Behaviour Care Plan (IBP)
- Completing a risk assessment
- Support to address specific areas of learning
- Specific support in the classroom
- Access to quiet, break out rooms particularly during break times
- Specific timetable with rewards/breaks/incentive
- One to one / small group sessions
- Implementation of behaviour book or behaviour target card

Whilst it is understandable that on occasion a student may 'lash out in anger' in reaction against another student, this must be treated with a LEVEL 3 sanction, no matter the provocation. A sustained and / or premeditated physical attack will be treated as 'more serious' than LEVEL 3 and will be dealt with by the Executive Principal.

In all cases of aggression involving a weapon of any sort, the police will be informed.

Any act of aggression against a member of staff will result in immediate suspension from

school and a review meeting arranged to determine whether or not to re-admit the student in the future

Behaviour Flowchart

Level 1:Stage 1

We do not ask why children are not engaging , we give cues and raise these children’s profile to the other children. We give **descriptive cues** followed by a **directional cue**- eg “**Ben, you are talking, focus yourself this way.**” And when Ben does as he is asked ‘Thankyou’.

“**Louise you are calling out. Put your hand up to answer a question**” and when Louise puts her hand up, “Thank you”. “ **Liam you are distracting people around you. Focus this way and respect the learning of others**” etc....



Level 1:Stage 2 -if the disruption/distraction continues

The child is given a choice (using the descriptive and directional cue)- “**Peter, you are distracting others, focus on your learning or you will take your learning to the AHT**”

Reference is made to the Class charter and lack of respect for the learning of others.



Level 2:Stage 3 –If the disruption continues

Either a) The child spends time with a AHT (Jane or Liam) unpicking the events and the choices that were made that led to SLT involvement. Expectations are made clear, next steps are made to and agreed by child. Work is completed. Child is returned to the classroom and expectations shared with the teacher.

Parents are informed by the classteacher via Dojo at the earliest opportunity if not, at the end of the day. A discussion will take place between the AHT and staff member to ensure that the learning is matched to the child’s needs and that warnings were given.

Teacher script 1 or 2 dependent on the situation

- 1) Just to inform you that Jimmy had to spend a little time out of the classroom today to reflect on his learning behaviour. He turned the situation around and worked hard for the rest of the day.
- 2) I am writing to inform you that unfortunately Jimmy had to spend a considerable amount of time out of the classroom today. We have had a chat and I am sure that tomorrow will be a better day.

Or b)

Situations with high levels of resistance and challenge are always followed up with a restorative approach (with another teacher- this ensures a supportive discussion) once teacher and student are calm.

After this approach, the child will spend time completing their learning with a member of SLT. Parents are informed at the earliest opportunity , if not, by the end of the day.



Level 2:Stage 4 If the disruption continues

The child is returned to the AHT and spends the rest of the day separated from the class. Parents are informed at the earliest opportunity by the AHT. Expectations are made clear to the parents and what the next steps will be.



Level 3: Stage 5

An internal exclusion will be discussed between Primary Leadership Team & Class teacher. Parents are informed of the discussion and expectations



Level 3: Stage 6

The Primary Head will discuss the possibility of an exclusion with the Executive Principle

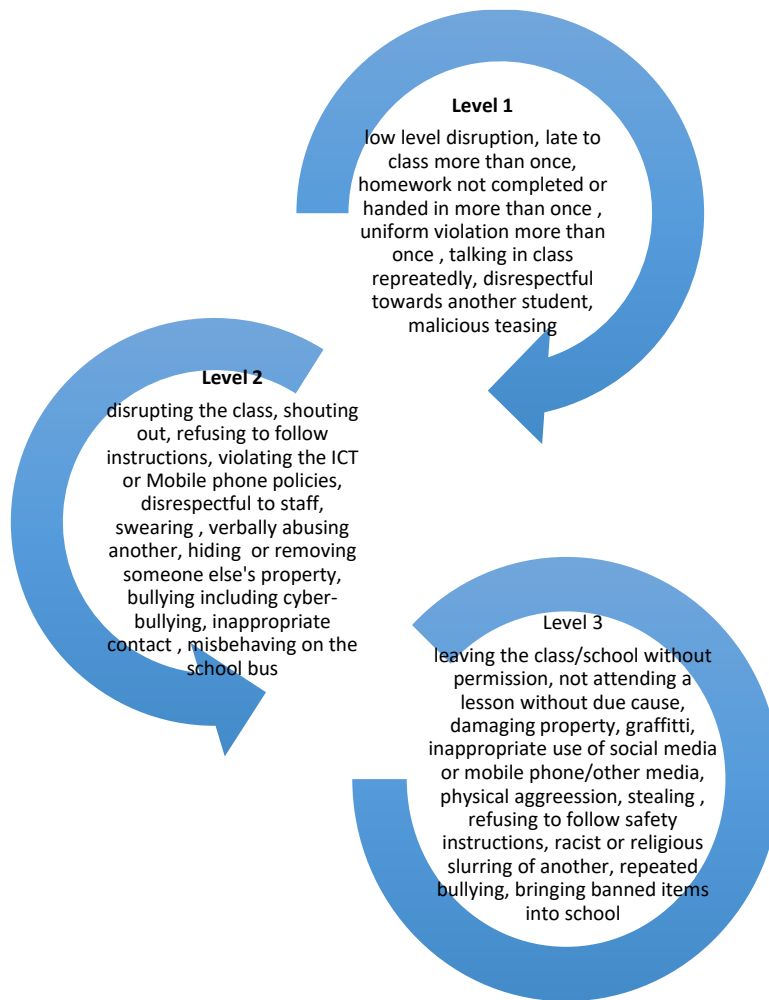
Sanctions

The intention of all sanctions is to correct unacceptable behaviour, they are not punitive measures: we do not ‘punish’ children in our care.

