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Procedures for Rewards and Behaviour Consequences at Croxby Primary School

This document is written in conjunction with the following Consortium Academy Trust policies, which are available on the Trust website [The Consortium Academy Trust - Policies \(consortiumtrust.co.uk\)](http://The Consortium Academy Trust - Policies (consortiumtrust.co.uk)):

- Behaviour Policy
- Exclusion Policy
- Anti-Bullying Policy

At Croxby, we expect the highest standards of behaviour, and we make a point of acknowledging, praising, and rewarding positive behaviours. We recognise that our children are unique and individual and that some will require additional support in order to achieve the high expectations we have for behaviour for all children. We believe that all pupils have the right to learn in a safe, respectful, and inclusive environment.

The procedures set out clear expectations and consequences for behaviour which intend to:

- reduce disruptive behaviour
- improve attendance and punctuality
- ensure respect for others
- ensure that all learners have equal access to learning opportunities
- promote a positive culture within our school.

At Croxby Primary, we believe that all children, staff and parents share responsibility for managing and promoting good behaviour. In this way, the children realise that the way they behave is of importance to everyone. Within Year 6 we have two Head Pupils and two Deputy Head Pupils as well as House Captains. These are children chosen by staff to set a good example for learning and behaviour to the rest of the school. The children in the school understand that they take responsibility for their behaviour and must follow the school rules.

AIMS

- To maintain high standards of learner behaviour in order to maximise the chances of success for all.
- To develop essential learning habits that will ensure academic success and lifelong achievement.
- To recognise and celebrate the potential within each learner by fostering independence and self-control.

- To foster an atmosphere where learners develop self-discipline, diligence, and accountability for their choices.
- To forge a collaborative partnership among learners, families, and school staff to promote exemplary behaviour and address behavioural challenges effectively.

Our school's commitment to fostering positive behaviour is reinforced through ongoing professional development opportunities for our staff. This professional development includes the refinement of effective behaviour management techniques, tailored teaching approaches, and strategies for delivering high quality education to every learner, including those with special educational needs and disabilities. We are committed to the development and implementation of the Thrive® approach and in doing so we focus on:

- Social and emotional development and well-being.
- The understanding of emotions and their impact on behaviour.
- Building positive relationships and connections.
- Providing tailored support to help learners regulate their emotions and behaviour.
- The development of resilience and self-esteem.
- Close collaboration closely with parents / carers, teachers, and other professionals to create a supportive environment.
- A whole-school approach to foster a culture of empathy and understanding.

Positive Recognition and Rewards

Our 4 house classes: Dahl, Rowling, Tolkien and Blyton, ensure that all pupils and staff belong to a team. We use the team approach, so our children and staff know that their positive attitude and behaviour is for more than individual recognition as it is for the good of all. Team points are awarded for displaying our school values and for following the school rules.

Croxby Primary School uses a low-arousal approach to inspire positive behaviour and to encourage children to consider making good choices in line with our school rules: Work Hard, Be Kind and Aim High. We reward children with enthusiasm, encouragement, humour, time and attention when they are making these positive choices.

We promote positive behaviour through a range of reinforcements such as:

- Earning house tokens for following our three school rules
- Sincere, precise praise which outlines the positive behaviour observed
- A Headteacher sticker for exceptional effort working towards the school rules
- Positive messages home
- Positive phone calls home
- One child per year group will be chosen each week for 'Hot Chocolate Friday' with the Headteacher to celebrate their outstanding positive behaviour.

Expectations of Learner Behaviours at Croxby Primary School

Uniform

We are preparing our learners for life beyond school and the world of work and therefore we expect them to take a pride in their appearance. Our uniform expectations are clearly outlined in our uniform policy, and this covers learners on their way to and from school. When learners do not conform to our uniform policy, it is not fair on everyone else therefore

we expect your support in ensuring this does not happen. If a child is not wearing the correct uniform (including PE day uniform) then you will be notified by an email on Arbor and asked to ensure the correct uniform is brought in. Items can be borrowed from our pre-loved section for your child for that day, until a family member can bring in the correct item of clothing. If staff consider it necessary to ensure the safety of a child, then they could be kept in isolation until a change of clothes is brought to school.

Homework

All learners are expected to complete homework when it is set by their teachers. Homework serves several important purposes in a learner's educational journey. Firstly, it reinforces the concepts taught in lessons, helping students retain information and deepen their understanding of the subject matter. Additionally, homework provides an opportunity for students to practice and apply what they have learned independently, fostering critical thinking and problem-solving skills. It also helps teachers assess students' understanding of the material and identify areas where additional support may be needed. Furthermore, homework teaches important life skills such as time management, organisation, and responsibility, which are essential for success both academically and in later stages of life. Overall, homework plays a vital role in complementing classroom teaching and learning and preparing learners for future academic and professional challenges. At Croxby primary, homework is set in line with our teaching and learning policy. Learners who do not complete their weekly reads, will be encouraged to attend homework club on a Friday.

Punctuality

All learners are expected to arrive to school on time. Punctuality to school is crucial for several reasons. Firstly, it sets a positive tone for the day, allowing everyone to start their learning on time and fully engage with the lesson. Arriving punctually demonstrates respect for teachers, classmates, and the learning environment, fostering a culture of mutual respect and responsibility. Moreover, consistent punctuality helps students develop crucial time management skills, a valuable asset in both academic and professional settings. It also reduces disruptions in the classroom, ensuring a smooth flow of learning and maximising teaching time. Additionally, punctuality cultivates a sense of accountability and discipline, traits that are integral to success in all aspects of life. Overall, being punctual to school and lessons not only benefits individual students but also contributes to a positive and productive learning environment for everyone involved. Parents and learners who persistently arrive late at Croxby without a valid reason and supporting evidence, will receive letters of communication outlining the impact. This could result in being asked to attend a meeting with the Headteacher and Attendance Leader.

