



Rewards and Behaviour Policy

THIS DOCUMENT IS AN APPENDIX TO THE MAIN OVERARCHING POLICY HELD BY
NEXUS MULTI ACADEMY TRUST

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An academy within:



“Learning together, to be the best we can be”



1. Our Mission

- 1.1. Heatherwood School aims to be a caring community dedicated to enhancing individual development, founded on high professional standards, mutual trust and respect for the essential worth and dignity of all its members.

2. Aims and Expectations

- 2.1. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. This policy is therefore designed to support the way in which all members of the school live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 2.2. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.
- 2.3. The school expects every member of the school community to behave in a considerate way towards others.
- 2.4. We treat all pupils fairly, but also as individuals, and apply this policy in a consistent, tailored way.
- 2.5. This policy aims to help pupils grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

3. Rewards and Measures

- 3.1. We praise and reward pupils for good behaviour in a variety of ways:
 - Teachers, Teaching Assistants, SLT, CSWs (Child Support Workers), and other adults working in school congratulate pupils.
 - Pupils are rewarded in a way which is meaningful to them. This is often immediate and based on their individual motivators.



- Exceptional effort, work, kindness or behaviour are regularly reported to the Senior Leadership Team who will visit the pupils to congratulate them and reward this in a meaningful way.
- We acknowledge good work or behaviour, and outstanding effort or acts of kindness in school in a way which is meaningful for the individual.
- During assembly we celebrate the 'star of the week' for each class. We celebrate by using 'Heatherwood Hands' or actual clapping to represent a round of applause. These certificates are shared with parents, and displayed on the board in school all week.
- Classes are encouraged to have their own reward systems, which meets the needs and understanding of the pupils in that class.

3.2. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all pupils attend school free from fear (see Heatherwood's Anti Bullying Policy).

3.3. All members of staff are aware of the regulations regarding the use of force as set out in the government document **Government Use of reasonable force Advice for head teachers, staff and governing bodies July 2013**. Staff only intervene physically to restrain pupils to prevent injury to a pupil, or if a pupil is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of pupils.

4. The Role of the Class Teacher and Support Staff

- 4.1. All adults treat all pupils with respect and understanding which is helped greatly by their knowledge of the individual.
- 4.2. If a pupil repeatedly displays difficult behaviours in class, the class teacher will create an individual behaviour plan outlining the problems, possible triggers and suggested strategies to deal with the problem. These are shared within school and with parents for further input.
- 4.3. The behaviour coordinator and relevant adults (SLT) will be informed of significant incidents and the incident logged on CPOMS (child protection online monitoring system).



- 4.4. The class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a pupil. Similarly, the class teacher may contact parents or carers to celebrate good work or behaviour either over the phone or on Seesaw.
- 4.5. Referrals may also be made through pastoral support to address issues with and support families of pupils who may be experiencing behavioural difficulties. In these cases, school staff work proactively with other agencies such as CaMHs to ensure a consistent approach across all settings.

5. The Role of the Headteacher

- 5.1. It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to the Trust and local governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils in the school.
- 5.2. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.
- 5.3. The Behaviour Lead and Headteacher keep records (CPOMS) of all reported serious incidents of misbehaviour.
- 5.4. The Headteacher has the responsibility for issuing fixed-term exclusions to individual pupils.

6. The Role of Parents/Carers

- 6.1. The school collaborates actively with parents/carers, so that pupils receive consistent messages about how to behave at home and at school.
- 6.2. We explain the school rules in the school prospectus, and we expect parents/carers to read them and support them.
- 6.3. Parents/carers sign a home/school agreement at the start of each academic year; outlining the expectations from both parties. We expect parents/carers to support their child's learning, and to cooperate with the school, as set out in this agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.



- 6.4. If Heatherwood has to use reasonable sanctions in response to a pupils' behaviour, we expect parents/carers to support the actions of the school. If parents/carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaints process can be followed.

7. Use of Secure Spaces

- 7.1. Schools are required to ensure that pupils are not locked in a room or space, unless there are exceptional circumstances linked to immediate pupil/staff safety (e.g. as per lockdown procedures). At all times, Nexus MAT schools must be compliant with the Deprivation of Liberty Safeguards (DOLS) and/or the Mental Health Act (MHA).
- 7.2. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of the individual pupils and/or pupils, staff and visitors from immediate risk, but this would be a safety measure and not a disciplinary sanction.
- 7.3. Classroom entrance and exit doors are not to be locked with a key or fob that can only be unlocked by an adult.
- 7.4. Schools may have two handles on entrance and exit doors to classrooms – one at standard (waist) height, and another towards the top of the door. These doors are not locked, but have an enhanced system which provides a safe means of ensuring pupils are suitably safeguarded from leaving the classroom area of their own volition. This measure must be reflected in the class risk assessment and parents/carers informed.
- 7.5. It is acceptable, as part of our site health, safety and safeguarding measures, to have secure buildings or areas of the school building e.g. departments, entrance ways etc, which pupils can move freely within.
- 7.6. Where it is necessary for the safety and protection of a child to place them in a room that is secured and only unsecured by an adult, this should be in exceptional circumstances which is underpinned by a multiagency risk assessment and be reflected in a child's EHCP and/or their care plan. These measures must be used as a short-term measure, and a multi-agency review must be held at least fortnightly. Parental consent must be in place and documented in all instances.



8. Monitoring and Review

- 8.1. The Behaviour Lead and Headteacher monitor the effectiveness of this policy on a regular basis and also report to the academy council on the effectiveness of the policy and, if necessary, make recommendations for further improvements.