

Lutton St Nicholas Primary Academy



BEHAVIOUR AND REWARDS POLICY

ADOPTED: January 2024
REVIEW: September 2024



Keystone Academy Trust

The aim of this policy is:

- to establish a consistent approach to building positive relationships with children to ensure a consistent and positive approach to the management of the behaviour of pupils in and around the school and in the wider community.
- to promote in the pupils themselves an intrinsic and positive attitude towards good behaviour and manners both in and out of school.
- to create safe environments that are conducive to learning.
- to safeguard the children by ensuring everyone is aware of and reporting concerns regarding changes in a pupil's behaviour, and/or being aware that poor and unusual behaviour can be a sign of an underlying safeguarding concern.

At Lutton St Nicholas Primary Academy, we believe that behaviour has a central role in allowing pupils to access learning. Good behaviour allows pupils to engage fully in their learning and reach their full potential. At our school, we create an environment and deliver a curriculum that supports the social, emotional and mental health of the whole school community. The aim of this Behaviour and Rewards Policy is to communicate the key principles and practices that reflect our school ethos.

We believe that everyone has the right to:

- to feel safe, healthy and happy;
- to be treated with respect, dignity and equality;
- to learn or to teach, or to do their job.

Our duty is to recognise:

- Children will not be able to learn effectively, until they feel happy, safe and secure.
- We recognise that all behaviour represents a feeling or thought which is being communicated.
- We recognise that all behaviour is learnt.
- Every member of our school community is responsible for supporting positive pupil behaviour and instilling politeness and good manners.
- Creating positive relationships with children is the largest deterrent to unwanted behaviour.

At Lutton St Nicholas Primary Academy, everyone has a responsibility to uphold these rights which means every member of staff, pupil and family member is charged with upholding high behavioural expectations. As such, all stakeholders are expected to work collaboratively to support pupil behaviour.

We understand that all behaviours are a form of communication. With that in mind, we aim to be proactive rather than reactive – teaching children appropriate strategies to help manage their feelings and relationships. We aim to create a positive, predictable and safe environment for the whole school community.

It is understood that children with a special educational need or disability (SEND) need may find it difficult to meet the expectations of behaviour on occasions. With this in mind, we have a graduated approach to behaviour that works alongside the SEND policy and the SEND Code of Practice for the Social, Emotional and Mental Health (SEMH) area of need: please see the sections 6.32 and 6.33 (click [here](#) for further information).

This policy will work in conjunction with the school's Anti-Bullying Policy, Suspension & Exclusion Policy and the Child Protection and Safeguarding policy. This policy should be read alongside the following:

[Behaviour in Schools 2022](#)

[Revised Behaviour in Schools guidance and Suspension and Permanent Exclusion Guidance](#)

[Keeping Children Safe in Education 2023](#)

[Department of Education Teacher Standards \(Section 7\)](#)

[Searching, Screening and Confiscation Advice for Schools July 2022](#)

Expectations of behaviour based on the School's aims and values.

At Lutton St Nicholas it is expected that every child will:

- consistently demonstrate and follow the school values set.
- listen to and follow instructions and rules set by adults.
- show respect to others.
- use technology safely as guided by the adults.

Underpinning these expectations, are our school's TEAM values which direct our curriculum and the personal development for the pupils in our care.

TEAM Values:

Teamwork – working co-operatively with peers, the school and wider community creates meaningful connections.

Empathy – understanding that kindness and tolerance are the building blocks to a better world.

Achievement – demonstrating how effort and courage lead to positive outcomes.

Motivation – showing resilience and ambition.

At the start of every academic year, the children and their new class teacher/s will agree the behaviour that is expected in line with these values. It is important to do this at the start of every academic year to reinforce expectations; these will form part of the Class Charter which is displayed in the classroom. This will be referred to regularly and revised in light of repeated instances of unwelcome behaviour.

Role of Staff and Volunteers:

All staff working at Lutton St Nicholas Primary Academy have a responsibility to:

- have and show respect for every child.
- to view behaviour as a form of communication.
- form positive relationships to enable children to feel secure in school.
- to maintain clear boundaries and expectations.
- investigate and record incidents and communication on the school's recording system.
- communicate both positive and concerning behaviours to parents, carers and the Headteacher / SENCo
- work collaboratively to reinforce the strategies agreed in line with this policy.