If any incident is more serious it can be escalated through the process.

LEVELS 2 and 3 might also result in student loss of privileges (e.g. attending clubs, trips, bus use, etc...)

Any infringements more serious than Level 3, or a repeated level 3 infringement will result in a review meeting with the Executive Principal and parents. The Regional Head of Schools acting on behalf of the Operating Committee will be informed and this may result in a student being removed from the school.



NB These are examples and not an exhaustive list of misdemeanours.

* Cyberbullying and any other form of misuse of social media, including during out of school hours, which is deemed to be harmful and/or detrimental to other students, staff or the good name of the school will be subject to the sanctions procedures as stated in this policy.

Similarly, any breach of school rules including the misuse of mobile phones in school or on a school trip will also be subject to these sanctions.

MONITORING BEHAVIOUR

Staff will be responsible to ensure the safe and sensible movement of pupils around the school.

Care should be taken to ensure that ‘play’ is sensible and controlled.

The class teachers/teaching assistants will be responsible for the care of pupils during the breaktimes .

All members of staff are aware that the Rewards and Sanctions (Behaviour Policy) should be implemented. However, sometimes a professional judgement regarding a course of action must be made. This will be dependent on a child’s particular age, needs and the situation.

Policy Review

This policy is to be reviewed by the Executive Principal, Senior Leadership Team, pupils and parents every two years although any suggestions and/ or amendments will be considered on their merits.

SUMMARY of SANCTIONS & RESPONSIBILITIES

Level	Who	Range of Sanctions Applicable	Recording & Communication
1	Class Teacher/ Form Tutor	Verbal warning.	
2a 2b	AHT	removal to AHT Referral to HoP/DHoP	Dojo message email or call to parents/iSAMS
3	HoP	Internal suspension / Referral to Exec P	Parents informed directly and/or meeting, iSAMS
	Executive Principal	External Suspension	Parent meeting/ iSAMS Warning letter/ Final Warning School record
3+	Exec P / RHoS	Removal from school	Parent meeting/ RHoS letter /iSAMS/ School record

Staff responsibilities

The staff responsibilities are to:

- Teach children about positive behaviours, expectations and sanctions at the start of each term, through PSHME and as and when necessary.
- Act as a role model and model the behaviour in their practise that is expected of the children.
- Treat all members of the school community with respect.
- Raise children's self-esteem
- Provide a challenging, interesting and relevant curriculum.
- Recognise that each child is an individual and has individual needs.
- Create a safe, pleasant environment both physically and emotionally.
- Ensure rewards and consequences are sustained, consistent and followed through.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Inform parents at an early stage if there are any concerns regarding a child
- Encourage children to be aware of the needs of others.
- Provide opportunities for children to take responsibility both within the classroom and through general school duties.
- Develop a Classroom Charter with the class at the start of every year and consistently refer to this so that children are very clear about how they are expected to behave.
- Encourage children to take responsibility for their own actions and behaviour.
- Encourage the class to discuss issues affecting the class and empower children to suggest resolutions.
- Praise good behaviour both privately and publicly as appropriate.
- Seek to understand potential triggers and minimise these through classroom /playtime adjustments.

Children's Responsibilities.

The children's responsibilities are to:

- Treat all members of our school community with respect.
- Take care of property and the environment in and out of school.
- Walk around our school building and act as role models for each other.
- Be actively involved in creating and following a class charter.
- Challenge behaviours that are not promoted by the School values
- Talk to an adult in school if they are concerned about anything that may affect their learning and/or emotional wellbeing.

Parents' Responsibilities

As a school, we should build on the positive foundations that have already been established by parents.

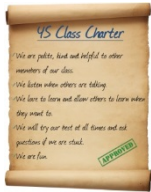
The parent's responsibilities are to :-

- read this policy and provide feedback, if appropriate
- support the school to promote an environment of respect for the whole school community
- act as role models for children and be respectful to all staff
- inform the school if parents are experiencing any behavioural concerns/difficulties at home or if there have been changes in circumstances or upsetting events.

- approach teaching staff or a member of the SLT and **not to approach children** under any circumstances to deal with issues involving their child

Senior Leader’s Responsibilities

- All behaviour expectations , both whole school and class , are reviewed with all stakeholders to maintain their relevance
- Behaviour records are reviewed termly for patterns of regularity and consistency of practise
- Ensure all staff are aware of this policy and their role in ensuring the positive, supportive and nurturing environment.
- Facilitate support for staff through reflection, INSET and safeguarding courses
- Ensure all forms of unacceptable behaviour (above Level1) are recorded on ISAMS
- Review support plans for individual children regularly.



1. *Warning - make the right choice.*



2. *Warning- make the right choice, move the peg*



3. *Take learning to a different place*

Complete your learning with Mrs Rimmer or Mr Mernagh. Ensure you are ready to re-join the class. Parents informed.



4. *Spend the rest of the day out of the class*

*with Mrs Rimmer or Mr Mernagh to complete learning, discuss behaviour.
Parents informed.*



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Primary