POSITIVE BEHAVIOUR AND REWARDS POLICY

This policy was agreed by the governing body on:
Date ……November 2026……..
To be reviewed……November 2028……..
Chair of Governing Body…….Maria Morris……..
Headteacher……Will Reeves……..

Cropredy Church of England Primary School
Positive and Rewards Policy:

1.0 Eynsham Partnership Academy Values

Cropredy Church of England Primary School is a member of the EPA (Eynsham Partnership Academy (EPA) a Multi-Academy Trust (MAT). It is the belief of the EPA that all young people can succeed if they have access to exceptional education in an empathetic, supportive education environment.

Cropredy Church of England Primary School works as part of the Eynsham Partnership Academy (EPA) and is committed to its vision of Aspiration, Collaboration and Excellence working with schools across the partnership.

1.1 Cropredy Church of England Primary School Vision and Values

This policy is underpinned by the values of the EPA. At Cropredy Church of England Primary School we develop in our students the values of the EPA through our school value

'Building Bridges to a Brighter Future'.

By using this value we encourage everyone at Cropredy to be Ready, Respectful and Responsible.

Everyone's character will be personally developed, and everyone's difference will be celebrated so every child embraces diversity and has deep rooted respect for everyone in our local and worldwide community.

At Cropredy Church of England Primary School we are committed to providing an outstanding educational experience, not only over a child's seven years in our school but for every day they attend. We achieve this through our relentless work to deliver excellence for everyone as individuals so that they '*develop resilience and walk with confidence on their learning journey*' in every aspect of school life.

Learning is our core business and is our highest priority. Every adult and every child will engage in learning every day without exception. We will learn together and independently as well as inside and outside of the classroom. Every moment is an opportunity for learning and if things go wrong learning will be part of the solution.

2.0 Principles

Our principles are the propositions that serve as the foundation for developing positive attitudes to learning and effective behaviour for learning at Cropredy Church of England Primary School.

A. *Consistent, calm adult behaviour* - behaviour is driven by experience, so adults will model in all aspects of their work in a calm and consistent conduct.
B. *First attention to best conduct*- praise and recognition will be individual and personalised, these moments will reinforce our values and develop our school culture.
C. *Explicit Routines* - adults will systematically teach essential routines that children need to learn so that they become habitual and establish the Cropredy Classroom Criteria.
D. *Scripting interventions* - we will have a clear set of rules and when conduct falls short of our high expectations we will intervene with known and rehearsed communication to get back on track.
E. *Restorative follow up* - post intervention we will restore relationships through conversation and re-establish expectation to maintain rapport.

3.0 Rules

We have 3 school rules that permeate aspects of school life and are applicable to all children. These are-

To be:
Ready
Respectful

Responsible

This is our school wide mantra and all adults will use this language as part of their work. When children follow the rules they display behaviour that embraces our school value this will be recognised either publicly and/or in private. When children break the rules the behaviour undermines our value and staff will address this in conversation with scripted intervention.

4.0 Praise, Reward, Recognition

In building the culture of the school we will give first attention to the best conduct. This affirms the meeting of expectation and builds a positive atmosphere. Adults will be explicit and expectant in the behaviour for learning that is needed at school. Children will be rewarded/praised for consistently good behaviour and we will use praise in line with our rules and or expectations. When behaviour is sustainably above and beyond this will be met with individual, personalised recognition and rewards.

Rewards can include:

- Sending home good news postcards (Sent home by class teacher)
- Headteacher Award Certificates (Presented weekly in celebration assembly)
- Writing and Maths certificates (Presented weekly in celebration assembly)
- Whole Class Rewards for team effort towards a goal (This may include extra play)
- House points awarded for individual effort

House point system:

- 25 house points achieved = bronze certificate
- 50 house points achieved = silver certificate
- 100 house points achieved = gold certificate
- 150 house points achieved = platinum certificate
- 300 house points achieved = diamond certificate plus a badge
- 500 house points achieved = sapphire certificate plus a book voucher

Each half term the house with the winning total of house points will have a reward as a team. This may include additional playtime, time in the forest school or something organised by the adults of the winning team. This adds to the community aspect of the school.

5.0 Managing Behaviour

When behaviour falls below expectations we use a systematised approach to intervene and encourage positive behaviour. In all situations the adult takes responsibility for the situation and resolution.

Across the whole school we use the consistent approach of **Zones of Regulation** which is a safe, non-judgmental way for children to communicate how they are feeling. Zones of Regulations teaches children scaffolded skills towards developing a greater understanding and awareness of their feelings and how to regulate these. Children will be explicitly taught what each 'zone' means and will be given opportunities throughout the day to communicate this. They will be equipped with tools and strategies to teach them regulation and problem solve positive solutions.

5.1 Managing behaviour with inclusion

Firstly, a child will be reminded of the expectations. A warning will then be given. A child will then have time out. The last resort is to remove the child from the situation to another place with work. On the very rare occasion that a child's behaviour is a significant breach of the school's policy then a member of the senior leadership team will take responsibility for the situation. Negative behaviour will be logged via CPOMS and addressed during weekly SLT meetings. Major issues with behaviour, or concerns which have been raised in relation to behaviour from parents will also be logged on CPOMS and then followed up within 2 weeks to ensure the issue has been satisfactorily resolved.

