

Langwith Bassett Primary Academy Behaviour and Rewards Policy

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POLICY LEAD: Stephanie Coles
APPROVED BY: LGB



Excellence



Equity



Empowerment

DOCUMENT CONTROL

Policy Level	Academy	
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<p>This policy remains valid until it is reviewed and replaced; it does not expire by date alone. Policies are reviewed annually, or sooner if required by statutory or legislative changes, in line with best practice</p>		
Policy Lead / Author	Stephanie Coles	
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<p>Please complete this section with a brief summary of the changes you have made or if this is a full re-write / new policy. The contents of this version control box will be shared with trustees / the LGB as part of the approval process – Thank you</p>		
2	May 2026	Updated processes in line with current practice.



At Langwith Bassett Primary Academy, we believe that excellent behaviour is fundamental to creating a thriving school community where every child can reach their full potential. Our children are at the heart of everything we do, and we are committed to providing an environment where they feel safe, valued, and ready to learn.

We are committed to maintaining high expectations for behaviour because we know this is essential for children to flourish academically, socially, and emotionally. Strong, positive behaviour enables us to build relationships founded on trust, respect, and mutual care between staff and pupils.

Achieving our vision requires a whole-community approach. We recognise that strong partnerships with parents and carers are vital to supporting children's behaviour and development. We believe that managing behaviour effectively is a shared responsibility that involves everyone in our school community.

Our behaviour management strategies are designed to help children learn and grow, not simply to reward or punish. When children make mistakes, we support them to understand what happened and help them develop the skills to make better choices in the future.

We aim to empower children by teaching them that they have control over their own choices and actions. Through consistent, fair approaches, we help children understand that they have the power to make positive decisions and that these choices have consequences – both for themselves and others.

Every member of our school community has the right to feel safe. This happens when everyone takes responsibility for their behaviour and makes choices that respect and support others. We are committed to creating an inclusive culture where all children feel they belong and can thrive.

By working in partnership with children, families, and staff, we will inspire our pupils to succeed in all areas of school life and develop a lifelong love of learning. Together, we will build a positive school community where excellent behaviour enables every child to achieve their very best.

Introduction

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

It is important to recognise that most of the pupils at Langwith Bassett Primary 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.

The Aims of our Behaviour Policy

- To create a caring, stimulating and secure environment in which pupils can work and play safely.
- 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 in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop an awareness of, and adherence to, acceptable and appropriate behaviour with regard for authority.
- To encourage pupils to value the academy environment and its routines.
- To define the standards of behaviour the academy wants to achieve.
- To value the rights of the individual.
- 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 recognised and praised.
- 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.
- To ensure the policy is fully understood and is consistently implemented throughout the academy.
- To ensure that parents are involved and understand the academy's aim for all pupils.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure suitable support is put in place for pupils with individual needs.

Promoting Good Behaviour and Wellbeing

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 cooperation, 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 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 Primary Academy have certain responsibilities and rights.

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
- attend a clean and pleasant academy

Responsibilities

Staff	Pupils	Parents/Carers
<p>Model high expectations – always demonstrate positive behaviour and attitudes.</p> <p>Apply rules and sanctions consistently and fairly – ensure all pupils are treated equally.</p> <p>Promote a safe and supportive environment – prioritise pupil wellbeing and safety.</p> <p>Recognise and reward positive behaviour – celebrate effort, achievement, and improvement.</p> <p>Use restorative approaches where appropriate – help pupils understand the impact of their behaviour and repair relationships.</p>	<p>Respect each other – treat peers and adults with kindness and understanding.</p> <p>Follow instructions from staff – listen carefully and do as asked, first time.</p> <p>Behave safely – make choices that keep themselves and others safe.</p> <p>Look after the school environment – care for equipment, displays, and school property.</p> <p>Be honest and take responsibility – own up to mistakes and learn from them.</p> <p>Work hard and try their best – show effort and</p>	<p>Support the values and expectations of the academy – reinforce positive behaviour at home.</p> <p>Work in partnership with the school – communicate openly and attend meetings when needed.</p> <p>Encourage regular attendance and punctuality – make sure their child arrives on time and ready to learn.</p> <p>Support their child with homework and school routines – help establish good habits.</p> <p>Raise concerns appropriately – contact the school directly and respectfully if issues arise.</p>

<p>Communicate clearly with pupils and parents/carers – keep everyone informed about behaviour standards and incidents.</p> <p>Support all pupils – adapt approaches to meet individual needs and reduce barriers to positive behaviour.</p>	<p>perseverance, even when things are difficult.</p> <p>Include others – make sure everyone feels welcome and part of the school community.</p> <p>Communicate respectfully – use polite language and resolve disagreements calmly.</p>	<p>Promote respect for staff and other pupils – model positive relationships and language.</p>
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Our School Motto

We encourage the children to demonstrate positive attitudes and behaviours which are necessary to ensure they feel safe and happy and can learn effectively. Children are encouraged to be:

READY/RESPECTFUL/SAFE

These behaviours and attitudes are promoted and celebrated through assemblies and displays and through recognition in pupils.