Role of Parents and Carers:

Parents and carers should support the actions of the school outlined in this policy. Parents and carers are expected to:

- foster and support high behavioural expectations.
- model positive behaviour on the school site or in front of pupils from school.
- support the actions of the school.
- treat everyone in the school with respect and professionalism including the use of social media.
- avoid making comments that could be seen as inappropriate or negative about the school.
- raise any concerns with an incident via the class teacher first and following this, the Headteacher.
- ensure that other policies, such as the Parental Code of Conduct and Complaints policy is followed.

Role of the Local Governing Board:

The Lutton St Nicholas Primary Academy Local Governing Body (LGB) is responsible for reviewing and approving the written behavioural principles of this policy. The governors will also review this policy in conjunction with the Headteacher and monitor the policy's effectiveness.

Role of the Headteacher:

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.

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. This action is 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. Please see [here](#) for more information.

Behaviour Types

Positive Reinforcement: Rewards and Recognition

Pupils who follow the school's TEAM values and positively contribute to their class and the academy receive various forms of positive praise and recognition:

- House Points – based on the school's values.
- Written praise e.g. a positive comment on work or through postcards to parents.
- Verbal praise e.g. to the child, parent, another adult in school
- Peer group praise e.g. a clap, praise action etc.
- Smiles, stickers and non-verbal praise
- Star of the Week certificate
- Trophies and Special Awards e.g. sports, attendance, lunchtime awards

Unwelcome Behaviour

It is unacceptable for anyone to:

- Disturb the learning of others.
- Be disrespectful or speaking inappropriately.
- Use rude language or swear, including online.
- Use aggressive and physical behaviours towards others.
- Damage school property.
- Be dishonest.
- Bully others, including online.
- Damage equipment or purposely use it in the wrong way.

The Five Stages of Behaviour

The academy uses a behaviour scale of green, amber, yellow and red across the school and is guided by the following process when investigating or making decisions regarding pupils' behaviour:

When an incident occurs, we follow these principles:

- What happened? – Hearing and valuing the unique perspective of each individual.
- What were you thinking? – Making connections between thoughts and behaviours.
- What were you feeling? – Developing emotional literacy/empathy and consideration and making connections between feelings, thoughts and behaviours.
- Who has been harmed or affected? - Connecting harm to the un-met needs.
- What needs to happen/do you need to do now? - Finding the right strategy to repair the relationships, the harm and unmet need.
- Use of "Who", "What", "Where", "When" and "How" questions rather than "Why".

Behaviour	Examples	Actions
Stage 1 Green Behaviours	Children feel happy, safe and ready to learn. This is where we aim for all our children to be. Pupils follow the school's TEAM values.	<p>This is managed by classroom-based and support staff.</p> <ul style="list-style-type: none"> Expected behaviours are recognised and rewarded (see positive reinforcement section). Consistent and regular strategies are implemented throughout the school day to help children to remain in this stage.
Stage 2 Amber Behaviours	Not following the Class Charter: Not following instruction or off-task. Disrespectful or negative attitude. Distracting others (preventing learning). Not telling the truth. Misuse of equipment without intent or injury or damage including technology.	<p>This is managed by classroom-based and support staff.</p> <ul style="list-style-type: none"> Praise is given to those children actively showing the school's expectations. Positive and clear reminders of expectations are provided to the child, for example 'Look this way. Focus on your work'. Ascertain if the child needs any support. <p><i>If an orange behaviour continues, this is classed as an yellow behaviour.</i></p>
Stage 3 Yellow Behaviours	Not following school expectations and values: Causing persistent disruption over time to learning. Damage to school equipment or theft. Indirect use of inappropriate language or rudeness. Impulsive physical harm (not intended to harm). Intentional unkindness towards others. Refusal to co-operate. Escalated (out of control behaviour). Continued dishonesty	<p>This is managed by classroom-based and support staff. Multiple incidents may involve the Headteacher, pastoral staff member and / or SENCO.</p> <ul style="list-style-type: none"> Time removed from break / lunch to reflect and reset. Appropriate consequence, for example, work to be completed, pick up items that have been thrown etc. Persistent yellow stages may be logged on the school system (CPOMS) and parents / carers informed. <p>Further actions may include:</p> <ul style="list-style-type: none"> Check-ins with the child Monitoring of behaviour Introduction of support strategies e.g. behaviour chart. Boxall Profiling Supportive interventions Withdrawal from class (movement to alternative class). This may be supported and co-ordinated by the Headteacher or SENCo and is managed by classroom-based and support staff.
Stage 4 Red Behaviours	Regular Yellow behaviours (logged on CPOMS). Direct, inappropriate or offensive language with intent. Aggressive or violent Behaviour. Intentional disrespect towards peers or adults. Deliberate damage of property or theft. Absconding (leaving a classroom or area without permission). Persistent, intentional unkindness towards targeted individuals (bullying). Sexual harm and harassment. Possession of banned items.	<p>Class-based staff can manage the sanction for a red behaviour. Incidents may involve direct involvement of the Headteacher.</p> <ul style="list-style-type: none"> The Headteacher will be informed. Reset time with the child to discuss their actions, their next steps and reminder of the school values and expectations. Meeting with parents / carers with the class teacher and/ or the Headteacher. Consider withdrawing pupil from class. Consider suspension from school. <p><i>If Red Behaviours continue over time:</i></p> <ul style="list-style-type: none"> <i>Behaviour Risk Assessment may be generated.</i> <i>Behaviour Support Plan may be created and implemented.</i> <i>Pastoral Support Programme may begin (PSP) Collaboration with other agencies e.g. BOSS</i>
Stage 5 Blue Behaviours	If a pupil's negative behaviour continues or reaches a point whereby it endangers others or has a detrimental effect on learning, a suspension may be issued. For pupils at risk of permanent exclusion, refer to Part One of the Lincolnshire Ladder, steps 1-5 for persistent misconduct or Part Two of the Lincolnshire Ladder for a serious breach of the Behaviour Management and Exclusions Policy.	<ul style="list-style-type: none"> Reduced timetable in consultation with parents and carers. Fixed internal or external suspension * Permanent Exclusion where appropriate <p>* Please note that following an internal suspension, the school may wish to speak to parents and carers prior to a pupil returning to class. It is however expected that parents and carers attend a meeting following a fixed external suspension on the day of the pupil's return to school at the time and date set on the letter notifying a parent or carer of a suspension.</p>

