



Charnock Hall Primary Academy
A L.E.A.D. Academy

Promoting Positive Behaviour and Rewards Policy

FEBRUARY 2019

Rationale

The primary aim of this policy is to promote positive behaviour and positive behaviours for learning for all pupils. We have school All-Star Rules and staff promote positive behaviour through being good role models and reward pupils in accordance with this. See Appendices.

The policy is designed to promote positive behaviour rather than merely deter inappropriate behaviour.

Aims and Expectations

CHPA aims to meet the needs of all pupils by providing a stimulating and supportive environment, where all pupils are valued, respected and encouraged to reach their full potential. This is achieved through all stakeholders having continual high expectations and working collaboratively to support the social, emotional and intellectual development needs of all.

Roles and Responsibilities in promoting positive behaviour

The Headteacher will;

- Implement this policy consistently throughout by setting the standards of behaviour and supporting staff with the implementation of the policy.
- Deliver weekly celebration assemblies, providing rewards to pupils based upon the following criteria (Learner of the Week, Team Points, Posh Nosh, Class Attendance Challenge, Golden Classroom).
- Provide an award for 100% attendance on a termly basis and at the end of the academic year.
- Positively reinforce the Charnock Promise and LEAD Values.
- Regularly monitor class behaviour logs and implement further actions as required, in conjunction with class teachers.
- Report to governors on the effectiveness of the policy across CHPA.
- Ensure the Health and Safety of all pupils and staff within CHPA.
- Report to and meet with parents/carers when necessary.
- Have responsibility for giving fixed term exclusions for serious acts of inappropriate behaviour/language.
- Permanently exclude for repeated or very serious acts of inappropriate behaviour/language.
In the absence of the Headteacher, the Deputy Headteacher will undertake the following roles.

Teaching and Learning Support staff will;

- Reward a 'All-Star of the Day', within each class with a certificate – daily.
- Ensure that pupils within the class understand the school All-Star Rules and follow them. (Appendix 1)
- Consistently praise and reward positive behaviour.
- Consistently use consequences as appropriate. (Appendix 2)
- Consistently use the behaviour log as appropriate (Books/Sheet in each class).
- Provide opportunities to develop interpersonal and social skills across all areas of the curriculum.

- Offer a curriculum that engages all pupils through the quality of teaching, stimulating resources and learning activities.
- Provide opportunities to work in a variety of ways including individual, pairs and groups.
- Support pupils into understanding their rights and responsibilities in society.
- Be a positive role model.
- Random acts of kindness recorded in class books and celebrated through displays. (This will be same book as behaviour, but started from the back).
- Inform parents/carers about their child's welfare and behaviour and work alongside them to support positive behaviour.
- Support pupils in enabling them to make choices about their behaviour.
- Support pupils in being confident and have enjoyment within their learning.
- Support pupils into understanding their rights and responsibilities in society.
- Be a positive role model, using the ethos of The Charnock Promise and LEAD Values.
- Use the language related to growth mind-set, to engage, enthuse and prepare pupils for learning.

Midday Supervisors;

- Provide names of pupils (1 per class per week) for Posh Nosh reward.
- Consistently praise and reward positive behaviour.
- Consistently use consequences as appropriate (Appendix 1).
- Consistently use the behaviour log as appropriate.
- Support pupils into understanding their rights and responsibilities in society.
- Be a positive role model, using the ethos of The Charnock Promise and LEAD Values.
- Inform teachers about pupil welfare and behaviour and when necessary, work alongside them to support positive behaviour.
- Use the language related to growth mind-set, to engage, enthuse and prepare pupils for learning

Pupils will;

- Respect and care for others.
- Listen to others.
- Learn and work cooperatively.
- Follow the All-Star Rules.
- Resolve disputes positively.
- Value and take responsibility for the environment.
- When necessary, undertake self-monitoring.
- Be aware of their own emotions and actions and take responsibility for these.
- On a weekly basis, the Head Boy and Head Girl (or Deputies in their absence) will present their award to a pupil who they have witnessed following the School All-Star Rules.
- Pupils should share any ideas for school improvements with School Council.