Rewards

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

The purpose of rewards is:

- To 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

- **Effort**
 - Consistently trying their best, even when work is challenging
 - Showing determination and perseverance
 - Improvement in attitude towards learning
- **Achievement**
 - Meeting or exceeding academic targets
 - Producing high-quality work
 - Making progress in a particular subject or skill
- **Personal Development**
 - Demonstrating resilience or overcoming a personal challenge
 - Showing increased confidence or independence
 - Taking responsibility for their own learning
- **Behaviour**
 - Consistently following school rules and expectations
 - Showing respect to staff, peers, and the school environment

- Helping to create a positive classroom atmosphere
- **Kindness and Citizenship**
 - Helping others without being asked
 - Demonstrating inclusivity and respect for diversity
 - Participating in community or school-wide initiatives
- **Teamwork and Collaboration**
 - Working well in groups
 - Supporting peers in lessons or during playtimes
 - Contributing positively to group projects
- **Attendance and Punctuality**
 - Maintaining excellent attendance
 - Being on time for school and school events
- **Creativity and Innovation**
 - Sharing original ideas or solutions
 - Demonstrating creativity in classwork, art, or other projects
- **Leadership**
 - Taking on extra responsibilities (e.g., school council, eco club)
 - Supporting and encouraging others

How are pupils rewarded?

At Langwith Bassett Primary Academy, we recognise and celebrate good behaviour, effort, and achievement through a structured reward system and consistent positive feedback. Our approach includes both informal and formal methods to ensure every pupil feels valued and motivated.

Ways We Reward Pupils

- **Praise and Positive Feedback**
 - Immediate verbal praise for good behaviour, effort, and achievement
 - Positive comments on pupils' work and in their planners
 - Regular recognition of positive behaviour and academic achievement in class
- **Celebration Assemblies**
 - Weekly "Star of the Week" assemblies to celebrate pupils' efforts, behaviour, and achievements
 - Pupils receive certificates to take home
 - Being awarded a 'Praise Bear' as chosen by a class peer
- **Visual Recognition**
 - Displaying pupils' work around the school to celebrate effort and encourage pride in learning
 - Stickers
 - Awarding Dojos for work that is displayed
- **Dojo System**
 - Awarding of DOJO points (Y1-Y6) Dojos are awarded to create a positive culture. This is an in-school reward and to celebrate positive choices. Dojos are not removed. Reasons for awarding a Dojo can be:

- Being a responsible citizen • Contributing the wider school community • An outstanding piece of class work • Making a particularly outstanding contribution to lessons • Achieving a mark / level which is above target • Excellent support of other pupils/staff • Additional home learning • Being ready to learn • Using initiative • Taking part in extra-curricular activities
- **Additional Rewards**
 - Recognition for home reading, engagement with Times Tables Rockstars and Spelling Shed, and excellent attendance
- **Sharing Success with Parents**
 - Informing parents about pupils' positive behaviour, effort, and achievements through regular communication through a positive phone call home or postcard
- **Extra Responsibilities**
 - Opportunities for pupils to take on roles such as Head Pupil, School Council Representative, Mini-Leader, Librarian, and more

We believe that consistent recognition of positive behaviour and achievements helps foster a culture of respect, responsibility, and ambition across our academy.

When a pupil does not meet their responsibilities or breaches the behaviour policy, appropriate consequences will follow. Our approach ensures pupils are supported to improve their behaviour while maintaining a safe and respectful environment for all.

Procedures and Responsibilities

- **Classroom Management**
 - Class teachers are primarily responsible for addressing behavioural issues in their classrooms, with support from the leadership team as needed.
 - A range of strategies will be used to help pupils improve their behaviour in lessons.
 - Staff will always consider whether ongoing disruptive behaviour might be linked to unmet needs or additional support requirements.
- **Monitoring and Recording**
 - Incidents of unacceptable behaviour must be recorded, including a brief description of the incident and actions taken.
 - The Principal will regularly monitor behaviour logs to identify patterns and pupils who may require further intervention or support.
- **Escalation and Intervention**
 - Persistent or serious breaches of the Code of Conduct will lead to increased monitoring and involvement from the leadership team.
 - Further interventions may include meetings with parents/carers, individual support plans, or referral to external support agencies if needed.

