

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 based on rights, responsibilities and respect. It 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. Praise, rewards, privileges and positive role-modelling support the development of self-discipline and the capacity to make positive choices.
- 1.2 This policy sets out the purpose, nature and management of behaviour in our school. The success of this policy will be evident throughout every aspect of school, will involve every member of the school community and every area of the curriculum. The PSHCE curriculum, in particular, is linked to this policy.
- 1.3 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.
- 1.4 Pupils and parents/carers will have a voice when it comes to reviewing the school's practices.
- 1.5 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.
- 1.6 Our school is committed to the emotional mental health and well-being of its staff, pupils / students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Behaviour and Rewards Policy is to bring us all together to adhere to the same basic key principles and practices that reflect our school ethos. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

2 Expectations of behaviour

- 2.1 At Langtoft Primary School, it is expected that each child will;
 - ✓ Value The 7Cs (Conscientious, Courteous, Considerate, Conscientious, Caring, Citizen, Courageous and Cooperative)
 - ✓ Work their hardest all of the time (Conscientious)
 - ✓ Show resilience and persevere (Courageous)
 - ✓ 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.

2.4 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

ALL ADULTS within the school are responsible for modelling the highest standards by setting a good example themselves.

3 Rewards for expected good behaviour

3.1 A key feature of our policy is 'praise'. We believe it is of utmost importance to celebrate good work, behaviour and attitudes, and build high self-esteem. 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!', positive Dojo points, stickers, 'Superstar of the Week', house points, participating in a class reward, class teacher contacting parent, and being entered into the Golden Book of Greatness.

3.2 Class Dojo points

- Children can earn positive Dojo points throughout the day for a variety of reasons including for demonstrating the 7C values, for which parents receive notifications on Class Dojo.
- For every 5 Dojo points a child receives they will earn a house point. The team with the most house points at the end of each half term will receive £20 to donate to their nominated charity.
- Each half term, the class with the most Dojo points will receive a certificate and a class treat (which they have chosen at the beginning of the term).
- Each child is able to earn a certificate when they reach bronze (150 Dojo points), silver (325) and gold (500). On reaching gold, a child earns a badge of distinction.

4 Consequences of inappropriate behaviour

Staged approach to consequences:

Stage 1: If a child breaks one of *Our Golden School Rules* or is not following the expectations agreed on the Class Charter, an adult will remind the child of the rule that is broken/expectation not adhered to. A child may receive a maximum of two reminders. For majority of children this will be sufficient to take responsibility for their behaviour and bring it back to the expected standard.

Stage 2: If a child breaks the rule/does not follow the Class Charter expectations again, a 'Needs Work' Dojo will be given which will inform the parents that the child has had to be spoken to more than twice and has not changed their behaviour. The adult may ask the child to stay in during break or lunchtime and will talk about the behaviour with the child.

Stage 3: If a child breaks a rule/does not follow Class Charter expectations for a third time, they will need to see the Headteacher/Deputy Headteacher and have time out in another classroom. They will not be able to return to class until they have discussed their behaviour with an adult and agreed how to change it. Parents will be informed that the child has been out of class and this behaviour recorded.

Stage 4 (or for a single, serious incident): If a child gets to Stage 3 two or more times in a week or breaks a rule with a more serious incident, they will be sent straight to another class and will need to see the Headteacher. Parents must come in and set targets for the child's behaviour (Behaviour Plan) to make sure it improves. Parents might also be invited in if a child is persistently displaying low-level disruptive behaviour.

Stage 5 (repeat of serious breach or no improvement): Discussion with parent, teacher and Headteacher. Seclusion in school or suspension from school.

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 Dysregulation

We understand neuroscience which tells us that, on occasions, children may not be able to self-regulate. We follow the 3Rs approach: regulate, relate and reason. When a child is dysregulated we would also seek to identify any signs and employ the appropriate responses below in order to help them regulate before we can relate and reason with them:

			
<ul style="list-style-type: none"> - Not interested, bored - Confused - Forgetful - Talking about something else - Hard to move through a task - Not listening - Staring into space - Day dreaming - Clumsy - Distracted 	<ul style="list-style-type: none"> - Running away - Keeping SUPER busy - Not coping in free time - Need to be first or at the front - Bumping into people - Avoiding tasks and activities - Baby talk or silly voices - Hyperactive - Giddy and silly - Hiding under tables 	<ul style="list-style-type: none"> - Hot and bothered - Angry and aggressive - Controlling - Lie or blaming - Shouty and argumentative - Pushing away friends - Lonely - Demanding - Inflexible - Unable to follow 'rules' - Disrespectful 	<ul style="list-style-type: none"> - Socially withdrawn - Compliant - Quiet - Unable to think, just yes or no answers - Passive - Resigned - Neutral expression - Alone - Low mood - Head down on the table

If you spend a small amount of time activating the calm part of my brain, you will help me feel safe. Then, you can teach me and I can learn. Help me by...

