



LANGWITH BASSETT JUNIOR ACADEMY RELATIONSHIP AND BEHAVIOUR POLICY			
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2.0	November 2023	Updated policy to reflect the replacement of the ladder with the recognition board.	

This is the Behaviour & Rewards Policy of:

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

Mission Statement

We are committed to providing high quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

Together we will:

- Foster self-esteem, enjoyment and happiness, in a stimulating, safe, secure environment,
 - make the most of opportunities to engage in inspiring learning,
 - be united as a team in our warm and welcoming community,
- nurture enterprising, resilient children, who grow into independent citizens, making a positive contribution to society,
 - celebrate diversity and treat others with tolerance and mutual respect,
 - aspire to excellence and be determined to be successful in all that we do.



Introduction

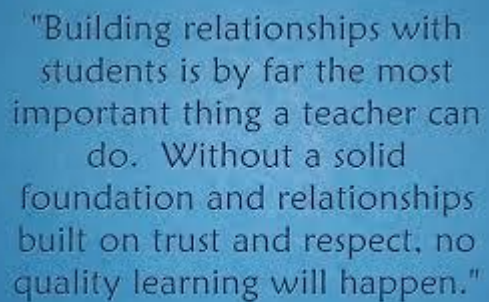
A well-ordered environment and good behaviour are necessary for effective learning and teaching to take place. Good behaviour and positive behaviour management should help every child to succeed and to achieve his/her full potential.

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 practices



"Building relationships with students is by far the most important thing a teacher can do. Without a solid foundation and relationships built on trust and respect, no quality learning will happen."

Timothy Hilton in Education Week Teacher

consistent approaches and

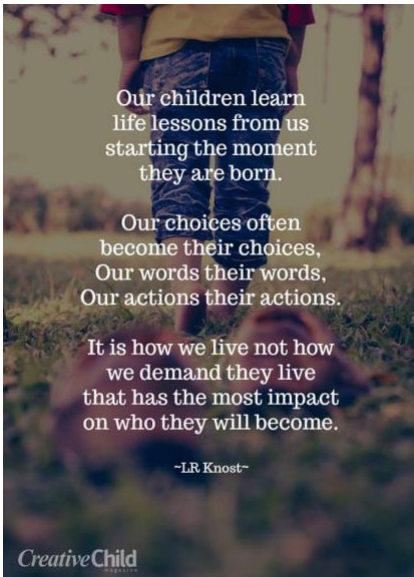
The importance of Relationships

Strong relationships and positive interactions between all the pupils and adults in the academy community are key to developing our positive and supportive ethos. Children learn from their environment and the interactions they observe and experience provide a strong, powerful example for future development. Positive respectful conversations are modelled between staff and between staff and pupils at all times.

The aims of the 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 pupils 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 recognized.
- 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

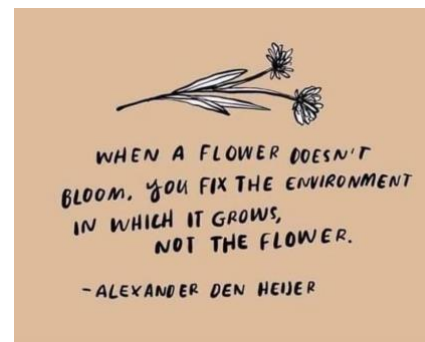
The understanding of and subscription to the responsibilities and rights of all is fundamental to the education process.

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

Rewards Policy

Rewarding positive behaviour and celebrating success is a fundamental part of this policy. We believe that “the advertising of poor behaviour does not help but routinely advertising the behaviour you do want does” Paul Rix

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 term (3 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 through house points and stickers
- Positive behaviour is rewarded by our recognition boards.

These celebrate pupils being “spotted for doing the right thing”. Three of the quarters focus on whole academy targets:

- Active listening and learning,
- respect for others
- being ready and prepared.
- The fourth is a class specific target and may change regularly to reflect any aspect of behaviour that the class is working on.

Any pupils who has their name recorded in all four quarters of the recognition board, will visit the principal for a Golden Sticker and a Golden House point.

Systems for minimising and responding to poor behavior

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 the following:



Verbal reminder	The first sanction is the use of positive behaviour language e.g. 'Talk quietly' rather than 'don't shout' and should be a short, calm and brief reminder of expectations. At LBJA we believe that sanctions are private rather than public.	At this stage no formal recording is necessary. This then results in a "fresh start." Pupils may receive a verbal reminder several times in one day for different things without further consequence.
1. Reflection Time Out	If this same undesirable behaviour continues, a child will be given some time to reflect on their behaviour. This should be quiet and low key and then they will be asked to discuss	At this stage no formal recording is necessary. "Fresh start" should then take place with the

	their thoughts, reflections and next steps with their class teacher.	assumption that the child will modify the behaviour.
2. Lose some playtime	In the event that this continues a sanction of some missed playtime would be appropriate for their child to further reflect and discuss with their class teacher. This will allow the class teacher to use this as a teaching point and guide the discussion. The whole playtime will not be lost as this is counterproductive and will result in a child finding it difficult to regain focus in the next session.	This should be recorded by the class teacher on SIMs stating what the sanction was for.
3. Adjustments to provision	If appropriate it may be that an adjustment sanction is needed, appropriate to the behaviour displayed ie repeated misuse of equipment – not allowed to use or play with that piece of equipment for a short time. ie messing in toilets in class time – not to go at the same time as others etc These should be appropriate in weighting, timescale and length.	This should be recorded on SIMs by the class teacher and parents notified
4. Sent to Principal	Further repeated incidences would result in a pupil being sent to the Principal for further discussions and sanctions as required.	Recorded on SIMs by the principal and parents notified.
5. Parents invited to discuss	If the same behaviour/s were to continue parents would be invited to discuss this with the principal and a behaviour plan drawn up and agreed	Recorded on SIMs and reviewed every 2 weeks.

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.

Serious breaches of expected behaviour standards

5. Pastoral support programme involving discussion with parent and a behaviour plan drawn up
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.

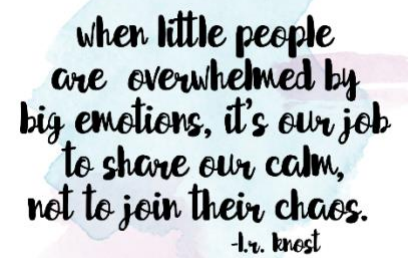
The principal will permanently exclude a pupil if the following thresholds are met:

- 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.



when little people
are overwhelmed by
big emotions, it's our job
to share our calm,
not to join their chaos.
-L. R. Kest

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Langwith Bassett Citizenship Award

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