The Staged Referral and Intervention System

A staged referral system is necessary to ensure early intervention at the appropriate level of response. It should aim to correct unacceptable behaviour and provide pupils with support to address the causes behind the behaviour.

Pupils should be able to move up and down the continuum. If a pupil responds positively to support at any Stage, then they should be congratulated, even rewarded, and consequently monitored at a lower level.

If a pupil is moved to a higher level on the referral system this does not mean that staff relinquish responsibility at a lower level. All staff must continue to support pupils displaying behavioural difficulties and continue to make clear their own expectations and involvement in consequences because of inappropriate behaviour.

Throughout all levels of referral, it is expected that parents/carers will be informed of the type of intervention and involved in the support process.

The following suggested staged structure is not definitive, and a pupil may not work systematically through every stage. Clearly, examples of severe behaviour will warrant immediate higher levels of intervention. Some children may require a more bespoke system and will not follow the approach outlined below.

Behaviour System: Steps for Addressing Unacceptable Behaviour

At Langwith Bassett Primary Academy, most pupils consistently meet our code of conduct. For those who need reminders, we use a clear, supportive system designed to help pupils make positive choices.

Step 1: Ask

- A staff member quietly speaks with the pupil to highlight that their behaviour is not acceptable.
- Pupils are positively encouraged and supported to change their behaviour at this early stage.

Step 2: Tell

- If inappropriate behaviour continues, the pupil receives a direct reminder—a 'tell'.
- The pupil is asked to 'stop and think' about their actions.
- Staff clearly explain the potential consequences if behaviour does not improve.
- Pupils are again encouraged and supported to make positive changes.

Step 3: Reflection (Yellow Card)

- If behaviour does not improve after a 'tell', the pupil is given 'reflection time'.
- The pupil will miss part of their break time and will need to discuss their actions with a member of staff.
- Reflection time provides an opportunity for pupils to think about their behaviour, take responsibility, and plan for improvement.
- Reflection time incidents are monitored. If repeated, these are logged and parents/carers are informed to discuss next steps.

Step 4: Consequence (Orange Card)

- If disruptive behaviour continues after reflection, the pupil will receive a consequence and explain their actions to a member of the leadership team.
- This stage is recorded, and parents/carers are informed.
- Potential consequences (which will have been explained during the 'Reflection' stage) include, but are not limited to:
 - Learning in another classroom
 - School Community Service
 - Learning with a member of the senior leadership team (SLT)

- Catching up on missed learning during break/lunch
- Restorative conversation with an adult during break/lunch
- Removal of roles of responsibility
- Fixing or repairing any mess or damage caused
- Loss of privilege to engage in certain break/lunch activities with peers

While most behavioural issues are addressed using our step-by-step system, there are occasions when a serious incident requires immediate action (Red Card). This will be logged on Bromcom.

- **Immediate Consequence**

- For serious cases of inappropriate behaviour, a member of staff may decide to issue a consequence straight away, without progressing through the usual steps.
- Examples of serious behaviour might include physical aggression, bullying, significant disrespect towards staff, or endangering the safety of others.

- **Fairness and Review**

- Any decision to issue an immediate consequence will be discussed with a member of the leadership team to ensure the pupil is treated fairly and consistently.

- **Recording and Communication**

- The incident and the consequence will be recorded.
- Parents/carers will be informed promptly about the incident and the action taken.

Behaviour Plan (Y1-Y6)

A child who requires those constant reminders of how to behave but is still receiving several 'reflection' sessions, may, after consultation with parents/carers, be placed on a behaviour plan. This has measurable targets that the child can work on achieving and the card is sent to/from home every evening. Behaviour plans will be logged and reviewed.

Internal Exclusion

Internal Exclusion is staffed by Senior Leaders. Parents/carers are informed about Internal Exclusion, the reasons why, and the number of days the pupil will spend in Internal Exclusion. The pupil will be provided work by the class teacher to ensure curriculum entitlement is maintained. Pupils are completely isolated from the rest of the academy, and they are expected to display high standards of behaviour at all times. Internal exclusions will be logged.

Suspension / Permanent Exclusion

The Principal, or Vice Principal in their absence, can decide to issue a suspension from the academy. Parents/carers will be contacted and will be expected to make immediate arrangement for the collection of their child from the academy premises. A letter will be given to the parent/carer that same day. This will be logged.

Pupils, parents and staff will be consulted with at parents' evenings and other time throughout the year to gain feedback and identify any actions needing to be taken regarding the consistency and adherence to policy.

Anti-Bullying

Langwith Bassett Primary Academy is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied.

In our school community:

- Everybody has the right to be treated with respect.

- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

We recognise that many children and young people will experience conflict in their relationships with other children and young people, and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

We discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. Bullying is defined as the repetitive, intentional harm of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can cause harm to an individual or group either physically or emotionally. It can happen face to face or online.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobia • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Combating bullying

Langwith Bassett Primary Academy is aware that bullying must be tackled on two levels, by focusing on preventative work, but also by responding appropriately when incidents do occur. We constantly work hard to improve behaviour and encourage children and young people to manage their own behaviour. We teach our pupils that as well as having rights, the choices they make will also bring responsibilities. We use the following strategies to ensure that we have a clear, consistent and effective approach to antibullying:

- An agreed definition of bullying with a base line measurement, as the beginning of an awareness raising campaign
- A strong ethos, promoting tolerance and respect for difference and diversity
- Positive leadership from senior staff and governors on tackling bullying
- A designated member of staff from the Senior Management Team, who will be responsible for coordinating anti-bullying issues
- A planned approach in the Personal Development / PSHCE curriculum and tutorial programme to the issue of bullying in a context which promotes self-esteem and confidence in relationships
- Planning and promoting teaching and academy routines which encourage learning and positive behaviour
- Regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying and to equip them with ways of responding to it
- Periodic consultation with students (via the school council) to inform the academy's knowledge of bullying
- Adequate supervision during break and lunch times
- Encouraging co-operative behaviour
- Close monitoring of those children with Special Educational Needs
- Sharing proven good practice with colleagues both in ACET and in our community of schools.

Investigating reports of bullying

When a bullying/ alleged bullying incident is reported the following are agreed school procedures:

- A nominated member of staff, e.g. Principal, Vice Principal, Assistant Vice Principal is informed
- The nominated staff will ensure the immediate safety of all staff, pupils and property (where necessary)
- Any injured child/children or staff member will receive appropriate medical attention as soon as is practicable
- The incident/s will be investigated fully
- All parties will be interviewed separately to establish the facts without apportioning blame
- All incidents will be recorded, including the facts of the incident, action taken and a report of the follow up interviews.
- Parents/carers of all parties will be contacted
- Appropriate sanctions and support will be discussed and agreed upon
- Follow up discussions will take place within 2-3 weeks

Supporting students

Pupils who have been bullied will be supported by:

- providing pastoral support and guidance
- offering them the chance to discuss how they feel with a designated member of staff
- being advised to report any further incidents of bullying immediately

- assistance with re-building self-esteem and confidence
- providing on-going support, if required
- seeking assistance from specialists, where necessary

Pupils who have perpetrated bullying will be supported by:

- discussing with them the concerns related to their actions and their need to change
- liaising with their parents/carers to support this change
- providing the appropriate education and support regarding the consequences of their behaviour / actions
- if the bullying was online, requesting content to be removed and reporting these accounts

Education

Pupils will be given the opportunity to increase their awareness of both the effects and consequences of bullying through some or all of the following:

- Curriculum areas – English, Drama, RE, Personal Development, PSHE, History, Computing etc
- Assemblies
- Anti-bullying Week
- Safer Internet Day
- Class discussions on issues such as friendship, prejudice, assertiveness, coping strategies

Links with other policies

This policy is linked to the following policies:

- Suspension & Permanent Exclusion Policy
- Child protection and safeguarding policy
- E-Safety Policy
- Violence to Staff Policy

APPENDIX 1



Behaviour Pathway

Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- High expectations
- Recognise "Over & Above Behaviour"
- Relentlessly bothered

Over & Above Behaviour

- Praise
- Note Home
- Recognition Board/ Display
- Star of the Week
- Brilliant Award - consistently "Over & Above"
- 500 Dojo Points

The Langwith Way

- Be Ready
- Be Respectful
- Be Safe

Characteristics of Learning- RESPECT
Responsibility, Enthusiasm, Sense of Pride, Perseverance, Empathy, Curiosity, Teamwork

Stepped Sanctions- In private

1. **Reminder of Rule**-repeat as necessary
2. **Warning**-*"Think carefully about your next steps."*
3. **Yellow Card** -use micro script and remind the child to regulate.
4. **Orange Card** -in school community service during play time.
5. **Red Card** - Internal Exclusion for the rest of the lesson. Conversation with parents.

Uncompleted Work

Child will sit in a classroom during play and complete their work.

Red Card Behaviours

Disrespect, physical violence, swearing, racism & homophobia.
Straight to Step 4 & 5 above, with an additional restorative conversation with SLT, and a phone call or conversation with parents.

Micro script

I've noticed that...You know the school rules, be ready, be respectful, be responsible, be safe. Can you remember when you ...(*time they did this really well*)...and how that made you feel? I expect you to...Thank you for listening.

Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.