Parents, Carers and families should;

- Promote positive behaviour at home in order to have continuity between home and school.
- Ensure that their child completes set homework and expectations of reading at least 4 times per week.
- Support CHPA when reasonable consequences have been used.
- Have regular interaction with the class teacher as a first contact point to ensure the development of positive working relationships to support their child. Discussions with the

class teacher could include concern of issues surrounding behaviour that is impacting on a pupils' emotional well-being and academic progress. (Appointments can be made with the Headteacher, if necessary, to discuss concerns surrounding their child).

- To attend celebration assemblies, where appropriate, for their child and parent consultation meetings.

The Academy Advisory Board (AAB) will;

- Support CHPA in the implementation of the policy.
- Offer advice, when necessary, to the Headteacher surrounding disciplinary issues so he/she can take the advice into account when making decisions about behaviour issues.
- Review the effectiveness of the policy.

Monitoring and Evaluation

The effectiveness of the policy will be monitored by the Senior & Middle Leadership Team (SLT/MLT).

The school will keep appropriate records surrounding behaviour, bullying, racism and homophobia.

Exclusions

Although the school does not wish to exclude any pupil on a fixed-term or permanent basis, sometimes this is necessary. CHPA follows LEAD guidance regarding this issue. (Appendix 12)

Educational Visits

Educational visits are a privilege but essential to support learning. However, if an individual pupil's behaviour is not acceptable within CHPA, and there is the possibility of them putting the Health and Safety of themselves or others at risk, that pupil or those pupils will not attend. Parents would always be notified of this with an explanation of the reasons why through a meeting with the Headteacher and class teacher.

CHPA reserves the right at any time to withdraw a pupil from any educational visit they are taking part in if their behaviour is unacceptable and not in line with school expectations or policy.

Review

This policy will be reviewed in 2 years. However, the AAB or SLT may review this earlier if either body receive recommendations on how the policy might be improved before this time.

Date written –

Date of review.....

Signed

.....

.....

(Headteacher)

(Chair of AAB)

APPENDICES

Appendix 1 – All-Star Rules

Appendix 2 – Rewards and Consequences flow chart

Appendix 3 – Behaviour letter 1

Appendix 4 – Behaviour letter 2

Appendix 5 – Behaviour letter 3

Appendix 6 – Behaviour charts EYFS/KS1/KS2.

Appendix 7 – Coming off Behaviour Monitoring Chart letter

Appendix 8 – Celebration Letter.

Appendix 9 – Learner of the Week certificate

Appendix 10 – Star of the Day – example reward

Appendix 11 – Attendance Award – 100% in a term Certificate

Appendix 12 – Attendance Award – Class Certificate

Appendix 13 – Posh Nosh certificate

Appendix 14 – Golden Classroom Certificate

Appendix 15 – Pen Licence & Poster

Appendix 16 – LEAD exclusions information

Appendix 17 – Growth Mind-set information

APPENDIX 1

All-Star Rules

The All-Star Rules underpin the ethos of the whole school community and is supported through the use of R-Time.



Be a Charnock All-Star!

Let everyone learn

Be gentle and kind

Listen

Be polite and respectful

Be honest

Be the best that you can be!


Charnock Hall Primary Academy
A.L.E.A.D. Academy

#LOVECHPA

APPENDIX 2

Rewards and Consequences

REWARDS

To reinforce high expectations, high attendance, behaviour for learning and respect and courtesy to all, Charnock Hall Primary Academy employs the following reward strategies;

In Class;

- Verbal praise.
- The giving of House Points and displayed on House Point colour charts with a tally system and transferred to central display (weekly).
- Written feedback in books and/or Learning diaries.
- Use of stickers.
- Star of the Day.
- Pupils directed to partner class to celebrate successes.
- Pupils directed to appropriate Key Stage Leader to celebrate successes.
- Pupils directed to Deputy Headteacher to celebrate successes.
- Pupils directed to Headteacher to celebrate successes.
- Pupils nominated for weekly reward certificates at celebration assembly (Learner of the week, Posh Nosh, Golden Dustpan).
- Pupils who have read 4 times will have their name on a ticket in the draw box and this will be drawn with the winning pupil receiving a prize on a weekly basis.

None classroom areas and at break times;

- Verbal praise.
- The giving of House Points.
- Use of stickers.
- Positive behaviour/attitude shared with class teacher at end of session.
- Pupils directed to Deputy Headteacher to celebrate successes.
- Pupils directed to Headteacher to celebrate successes.
- Pupils nominated for weekly reward certificates at celebration assembly (Posh Nosh).

