



**LANGWITH BASSETT JUNIOR ACADEMY  
BEHAVIOUR AND REWARD POLICY**

**DOCUMENT CONTROL**

<b>Policy Level</b>	Trust (Junior & Senior)		
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<b>Policy Lead</b>	Principal	<b>Author</b>	Sarah Bacon
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**This is the Behaviour & Rewards Policy of:**

**Langwith Bassett Junior Academy  
Bassett Hill  
Upper Langwith  
Mansfield  
Nottinghamshire  
NG20 9RD**

### **Introduction**

A well-ordered environment and good behaviour are necessary for effective learning and teaching to take place. Good behaviour and positive behaviour management should help every child to succeed and to achieve his/her full potential.

It is important to recognise that the vast majority of the pupils at Langwith Bassett Junior Academy are well behaved, courteous and show respect for each other and the adults with whom they interact. Our academy behaviour policy actively promotes the responsibilities of all members of the academy to ensure self-discipline, self-respect, honesty, fairness, politeness and working together harmoniously.

Promoting positive behaviour requires a shared understanding and commitment by all staff and pupils, parents/carers, governors, outside agencies and the wider community. Consistency of practice is needed across the academy to ensure that pupils know and understand the standards of behaviour expected of them. This policy aims to provide the means of ensuring:

- A shared set of understandings
- A framework for consistent approaches and practices

### **The Aims of our Behaviour Policy**

- To define the standards of behaviour the academy wants to achieve
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To enable children to appreciate that behaviour is a choice even if making the right choice is often a challenge
- To develop an awareness of and adherence to acceptable and appropriate behaviour with proper regard for authority
- To encourage pupils to value the academy environment and its routines
- To create a caring, stimulating and secure environment in which pupils can work and play safely
- To value the rights of the individual
- To raise pupil's self-esteem
- To promote and develop empathy and respect for self and others and prevent all forms of bullying among pupils
- To develop a sense of politeness and consideration for others

- To ensure that pupils are confident of their right to be treated fairly
- To acknowledge that the maintaining of good behaviour within academy is a shared responsibility
- To ensure good behaviour is always recognised
- To empower staff with the confidence, skills and knowledge to determine and request appropriate behaviour from everyone and to respond in a consistent, effective way to challenging and difficult situations, thereby reducing conflict and uncertainty in encounters between pupils and staff.
- To ensure the policy is fully understood and is consistently implemented throughout the academy.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.

### **Promoting Good Behaviour**

Underlying our policy is a belief that the academy should provide every pupil with the opportunity to reach their full potential in an environment which encourages co-operation, understanding and tolerance. We want to create an orderly and caring environment where teachers can teach and every child can learn freely and fully. We believe that this can be achieved when:

- Staff praise pupils for good behaviour.
- Expectations of work and behaviour are high and clearly understood by all.
- Staff inform parents of exemplary behaviour and achievements.
- Rules are simple, clear, consistent, fair and followed by all.
- Rules are reviewed with staff and pupils.
- There is a shared understanding and subscription to the responsibilities and rights of all members of the academy community.

### **Responsibilities and Rights**

The understanding of and subscription to the responsibilities and rights of all is fundamental to the education process.

All members of the academy community at Langwith Bassett Junior Academy have certain responsibilities and rights.

#### **Responsibilities**

##### **Staff**

- To lead by example
- To be consistent in dealing with pupils
- To encourage the aims and values of the academy among the pupils
- To have high expectations of the pupils
- To meet the educational, social and behavioural needs of the pupils

- To provide an appropriate curriculum
- To provide a clean, pleasant and safe environment in which pupils can work

### **Pupils**

- To support and care for each other and to treat others fairly and with respect
- To respect each other's property and work
- To listen to others, respect their opinions and recognise their efforts
- To behave in a way that allows other pupils to learn
- To do as instructed by all members of staff (teaching and support staff)

### **Parents/Carers**

- To be aware of the academy's values and expectations
- To support the values and expectations of the academy
- To ensure that pupils arrive on time each day in full academy uniform and with equipment
- To communicate to the academy any necessary information that will help to support the education of their child

If all members of the academy community take responsibility for their actions then all pupils will have the right to:

- learn to their full potential
- have their efforts recognised
- be and feel safe
- expect their property to remain safe
- be treated fairly and with respect

### **Dealing with Racist Incidents**

Racist incidents are always investigated by the Principal. All incidents of a racist nature are reported, no matter how trivial they may seem. All parties involved in the incident are spoken to as the basis of an investigation. Parents of the victim and perpetrator are informed immediately of the incident and the actions taken are then logged with the incident form. Perpetrators who have received more than one racist incident form or perpetrators who have been involved in an incident of a very serious nature are reported to the Local Authority. The number of racist incidents in LBJA is reported regularly to governors.

