

## Respect, Believe, Succeed

In all that we do, our core values and virtues along with the school's Christian vision; Respect, Believe, Succeed, will be our guide.

Policy – Behaviour and Rewards

Date of Governing body ratification – March 2019

Date for Re-ratification – March 2020

Signed – (Chair of Governors)

### Our Values

#### Year A – 2018/19

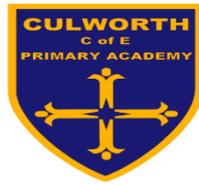
|                    |   |
|--------------------|---|
| <b>Trust</b>       | My God is my strength in whom I trust ( <i>Psalm 18.2</i> )   |
| <b>Compassion</b>  | Clothe yourself with compassion, kindness, humility, gentleness and patience<br>( <i>Colossians 3.12</i> )                                |
| <b>Courage</b>     | Be strong and courageous, do not be frightened or dismayed for the lord your god will be with you everywhere you go ( <i>Joshua 1.9</i> ) |
| <b>Forgiveness</b> | Just as the lord has forgiven you, so you must also forgive others ( <i>Colossians 3.13</i> )   |
| <b>Friendship</b>  | Encourage one another and build each other up ( <i>1 Thessalonians 5.11</i> )   |
| <b>Respect</b>     | Do to others as you would have them do to you ( <i>Matthew 7.12</i> )   |

#### Year B

Thankfulness -  
Generosity  
Perseverance  
Justice  
Service  
Truthfulness



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### **Behaviour Policy - School Behaviour Vision**

At Culworth and Boddington Primary Academies, we believe passionately that children learn about their behaviours through our vision and values that are at the heart of everything that we do as a school. As children and adults follow the values of our community, they develop as people that know right from wrong and who have the confidence to model positive behaviour to others. Mistakes are a made when it comes to behaviours but through talking and nurturing, these mistakes are learnt from. This is our firm belief and is the way in which we manage any challenges in behaviour that occur.

The word positive is a key word in our school community. The word underpins the way in which we encourage our children to be, in all their school lives. When it comes to behaviours, this is no different. Positivity in play and social interaction, positivity in learning and positivity in adversity. A growth mind set will nurture the development of our whole school community.

#### **Our Values**

##### **Year A – 2018/19**

- Trust -** My God is my strength in whom I trust (*Psalm 18.2*)
- Compassion –** Clothe yourself with compassion, kindness, humility, gentleness and patience (*Colossians 3.12*)
- Courage –** Be strong and courageous, do not be frightened or dismayed for the lord your god will be with you everywhere you go (*Joshua 1.9*)
- Forgiveness –** Just as the lord has forgiven you, so you must also forgive others (*Colossians 3.13*)
- Friendship –** Encourage one another and build each other up (*1 Thessalonians 5.11*)
- Respect –** Do to others as you would have them do to you (*Matthew 7.12*)

##### **Year B**

Thankfulness  
Generosity  
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The core school values form the basis for learning from the bible in collective worship. Religious and everyday life stories that children here are used as a platform to guide us all in our behaviour.

As adults within the school community, it is our firm belief that we have a responsibility to 'show' children the way.

Our behaviour is a guiding light to those in our care each day. If we value it, so will they.



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### **Respect, Believe, Succeed – Our Christian Vision**

Our Christian Vision: Respect, Believe, Succeed is a vision that encompasses all that we believe as a community. Children understand and can talk about the vision and relate it to contexts in their everyday lives.

In order for visitors to know and understand our vision, we have it on the school website and around the school environment including in classrooms and the school hall.

### **School rewards system and celebrations**

At Culworth and Boddington Primary Academies, we recognise the importance of making sure that children are motivated in their school lives and that they feel valued within the school community. One way in which we show the children how much we value them is our reward system. Whilst building an intrinsic desire in the children to want to do well for themselves, we like to show our thanks to them through rewards and celebration.

#### ***Celebration worship***

One of our collective worship sessions each week is dedicated to rewarding children for their work and general achievements. Our hope is that all children value this time and look forward to celebrating themselves and others.

*Some of the things that we reward and celebrate are:*

**Values** - Children that have been noticed displaying school values receive a values leaf which they are presented with and they place into a values tree. The act that displayed the value along with the value itself are written onto the leaf and displayed for others to see. Children then also are given a sticker to wear to let people know that they have showed school values.

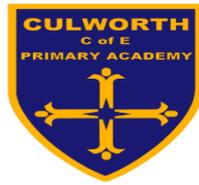
**Pupil nominations** – Children are able to nominate others (children or adults) that they feel has/have done something or behaved in a way that show the school values at their best. This nomination is then recognised in the celebration assembly.

**Star of the Week** - Each class teacher looks out for a weekly 'star(s)', someone that they feel has shown an all-round fantastic attitude and approach to their school life. We recognise that this can often be a difficult thing to single out and we therefore don't limit the star to one pupil. Our aim is to ensure that all children feel noticed and valued, whether they do it for themselves in a quiet manner or whether they like to be noticed. Every child is unique. Stars of the week receive a paper, colourful wristband that they can wear and take home following the celebration assembly.

**Headteacher 'well done' sticker – (For KS1)** Children that have worked extra-specially hard and/or produced a piece of work that shows they have done so, can be asked by their class teacher to take their work to Mr Johnson and show him. They will be given a sticker for them and a sticker to go onto their work.



