

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 need to 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 At the start of each academic year, the children and their new class teacher/s will agree the behaviour that is expected of the children. It is important to do this at the start of every academic year as the expectations will change as the children move through the school. The expectations agreed on will also form part of the Class Charter. Class teachers should remind the children of expectations of behaviour – and the consequences of poor behaviour – at least every term (six times per year). Class teachers may find it necessary to revise the Class Charter in light of repeated instances of unwanted behaviour.

2.3 All children will begin their day with their peg on the 'expected' card. See Appendix 1. Children who consistently display the behaviour that is expected of them will move their peg to the green card. Again, see Appendix 1.

2.4 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

3 Rewards for **expected** good behaviour

- 3.1 Children are praised and rewarded for **displaying the expected level of** good behaviour in a variety of ways. These include, amongst others; a verbal 'Well done!', stickers, 'Superstar of the Week' certificates, house points, participating in a class reward, moving their peg to 'green', class teacher contacting parent, and being entered into the Golden Book of Greatness.

4 Consequences of inappropriate behaviour

- 4.1 **Children displaying less-than-expected behaviour will be asked to move their peg to 'Think. Take Action'. For the majority of children this will be a sufficient reminder to take responsibility for their behaviour and bring it back to the expected standard. Children may be on 'Think Take action' for a short time (15 minutes) whilst so may be on it for longer.**
- 4.2 **Children who are regularly (more than once a pay, or more than twice a week) moving their peg to 'Think Tak Action' will be sent to the headtecaher with their peg. This will be recorded by the headteacher. A second visit is a phoe call home and a third visit with the peg results in a serious meeting between the headteacher, class teacher/s and parents. It may be necessary for a child to by-pass the steps described and for a meeting to be called immediately. This will depend on the severity of the incident. See Appendix 1.**

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's peg is moved to either 'Think. Take Action' or to 'Outstanding Attitude and Behaviour'. This is so they can determine when to inform the headteacher of consistently good or consistently poor behaviour.**
- 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's peg should be moved. 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 incidents of poor behaviour** within *The Red Book*. Likewise, a letter sent home praising outstanding behaviour is held on the child's personal file.

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 1

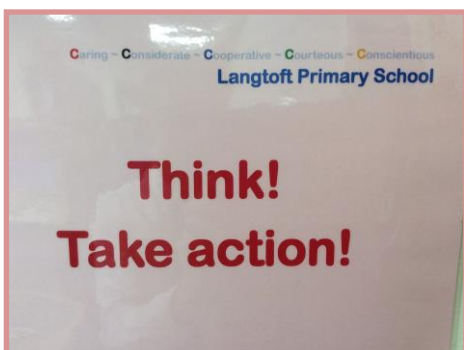
The following is taken from Newsletter #139, December 2019 when the school's revised policy was shared with parents/carers.

The children, through the School Council, have helped me to revise our behaviour management system. The old 'Step' system has been replaced with a new 'peg' system. What I am really pleased about is the way that the new system recognises those children whose behaviour is always what is at expected at Langtoft. Let me explain:



This is a photograph of the Y4 pegs. Each child has a peg with their name on. Their peg starts the day on the 'expected' card. It reads: 'We respect what is expected of us.' This is the way in which every child 'signs up' to the school's expectations at the start of each day. The expectations of behaviour have been agreed by the class and their teacher in their *Class Charter* and reflect our 5Cs and take in to consideration the age of the children. (All classes from Y1 onwards have the same system. In EYFS, the pegs have been replaced with pictures the children have chosen.)

When a child disrupts learning or hurts another child, for example, they move their own peg to the 'Think! Take Action!' card. This is because their behaviour is not what we expect at our school.



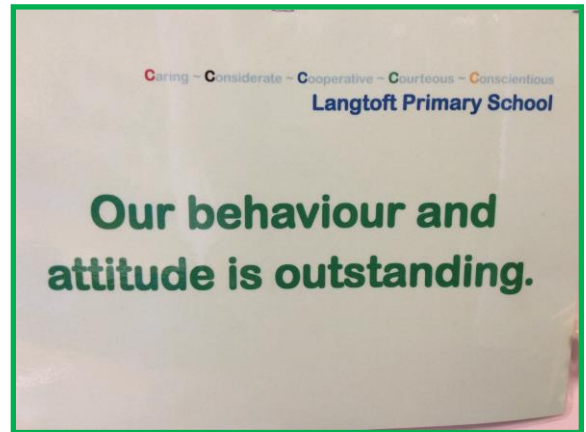
The children stay on 'Think! Take Action!' for as long as they need to. For some children, this is ten minutes, for others it may be a full morning. The class teacher keeps a record of whose peg is moved and how frequently it is moved.

Children who move their pegs regularly (daily) or who make wrong choices (fighting, swearing) bring their peg to me. We talk about what is expected of them so that they can return

their peg to the 'expected' card as soon as possible. Everyone's peg returns to the 'expected' card at the start of each day - a fresh start.

I keep a record of this because if a child brings their peg to me a second time, I will contact you by telephone. If, after the conversation between home and school, the child returns with their peg again, I shall be asking the parents to come in to school for a more formal conversation about their child's behaviour.

Now for the best part: the outstanding behaviour and attitude card. It took the School Council quite a few meetings to decide on the word 'outstanding' but I am glad that they did because the word 'outstanding' fits perfectly those children whose behaviour and attitude to learning is always exemplary. In the past, with the 'Step' system, these children were overlooked because they never did anything to distract the teacher's attention – which was good! We were keen to acknowledge them and so if your child regularly moves their peg to the 'outstanding' card, you will receive a letter home, praising your child's behaviour and attitude.



It is important to add that one size does not fit all. There are children in our school who have special educational needs or challenging lives that mean it is difficult for them to behave 'the Langtoft way' all of the time. In the past, this has been difficult for some parents to accept. I would like to be clear on this point. Staff work very hard to provide the best learning environment that we can for ALL children that attend our school. To achieve this, we must make reasonable adjustments to help those children for whom school and life is just that bit more difficult.