

Langtoft Primary School

Behaviour and Rewards Policy

1. Aims

- 1.1 It is expected at Langtoft Primary School that every member of the school community behaves in a manner that is appropriate to a primary school setting and that is conducive to learning.
- 1.2 This policy is designed to support the way in which all members of the school community manage behaviour to promote a learning and teaching environment of quality where everyone feels cared for, respected and valued.
- 1.3 Pupils will have a voice when it comes to reviewing the school's practices. Y2: 'The 5Cs are great! They help with rewarding good behaviour. The Steps work because you don't need to use them, maybe just a reminder then the lesson is learnt.'

2 Expectations of behaviour

- 2.1 At Langtoft Primary School, it is expected that each child will;

Work hard

Follow instructions and rules and value The 5Cs

Show respect by being polite, kind and helpful

Speak to an adult when they are upset

Say sorry if they hurt someone

Keep the school smart by taking care of equipment and belongings

Choose games at playtimes that do not hurt others and invite everyone to play

- 2.2 It is unacceptable for anyone to;

Disturb the learning of others

Use rude language or swear, including online

Use aggressive behaviour, including online

Be dishonest

Bully others, including online

Damage equipment or purposely use it in the wrong way

Be disrespectful by answering back or speaking inappropriately to an adult

Displays of the above may lead straight to Step 3.

3 Rewards for good behaviour

- 3.1 Children are praised and rewarded for good behaviour in a variety of ways. These include, amongst others; a verbal 'Well done!', stickers, 'Champ of the Week' certificates, house points, participating in a class reward, class teacher contacting parent and being entered into the Gold Book of Greatness.
- 3.2 The importance of a supportive 'Well done!' should not be underestimated.

4 Consequences of inappropriate behaviour

- 4.1 The school operates a simple *Step 1, 2, 3* system. Its simplicity means it is easy for children to understand and can be implemented consistently by all adults. See Appendix A for details of the *Step 1, 2, 3* system.

4.2 A parent of a child who reaches Step 3 will be informed by the Headteacher.

Punishments at Step 3 are;

1. loss of playtime. The time instead will be spent in isolation supervised by a member of staff.
2. loss of participation in class rewards. The time will be spent in isolation, supervised by a member of staff.
3. any other punishments deemed suitable by the Headteacher or Deputy Headteacher. These will reflect the severity of the poor behaviour and will consider the child's previous record of behaviour. These may include, for example, litter picking.

5 The role of the class teacher

5.1 The class teacher discusses the school's expectations of behaviour with their class at the beginning of each academic year and regularly thereafter. In addition, each class has its own *Class Charter* which is agreed by the class and displayed in the classroom. In this way, every child knows the standard of behaviour that is expected.

5.2 It is the responsibility of the class teacher to ensure that the school's expectations for behaviour are enforced in their class and that their class behaves accordingly during the school day.

5.3 The class teacher should contact a parent if there are concerns about the behaviour of a child.

5.4 The class teacher liaises with the SENCo and external agencies, as necessary, to support and guide the progress of child whose needs are emotional, social or behavioural .

5.5 Class teachers should comment about a child's behaviour in the *Annual Report to Parents*.

6 The role of support staff

6.1 Support staff should support the policy by being consistent in their approach to managing behaviour and should report to the class teacher when they believe that a child should be put on a 'Step': such dialogue ensures consistency and allows one adult i.e. the teacher to have an overview of a child's behaviour throughout the school day.

7 The role of the Headteacher

7.1 It is the responsibility of the Headteacher to monitor the implementation of the Behaviour and Rewards Policy throughout the school and to report to governors on the effectiveness of the policy.

7.2 The Headteacher supports staff with the implementation of the policy.

7.3 The Headteacher keeps records of all *Step 3* incidents of behaviour within The Red Book.

- 7.4 The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the school has sought advice from the Local Authority and the Chair of Governors has been notified.

8 The role of parents/carers

- 8.1 Parents/carers should support the actions of the policy. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and finally the school governors. If these discussions cannot resolve the problem, a formal complaint should be made. (See *Complaints Policy*)

9 The role of the Governing Body

- 9.1 The Governing Body has the responsibility for reviewing the effectiveness of this policy and for its regular review.

10 Exclusion

- 10.1 Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. Advice must be sought from the Local Authority to ensure an understanding of current practice.
- 10.2 If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- 10.3 The Governing Body has a Complaints Committee that considers any exclusion appeals on behalf of the governors. See *Exclusion Policy*.

11 Monitoring

- 11.1 The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further amendments.
- 11.2 The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

12 Review

- 12.1 The Governing Body and current School Council reviews this policy every two years or as advised.

Appendix A

Step 1.

When a child displays behaviour that is inappropriate, s/he is firstly reminded by the adult who witnessed the behaviour of what is 'expected behaviour' in our school. See 2.1 Expectations of behaviour above.

The encounter should be a positive one with the adult speaking firmly yet calmly. The adult should explain simply, using positive language, what was inappropriate about the behaviour displayed. The child should be provided with the opportunity to show their understanding of what they need to do next. It may be appropriate at this stage for the adult to gain an understanding, through questioning, of the reason for the behaviour.

Time spent at this step is of great value to building a positive relationship between adult and child. It is also the best opportunity to *manage* behaviour.

The expectation is that the child will now behave in the expected way. The child will remain on Step 1 for the rest of the day. If a child continues to behave in an unacceptable way then the *Step 1, 2, 3* system moves on to Step 2.

Step 2.

No child should be at Step 2 unless Step 1 has been given during the same day.

At Step 2, the child is instructed to move to somewhere else in the area. In a classroom this could be to another table. During P.E. in the hall or an assembly the child should be moved to space-of-their-own. During playtime, the child is asked to stand to the side of the playground (adjacent to the wall/windows of the office rooms) for two minutes to have 'time out' and prepare their apology. In whichever setting, the child should still be visible to the adult.

The child is not invited to discuss their behaviour. However at this step, the adult involved may find it of use to remind the child of the *Step 1, 2, 3* system.

The child should continue to join in the rest of the session. The assumption is that the child will now behave in the expected manner. The child will remain on Step 2 for the rest of the day.

Step 3.

Once Steps 1 and 2 have been carried out in the same day, then a child has reached Step 3 and is sent to Mr McCullough's room where a record of their behaviour is made in The Red Book. When a child's name appears in the book, a letter is sent to parents/carers of the child with parental responsibility and for whom the school holds contact details. The child will not be allowed to enjoy playtime for the rest of the day/next day and will miss part/all of his/her class treat.

It is possible for a child to miss out Steps 1 and 2 and be sent straight to Step 3. Reasons for this are given in 2.2 above.

Punishments at Step 3 are listed in section 4. Further punishments, dependent on the severity of the behaviour, will be at the discretion of the Headteacher or Deputy Headteacher.