We want everyone to feel included, respected and safe in our academy. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

## **Dealing with Sexist Incidents**

**Sexist comments** are those which discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Record the incident on file
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if there is a repeat of the incident, inviting the perpetrator's parents/carers to a meeting with the Principal.

The RSHE curriculum educates pupils about what healthy and respectful behaviour towards one another looks like. Staff are trained to identify such behaviours and as incidents arise, information will be shared through briefings in order to update staff about the prevalence of such incidents in the academy and measures in place to address this.

Please see the Equality Policy for more details.

## **Rewards Policy**

Rewarding positive behaviour and celebrating success is a fundamental part of this policy.

### **Purpose**

- To reward and thus promote good behaviour and a strong work ethic
- To make good behaviour the norm
- To enhance achievement and attainment by highlighting the positive
- To celebrate achievement, attainment and involvement in academy life
- To build confidence and self-esteem through acknowledgement of achievement.

### **What should be rewarded**

- Achievement – working at or above the expected level of an individual pupil
- Effort – recognition of commitment in order to achieve or succeed
- Community – recognising an individual's service to the academy or the wider community
- Others– Attainment, Attendance and Punctuality

## **How are pupils rewarded?**

Langwith Bassett Junior Academy recognises and promotes good and improved behaviour through a formal reward system and by informal but regular feedback to pupils.

This includes:

- **The academy promotes the core themes of RESPECT**
  - Responsibility,
  - Enthusiasm,
  - Sense of Pride,
  - Perseverance,
  - Empathy,
  - Curiosity and
  - Teamwork
- **Langwith Bassett Citizenship awards for Bronze, Silver and Gold contributions to academy life and personal development in line with our RESPECT themes ( see appendix 1 ) Bronze, Silver and Gold pin badges will be awarded at the end of each half term ( 6 x year)**
- **Praise and positive feedback of good behaviour, effort and achievement.**
- **House points awarded for good behaviour, academic achievements and effort. These are collected towards weekly house winners and the termly house points cup is awarded each half term ( 6 x year).**
- **Weekly class and house awards for fab five readers, spelling targets and attendance.**
- **Giving immediate verbal feedback where appropriate as often as possible.**
- **Praising good behaviour as well as academic achievement.**
- **Positive comments on work.**
- **Positive reinforcement of good behaviour by any member of staff.**
- **Positive behaviour is rewarded by children moving UP the behaviour ladder in class. Stages of the behaviour ladder are detailed below:**

#### **4. Sent to Principal**

Principal gives the child a gold sticker and a tick on the chart. Once a child has three ticks on the chart they get to choose from the Principal's dip box.

#### **3. Dip Box**

Children can choose from class dip boxes at the end of the day.

#### **2. Stickers**

Awarding stickers to children for individual good work/ behaviour

#### **1. Verbal praise**

One of the greatest rewards for children is verbal praise in front of their peers. This may be backed up with visual signs such as use of the 'thumbs up'

## **Systems for minimising and responding to poor behaviour**

The academy accepts that at times a minority of pupils will require sanctions to be set in order for them to accept the consequences of their behaviour and as a deterrent for repeating poor behaviour. Unacceptable behaviour is responded to by children moving **DOWN** the behaviour ladder in class. Stages of the behaviour ladder are detailed below:

### **1. Verbal warning**

The first sanction is the use of positive behaviour language e.g. 'Talk quietly' rather than 'don't shout'

### **2. Lose a playtime**

### **3. Sent to another class**

### **4. Sent to Principal**

### **5. Pastoral support programme involving parent**

### **6. Suspension**

### **7. Permanent exclusion**

**In the event of physical or violent behaviour towards another pupil or member of staff, teaching staff use their discretion and skip steps as appropriate.**

#### **Levels 5-7**

**If there is no improvement in a child's behaviour, then parents will be invited into school to discuss the situation. Outside agencies will be involved if necessary.**

**In cases where a pupil's behaviour continues to cause concern, the principal may take the decision to suspend a pupil for a fixed term in line with the suspension and exclusions policy. When the pupil returns, the academy will set further targets for improvement and to avoid the next stage.**

**If no progress is made following suspension then formal warning of the move to permanent exclusion will be given.**

**The principal will permanently exclude a pupil if the following thresholds are met:**

- a serious breach or persistent breach of the school's behaviour policy has occurred; *and*
- where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.