Appendix

1.0 Banned Items

The 2014 DfE Screening Searching and Confiscation Advice is the foundation for this policy and it identifies prohibited items as:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers, Deputy Headteachers and the Designated Safeguarding Lead can also search for any item banned by the school rules and items deemed unsafe will be confiscated.

For the purpose of this policy - The definition of 'Knife' in this document includes any bladed article including - craft knife, Stanley knife, Swiss Army knife, fishing knife, razors, kitchen knives etc. or any bladed item.

The term 'weapon' refers to any gun, including air rifles, BB gun, toy guns, pellet guns, crossbow, tasers, blow pipes, knuckledusters or any similar item and includes any item made for the purpose of assault or defence. The above is not an exhaustive list and could include other bladed items or weapons not specified above. The policy is not constrained by the criminal definition of an offensive weapon but refers to any item which could cause harm, injury or distress to the holder or others, or which could be used to threaten, alarm, distress or intimidate others.

For details of the response to, and management of, any incident involving any type of Drug/ Alcohol/ tobacco/ E-Cigarettes please refer to the schools own Drug Incident Policy.

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice, there are a number of other items which could cause harm, distress or injury to pupils or persons or 'Adversely affect good order and discipline of the school community' (DfE Behaviour and Discipline in Schools (Jan 16)).

Lutton St Nicholas Primary Academy's Governing Body considers that the following items are inappropriate and should not be brought into school:

Chains

Catapults

Lighters, matches

Tools (scissors, screwdriver, hammer, nails, etc)

Pepper sprays and gas canisters

Any item fashioned to cause injury i.e. a sharpened stick, shard of glass

Laser pens

Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)

Aerosol (including deodorant and hair spray)

E cigarettes

Stink bombs

Solvents

Chewing gum

Energy drinks

Super Glue

Needles (Syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school's own drugs/medical policy)

Offensive material - pornographic, racist, homophobic, extremist material (in any medium)

Rope, cable ties

Mobile devices (unless in Year 5/6 and parents have completed a mobile agreement with the academy)

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

Appendix 2.0

Use of Reasonable Force and Physical Handling

All members of school staff have a legal power to use reasonable force.

Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Some examples are given below for illustrative purposes whereby Reasonable force* might be used to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

* (Reasonable force for the purposes of this context is defined as 'Reasonable in the circumstances' meaning using no more force than is needed.)

Schools cannot:

Use force as a punishment - it is always unlawful to use force as a punishment.

Following the use of restraint or force the relevant member of staff will, at their earliest opportunity, inform their line manager and record the facts of the circumstances about the event on CPOMs. Parents of the pupil will be informed and the written record retained by the school with that pupils school records on CPOMs. This provides the means whereby the school SLT can review the effectiveness of this policy.

Staff of the school should follow the latest DfE guidance: "Searching, screening and confiscation: Advice for headteachers, school staff and governing bodies".