No calling out or interrupting

It's important for learners not to call out or interrupt during lessons for several reasons. Firstly, doing so disrupts the flow of teaching, causing distractions for both the teacher and fellow learners. This interruption can hinder the learning process and prevent students from fully understanding the material being presented. Additionally, calling out or interrupting shows a lack of respect for the teacher and others who are trying to learn. It can create an environment where other learners feel discouraged from participating or sharing their thoughts, inhibiting collaboration and the exchange of ideas. Moreover, waiting for an appropriate time to speak teaches patience and self-control, valuable skills that extend beyond the classroom into various aspects of life. By fostering a respectful and attentive atmosphere, students can maximise their learning potential and contribute to a positive classroom environment conducive to academic success. Learners who call out or interrupt in lessons can expect to receive a reminder, then will be warned before being given time to reflect before being removed from their class.

On-task









Learners are expected to stay on-task, work hard and play an active part in lessons for several reasons. Firstly, maintaining focus ensures they utilise their class time effectively, optimising their learning opportunities. Actively engaging with the lesson enhances understanding and retention of concepts. Additionally, working hard demonstrates a commitment to academic success and personal growth, fostering a strong work ethic and resilience. Moreover, active participation contributes to a positive learning environment, where students can collaborate, ask questions, and engage in meaningful discussions. Ultimately, when students are focused and diligent, they not only enhance their learning but also contribute to the success of the classroom community.

Consequences at Croxby Primary School

At Croxby primary, we have a straightforward approach to issuing consequences to learners who do not meet our high expectations. Evidence clearly shows that consequences are most effective when they are immediate and completed on the same day. This certainty of a consequence support learners most effectively in correcting their behaviour in the future. The Consequences Matrix (Appendix 2 in the Trust Behaviour Policy) clearly indicates the consequences that a learner can expect to receive if their behaviour does not meet our expectations. Parents will be notified through Arbor about any sanction which involves a removal or suspension.

If a child chooses to exhibit any inappropriate or unacceptable behaviour within school premises, then sanctions may follow. Croxby Primary is a restorative practice school. Any children having disagreements or conflicts will follow a restorative approach (see Appendix B). Following a resolution, sanctions may still be applied. Children will have access to a child-friendly version of the sanction route (Appendix A) and will be involved in the process.

Appendix A – Child Friendly Version of the Sanction Route

Stages	What has happened:	Because of this:
1 	Behaviour that does not meet the expected standard. E.g. <ul style="list-style-type: none"> • Swinging on a chair • Interrupting/calling out • Talking when should be listening • Running inside academy • Making silly noises • Distracting others • Intentionally slow to complete work • Ignoring instructions • Refusal to complete work • Name calling • Rough play during playtime/lunchtime 	Your teacher will give you a first quick correction reminder of the standard we expect to see.
2 	Continuing with any behaviours from above within the same lesson.	Your teacher will give you a warning and say...I expect you to (reminder of the positive behaviour they want to see)
3 	Continuing with any behaviours from above within the same lesson whilst still on a warning.	You will receive a 5-minute time out in your own class to consider the choice and the consequence.
4 	Continuing with any behaviours from above, after your 5-minute time out.	You will move to work in another classroom for the rest of the AM / PM / Full day You will miss your next break time. Your parents will be informed that you were removed from class, and this will be recorded on our academy computer system.
5   	You have moved to a 5-minute classroom time out three times (Stage 4)	Your class teacher will meet with your parents to discuss your behaviour. A behaviour chart will be completed every lesson.
6 	Any unacceptable behaviour such as: <ul style="list-style-type: none"> • Walking out of class • Leaving the academy site • Threatening behaviour • Bullying 	You will move straight to Stage 4: You will work out of your own class for the day. You will also lose privileges such as play break and lunch time.

	<ul style="list-style-type: none"> • Intentional physical harm/verbal abuse towards staff or pupils • Extreme dangerous behaviour • Swearing at someone • Racism • Homophobic language • Vandalism • Destruction of property • Stealing 	<p>Your parents will be told that you were removed from class, and this will be recorded on Arbor.</p> <p>Behaviours in this stage may also result in a fixed term or a permanent exclusion.</p>
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Appendix B - Restorative Approach

Restorative questions to respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?

Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
and, as a result;	
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

- Who has been affected by what happened?
- In what way have they been affected?
- What do you think needs to happen next?

Restorative questions to help those harmed by others actions:

- What happened?
- What did you think when you realised what had happened at the time?
- What have your thoughts been since? • How has this affected you?
- How have your friends and family been affected by this?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Building and nurturing relationships is at the heart of a successful and happy school. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority in our academy. Restorative Approaches is based on “Fair Process” and encourages children, with the support of staff, to take responsibility for their actions and to work out how to put things right.

During Restorative Conversations with pupils, we try to:

- Actively listen and encourage the person to talk by asking open questions, supporting, and summarising.
- Be empathetic (listen for thoughts, feelings, experiences, behaviours).
- Differentiate the behaviour from the child
- Have discussions in a suitable location, involving those who were involved.
- Be firm but fair.
- Be aware of our body language, tone and facial expressions.