Time Out

The child will have a short period of time away from the situation. This time is for reflection, cooling off and preparing to come back. This may happen within the classroom in a designated space or in another classroom if necessary for practical reasons. The time out is the consequence. Although any lost learning time can be made up at the teacher's discretion. The adult will lead a conversation, which will follow the Cropredy intervening in behaviour script. (See Appendix 1) it will be restorative and expectations will be made clear about the return.

Removal

The child will be removed to an alternative learning space, with the assistance of the senior leadership team. The removal is the consequence and the adult will take responsibility for the restorative conversation when the child returns, normally this would take place in social time. The adult will inform parents of the situation and resolution. After an incident it will then be recorded via CPOMS by the adult(s) involved. Other children are made aware of the situation, and this is communicated to them in an age appropriate manner.

5.2 Managing behaviour with exclusion

Initially, before the school looks to use a fixed term exclusion, there will be the option of an internal exclusion. This will be a period of time, working away from their peers as a result for their behaviour. The conversations around this are had with the child and their parents, and peers are made are of reasons why the child is absent from the class. If there is a significant breach or persistent breaches of the school's behaviour policy is when the education and/or well-being of a child or others would be harmed by allowing the child to remain in the school. For a significant breach or persistent breaches the Head teacher will consider a fixed period of exclusion. EPA guidelines for exclusion will be followed. Usually following a fixed term exclusion, a Pastoral Support Plan would be drawn up. Outside agencies are normally involved.
The Headteacher refers behaviour to the Governing Body for the consideration of permanent exclusion or transfer to an alternative school.

6.0 The power to discipline beyond the school gate

Teachers have a statutory power to discipline pupils for misbehaving outside the school premises. All non-criminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to school, should be brought to the attention of the school leaders. The school may discipline a child when taking part in any school-organized or related activity, travelling to and from school, whilst wearing school uniform or identifiable as a pupil of the school. This also includes behaviour that could have repercussions for the orderly running of the school and posing a threat to another child or a member of the public.

7.0 Screening and searching
Legal provisions enable school staff to confiscate pupil's property. In the event of any property being confiscated, the school will contact the parents and invite them into school to reclaim the item(s). Teachers have the power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items. A member of the leadership team will always be present during the search. Parents will be informed if their child has been searched. The school will make a decision as to whether to contact the police.

8.0 Restrictive Interventions, Including Reasonable Force
At Cropredy C of E Primary School, the safety and dignity of pupils and staff are paramount. Our starting point is always prevention. Staff use positive relationships, predictable routines, Zones of Regulation, reasonable adjustments, early intervention and de-escalation strategies to reduce the likelihood of situations developing to the point where a restrictive intervention may be required. Restrictive interventions are not a punishment or routine behaviour-management strategy.

There may nevertheless be circumstances where restrictive intervention is necessary to keep a pupil or other members of the school community safe. The Department for Education recognises that there are circumstances in which restrictive interventions may be lawful and necessary. As a school we use de-escalation strategies to prevent the escalation of situations where people or property can be at risk. In schools it is not illegal to touch children and staff may use reasonable force in situations to:

- remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that is unsafe on a school event
- school trip or visit
- prevent a pupil leaving the classroom when allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.

Prevention and de-escalation
Staff should, where circumstances allow, seek to reduce the need for restrictive intervention by:

- recognising early signs of distress, dysregulation or escalation;
- using calm, consistent language;
- providing appropriate space and time;
- applying reasonable adjustments where appropriate;
- using knowledge of the individual pupil and known triggers;
- seeking additional adult support where necessary;
- providing opportunities for pupils to regulate;
- using the school's established behaviour and pastoral systems.

When restrictive intervention may be required
Any decision to intervene physically must be based on the individual circumstances at the time. Staff should consider whether intervention is necessary and proportionate and whether a less restrictive response is available.

The purpose of any intervention must be to safely manage the situation rather than to punish the pupil.

SEND and individual needs

Particular consideration will be given to pupils with SEND and other additional needs.
Where a pupil is known to be at greater risk of requiring restrictive intervention, leaders should consider what preventative support, reasonable adjustments and individual planning may reduce this risk.
The school's approach will focus on understanding the needs underlying behaviour rather than simply responding to the behaviour itself.

Following an intervention
Following restrictive intervention, consideration will be given to the physical and emotional wellbeing of both the pupil and staff involved.

The incident should inform future planning so that leaders and staff can consider whether:

- different preventative strategies are required;
- additional pastoral support is needed;
- reasonable adjustments should be reviewed;
- an individual behaviour or support plan requires amendment;
- further support from parents or external professionals should be considered.

Recording and reporting
All significant incidents involving the use of force will be recorded in accordance with statutory guidance. Parents will be informed of significant incidents involving their child in accordance with the statutory reporting requirements.
Records will enable the leadership team to monitor the use of restrictive interventions and identify patterns that may indicate a need for changes in provision, support or practice.

9.0 Staff accused of misconduct

The Headteacher, in consultation with the Chair of Governors, will contact the Safeguarding Team and draw on the DfE guidance 'Dealing with allegations of abuse against staff' in cases of allegations that a member of staff (including volunteers): Has behaved in a way that has harmed a child, may have harmed a child, has possibly committed a criminal offence against or related to a child, has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

10.0 References

This policy has been drawn up in accordance with the Equality Act 2010.A separate policy will be available in relation to issues around bullying.

Appendix 1

Cropredy intervening in behaviour script

1) I notice…….. (describe the behaviour)

2) That shows me ……..(link to the 3 Rs)

3) Remember when……(Highlight recent positive example)

4) That's the (name of child) I want to see……