

LANGTOFT PRIMARY SCHOOL

Behaviour and Rewards Policy

Article 29 (Peace and respect) Your education should help you to... learn to live peacefully, protect the environment and respect other people.

1. Introduction

- 1.1 This policy is designed to support the way in which all members of the school community manage behaviour to promote a teaching and learning environment where everyone feels cared for, respected and valued.
- 1.2 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.
- 1.3 Pupils and parents/carers will have a voice when it comes to reviewing the school's practices.
- 1.4 The same high expectations of behaviour is placed on pupils with recognised special educational needs and disabilities; however their individual and specific difficulties mean that reasonable adjustments may be considered for them.

2 Expectations of behaviour

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

- ✓ Value The 5Cs (Conscientious, Courteous, Considerate, Caring and Cooperative)
- ✓ Work their hardest all of the time (Conscientious)
- ✓ Listen to and follow instructions given by adults and follow rules (Courteous)
- ✓ Show respect to others by being polite, kind and helpful (Considerate)
- ✓ Say sorry if they hurt someone (Caring)
- ✓ Keep the school smart by taking care of equipment and belongings (Caring)
- ✓ Choose games at playtimes that do not hurt others and invite everyone to play (Cooperative)
- ✓ Use technology safely and within the guidance of the adult

2.2 It is unacceptable for anyone to;

- Disturb the learning of others
- Be disrespectful by answering back or speaking inappropriately to an adult
- Use rude language or swear, including online
- Use aggressive behaviour towards others
- Be dishonest
- Bully others, including online
- Damage equipment or purposely use it in the wrong way

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 Golden 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 of all ages and ability 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/carer of a child who reaches Step 3 will be informed by the headteacher or by the class teacher in the absence of the headteacher. Ideally this is a face to face conversation. Alternatively this may be a telephone conversation or letter.

Consequences 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, sharpening pencils.

4. In severe cases, a child may be stopped from attending a school visit.

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. This includes areas outside of the classroom such as the corridor, hall, toilets/cloakroom area, and playground. Class teachers must give consideration to how they can effectively manage this aspect of their role.

5.3 The class teacher should record when a child is placed a 'Step' on the Step Chart displayed in the classroom. They should also keep a written record of the frequency of which a child is placed on the chart and at which 'step'.

5.4 The class teacher should contact a parent if there are worries about the behaviour of a child. The class teacher should not wait until the behaviour becomes an issue: they should discuss their concerns honestly and openly with parents/carers and agree a plan of action. Such a conversation should be recorded and shared with the headteacher.

5.5 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. In these exceptional cases, it is appropriate for a personalised plan to be produced for individual children with additional needs. It is the responsibility of the class teacher to deliver and review the personalised plan with the support of the SENCo and the headteacher.

5.6 Class teachers should comment about a child's behaviour in the *Annual Academic 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 class 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/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 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 A child will only be excluded from school when all other pathways of support and intervention have been explored.

10.2 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.

10.3 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/carers how to make any such appeal.

10.4 The Governing Body has a Complaints Committee that considers any exclusion appeals on behalf of the governors.

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 excluded for a fixed-term, or who is permanently excluded.

12 Review

- 12.1 The Governing Body, staff, parents/carers and current School Council review 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, using simple and 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 or the Y3 classroom) 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.

If a further incident occurs and 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 (or Mr Dolby's room in Mr McCullough's

absence) 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.