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**Headteacher's banquet** – Once per half term, the Headteacher holds a gathering for children that have been rewarded with a bronze, silver, gold or platinum house points certificate during that half term. They will be able to bring along one piece of work that they are particularly proud of to show the Headteacher and others at the party.

**House points certificates** – Children will have the chance to earn house points for:

*Behaviour that is in-keeping with school values.* For example, holding a door for somebody, using consistent good manners, showing particularly considerate and compassionate behaviour towards others.

*Doing their absolute best in their work.*

*Spelling test full marks.*

*Times tables tests full marks.*

The certificates are **bronze, silver, gold and platinum** and are of good quality so that children value them with an extra **badge** for platinum.

House points are given in the form of a token that goes into a tube inside the classroom and is poured on a weekly basis into a larger, whole school tube, in a central location. For instances where house points are awarded away from the classroom, (such as outside when children are playing or in the corridors) each adult in school will also have house point stickers on their person to give as and when they see someone doing something that deserves a house point. An individual record or children's house points is kept in the class room. when children reach a number of personal house points, they will receive the associated certificate

Bronze - ? Silver - ? Gold - ? Platinum - ?

Whilst recognising childrens' efforts in the different ways that we do, we are also mindful of the importance of celebrating childrens' achievements with parents and the wider community. We aim to do this in the following ways:

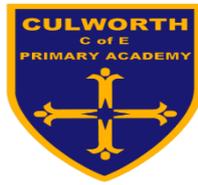
**Displays** - Displaying the work that children do in classrooms and around our school environment is something that we consider to be extremely important. Children love to see their work up on the wall and we invite parents and other family members into the school to see this celebration too. It brings a sense of pride and really inspires children to do their best.

We also have a celebration of children who have been rewarded for their efforts in the categories above. Pictures of our stars of the week are displayed so that the school community can see them and celebrate them.

**Website and Facebook** - As well as visually celebrating achievements within the school environment, we post onto our website and Facebook pages. We post pictures and words of celebration of children's achievements. As well as helping parents to celebrate with their children at home, this also acts as a way of keeping the outside community informed of what we are doing in school.



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### **Whole School Reward System**

In Addition to recognising and celebrating great individual efforts that the children make in school, we also value collectiveness. We come together in worship as a community on a daily basis and it is a powerful thing. A way in which we develop the importance of working together in cooperation is to have a house system across the school.

This system is intended to develop an understanding in children of how our actions can help and benefit others and thinking this way is an act of selflessness.

We have 4 houses across the school, into which the children are equally divided. Each house has **2 year six captains** that are recognised with badges and who are role models for all other children, both within their own house and across the school. Houses are represented by **both name and colour** (to be reviewed and chosen by children). Throughout the school year, children are awarded house points in the form of coloured token for all aspects of their conduct within school; their learning behaviour, their positive social interactions, and their work/achievements in the curriculum.

Tokens are awarded to children at any time in any place during the day. When children receive their token, they place it into the correct tube for their house in their classroom. Each week the class tubes will be emptied into a centrally located, larger tube (one for each house). The counters will accumulate and will be counted at the end of each long term (3 times a year) and the house with the most tokens will be presented with the house trophy.

Even a positive school community will face adversity at times. We all understand this. When we are faced with behavioural challenges that reach beyond what we would consider to be a normal, everyday issue, we take the following approach:

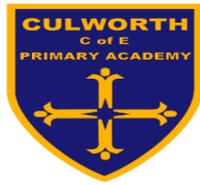
### **More challenging behaviour management systems**

When faced with challenging behaviour such as physical treatment of other children or adults (kicking, forceful pushing/shoving, punching, biting, spitting) or defiant behaviour, whether outside or in, during play or structured learning time, we will take the following steps to resolve things in a way that helps everyone to learn from experience and **forgive one another**.

- Talk to the child/children responsible for the behaviour and firmly (with as little doubt as possible) establish what has happened. Whilst doing this we refer to the value of *trust, honesty, truthfulness, respect and forgiveness* (as well as any other relevant values) in order to reassure the child that the best and only way to move forward is to be open and honest.
- Having established with as little doubt as possible exactly what has happened, we then hold a conversation with the child about what feelings they had that caused them to behave in such a way. The conversation is recorded on paper and the details retained in school records.



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- Parents will be informed by phone call or email that the incident has taken place and that we have carried out a conversation to establish the reasons why this happened and that we will closely monitor the situation.
- Details of the conversation will be shared with parents. Should a repeat or something similar happen one or more further times, the same process will be carried out as number 3, but a further consequence of removing the pupil from potential danger areas will be put into place. For example, if something happened at break time, two days away from break and lunch will be put into place. If it happened in unstructured class time like golden time or a collective worship, time away from those situations will be implemented. The **time away** will be used for the pupil to **reflect** and establish what could have been done differently to avoid the result that occurred.
- After time away from situations of 'difficulty' the pupil will have a further conversation with their class teacher to discuss the ways in which things could have gone differently and how to manage situations such as the one that occurred in the future.

***All conversations that happen around any issues will refer back to school values and the importance of living by them in our daily lives.***

### ***Resources / appendices***

House point stickers

House point counters

House point tubes (large for central area and small for classrooms)

House captain badges

Pupil/adult conversation template

Pupil 'time away' reflection template