**It is important to acknowledge that LBJA will have clear plans and procedures and support for children whose behaviour may be compromised in the short or long term. These plans will be shared with all staff working with the child. Where appropriate these plans and procedures will also be shared with parents and carers.**

**All enquiries regarding behaviour, including complaints should be made to **Sarah Bacon**, Principal, Langwith Bassett Junior Academy.**

**A copy of this policy will be available to view by parents on the academy website.**



# Langwith Bassett Citizenship Award

Focus	 <b>Bronze award</b> 	 <b>Silver award</b> 	 <b>Gold award</b> 	Evidence
Collecting positive rewards	<ul style="list-style-type: none"> <li>• 5 ACET citizenship recommendations for RESPECT                             <ul style="list-style-type: none"> <li>❖ Responsibility,</li> <li>❖ Enthusiasm,</li> <li>❖ Sense of Pride,</li> <li>❖ Perseverance,</li> <li>❖ Empathy,</li> <li>❖ Curiosity and</li> <li>❖ Teamwork</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 10 ACET citizenship recommendations for RESPECT                             <ul style="list-style-type: none"> <li>❖ Responsibility,</li> <li>❖ Enthusiasm,</li> <li>❖ Sense of Pride,</li> <li>❖ Perseverance,</li> <li>❖ Empathy,</li> <li>❖ Curiosity and</li> <li>❖ Teamwork</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 15 ACET citizenship recommendations for RESPECT                             <ul style="list-style-type: none"> <li>❖ Responsibility,</li> <li>❖ Enthusiasm,</li> <li>❖ Sense of Pride,</li> <li>❖ Perseverance,</li> <li>❖ Empathy,</li> <li>❖ Curiosity and</li> <li>❖ Teamwork</li> </ul> </li> </ul>	Record of rewards
A shining example	<ul style="list-style-type: none"> <li>• Community participation – taking responsibility and /or representing the class, joining and attending an academy club</li> <li>• Treat all members the academy community with respect and kindness most of the time.</li> <li>• Demonstrates good table manners and acceptable standards of behaviour in the dining hall.</li> <li>• Show good levels of independence, confidence and initiative (appropriate to age)</li> </ul>	<ul style="list-style-type: none"> <li>• Community participation – taking responsibility and /or representing the academy, joining and maintaining attendance at an academy club.</li> <li>• Treat all members the academy community with respect and kindness almost all of the time.</li> <li>• Demonstrates excellent table manners and good standards of behaviour in the dining hall.</li> <li>• Show increasing levels of independence, confidence and initiative (appropriate to age)</li> </ul>	<ul style="list-style-type: none"> <li>• Community participation – demonstrating sustained responsibility and /or representing the academy as a leader or role model, showing continued commitment to academy club/s</li> <li>• Treat all members the academy community with respect and kindness all of the time.</li> <li>• Demonstrates outstanding table manners and excellent standards of behaviour in the dining hall.</li> <li>• Show high levels of independence, confidence and initiative (appropriate to age)</li> </ul>	Academy staff observations
Maintaining standards	<ul style="list-style-type: none"> <li>• Demonstrating high standards of behaviour. (maximum of two chances per half term – sent to Mrs B)</li> <li>• Well prepared for PE lessons with correct PE kit (Two chances per half term )</li> <li>• Attendance is 90% +</li> <li>• Arrived on time for school (no more than 3 late marks per half term)</li> <li>• Weekly Homework is completed 80% + of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating consistently high standards of behaviour. (maximum of one chance per half term – sent to Mrs B)</li> <li>• Very well prepared for PE lessons with correct PE kit (one chances per half term )</li> <li>• Attendance is 95% +</li> <li>• Arrived on time for school (no more than 2 late marks per half term)</li> <li>• Weekly Homework is completed 85% + of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating impeccable standards of behaviour. ( no chances needed)</li> <li>• Always perfectly prepared for PE lessons with correct PE kit ( never forgotten)</li> <li>• Attendance is 97% +</li> <li>• Arrived on time for school (no more than 1 late marks per half term)</li> <li>• Weekly Homework is completed 90% + of the time.</li> </ul>	Records of sanction/reminder