<ul style="list-style-type: none"> - Do the task with me - Deep breathing - Tell me I'm safe and ok - Ask me to push my hands down under my seat and lift myself off the chair - Gently wonder where I've gone and welcome me back to the room - Make the task smaller and more predictable - Tell me kindly who I am and what I'm doing - Kindly tell me what you want me to do !! 	<ul style="list-style-type: none"> - Keep me close by - Deep breathing - Give me a easy and familiar task - Make things predictable - Tell me I'm safe, show me a safe place or person I can go to when I need to - Kindly talk through what might be tricky - Remind me what I'm meant to be doing alongside my friends rather than singling me out 	<ul style="list-style-type: none"> - Give me a role - Support me socially - Match my energy - Make things predictable - Deep breathing - Connect and show empathy before exploring the consequences of my behaviour - Tell me about changes to the daily routine, especially strangers visiting the school - Accept I might not remember what happened, I was trying to survive what felt dangerous 	<ul style="list-style-type: none"> - Repetitive simple tasks - Weighted blanket - Building with Lego or play-dough - Tell me I'm safe - Deep breathing - Spending time with a trusted adult - Do the task with me - Tell me what to do without showing frustration - I can't cope with being the centre of attention, let me blend in
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6 Playtimes

Members of staff must be vigilant to misbehaviour on the playground/field, especially that which causes upset since this type of behaviour may not be so evident. There are additional concerns due to the greater risk created by the numbers of children often moving quickly and the risk posed by the physical boundaries. Children may need to be reminded if their play is becoming too rough or if equipment is not used safely. If assistance is required for behaviour, members of staff should apply the same approaches as above.

7 Lunchtimes

During the lunchbreak a team of Midday Supervisory Assistants are employed to care for children both in the lunch hall and playground. The Headteacher, Deputy Headteacher or a nominated member of staff will always be available throughout the lunchbreak to support the supervisory team as required. Children are provided with equipment to use in the playground or in the classrooms on wet play days, and are responsible for the care of equipment. They are also encouraged to help in a variety of ways. All incidents of dysregulation/behaviour should be reported to the class teacher at the end of the lunchbreak. A regular dialogue should develop between teacher and the midday supervisor about children in their care. In this way many critical incidents can be avoided. Any midday supervisor who feels a child is worthy of praise for being particularly kind, well mannered, lining up, much improved or helpful may award a Dojo point.

8 Discipline off the school site

During educational visits children are expected to adhere to the School Rules, as they would in school. The school expects a high standard of behaviour to be displayed.

9 The role of the class teacher/support staff

ALL adults MUST:

- show respect for every child
- view behaviour as a form of communication

- form positive relationships to enable children to feel secure in school.
- take a non-judgemental, curious and emphatic attitude towards behaviour
- maintain clear boundaries and expectations around behaviour
- be aware of their influence on children, especially on children's self-esteem
- demonstrate consistency in the whole school approach
- speak to children about their behaviour in private rather than in front of their peers.
- ensure that children are listened to carefully and that the facts are established so that a teaching opportunity is provided to re-direct the child
- recognise effort as well as achievement when providing praise.
- offer specific and descriptive praise when we spot children doing the right thing.
- encourage parental engagement and involvement when addressing and planning support for children's social, emotional and mental health needs.

- 9.1 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.
- 9.2 It is the responsibility of all the adults in the class 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. Adults must give consideration to how they can effectively manage this aspect of their role.
- 9.3 The class teacher should record when a child receives 'Needs Work' Dojo points or receives the maximum number of positive Dojo points so they can determine when to inform the headteacher of consistently good or consistently poor behaviour.
- 9.4 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.
- 9.5 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.
- 9.6 Class teachers should comment about a child's behaviour in the *Annual Academic Report to Parents*.

10 The role of the headteacher

- 10.1 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.
- 10.2 The headteacher supports staff with the implementation of the policy.
- 10.3 The headteacher keeps records of all incidents of poor behaviour on *My Concern*. Likewise, a letter sent home praising outstanding behaviour is held on the child's personal file.

10.4 The headteacher has the responsibility for giving fixed-term suspensions 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 Pupil Reintegration Team and the Local Authority and the Chair of Governors has been notified.

11 The role of parents/carers

11.1 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*)

12 The role of the Governing Body

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

13 Suspension and Exclusion

13.1 A child will only be suspended or excluded from school when all other pathways of support and intervention have been explored following the procedure set out in DFEE 20/94 and in LA guidance.

13.2 Only the headteacher (or the acting headteacher) has the power to suspend a pupil from school. For permanent exclusions, advice must be sought from the Local Authority to ensure an understanding of current practice.

13.3 If the headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the suspension. 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.

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

14 Monitoring

14.1 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.

14.2 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

15 Review

15.1 For the next academic year, this policy will be regularly reviewed and updated to reflect further staff training on Restorative Practice and input from LENS project. The Governing Body, staff, parents/carers and current School Council thoroughly review this policy every two years or as advised.

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.