Attendance;

- Weekly class attendance competition. Awarding of 5 minutes additional playtime to the winning class per week. (If winning class has 100% attendance figure for that week, the time is doubled). If this is repeated over 3 weeks, additional 10 minutes given. (This is not limited to 1 class per week, it could be all if they get 100%).
- For individual attendance, see Attendance Policy.

CONSEQUENCES

In lesson time (across a morning or an afternoon).

STAGE	EXAMPLES OF BEHAVIOUR	CONSEQUENCES	COMMENTS
1 – Low level individual incident	Swinging on chairs. Running inside the building. Pushing/talking in line. Being in the wrong place at wrong time (i.e. in classrooms at lunchtime). Ignoring instructions Rudeness (not displaying R-Time expectations). Disturbing learning; Interrupting/calling out Silly noises Distracting other pupils Lack of effort in class	Non-verbal signals (i.e. eye contact, pointing). Quiet reminder. Positive praise of appropriate behaviour of other pupil. Change of seating Warning and reminder of Stages.	Often praising positive behaviour, i.e. 'well done to these working well' and sharing good examples will have a positive effect on those who not meeting expectation.
2 – Low level incident	<i>Repetition of Stage 1 with the following in addition.</i> Repetition of Stage 1 within a session will result in a Second warning .		
3 – Low level incident	A Third warning within the session will result in the pupil moving to the time-out table <u>within</u> the classroom for 5 minutes. After this time, they return to their table. A third warning is recorded in the class behaviour log.		
4 – Low level incident	A Fourth Warning within the session will result in the pupil moving to the partner classroom for the rest of the session (Appendix 3) and this being logged within the behaviour log and pupil learning diaries for parents to see, in comments section.		
5 - Low level incident	If the pupil continues to cause disruption within the partner class, a Fifth warning will be given and they will be sent to the Key Stage Leader. This will again be recorded in the behaviour log and learning diary. If a pupil appears in the behaviour log 3 times or more in 1 week then a letter is sent from the class teacher to the parent (with a copy also going in their file via admin) (Appendix 4 – available on shared drive for teachers to date and sign and print off. Admin to inform Headteacher of pupils concerned during week).		
6 – Repeated low level incident	Pupils who receive a second letter home within a half-term will be placed on a behaviour monitoring card for 2 weeks. If successful, then they will be removed from this. If not, they will continue on it as appropriate and decided upon by the class teacher. When they come off, a letter celebrating pupil success will be sent home. If within a half-term, a parent receives 3 letters from the class teacher, a meeting will be organised involving the head, class teacher and parents to discuss how any issues can be resolved.		

In addition to this, any acts of violence and/or use of inappropriate language will result in the pupil/s concerned being sent straight to the Headteacher/Deputy Headteacher, who will deal with the situation as appropriate

CLASSROOM BEHAVIOUR CHART (FOR CLASSROOM WALLS)

STAGE	PUPIL NAME
1 – Low level individual incident	
2 – Low level incident	
3 – Low level incident	
4 – Low level incident	
5 - Low level incident	
6 – Repeated low level incident	

At break times

Any inappropriate behaviour during break times should be dealt with, as appropriate by the person/people on duty.

STAGE	EXAMPLES OF BEHAVIOUR	CONSEQUENCES	COMMENTS
1 – Low level incident	Tormenting Name calling Pushing Answering an adult back Inappropriate play Going into out of bounds areas	Non-verbal signals (i.e. eye contact, pointing). Quiet reminder. Positive praise of appropriate games of other pupil. Warning and reminder of Stages.	Often praising positive behaviour, i.e. 'point out groups of pupils playing well'.
2	<i>Repetition of Stage 1 with the following in addition.</i> Repetition of Stage 1 within a session will result in a Second warning .		
3	A Third warning within the session will result in the pupil having a 5 minute time-out, standing with a staff member. After this time, they return to play. Examples – Answering an adult back Targeted inappropriate action to a pupil		
4	A Fourth Warning within the session will result in the pupil losing the rest of the break-time and standing with the staff member. This will be recorded in the behaviour log by the staff member on duty. Individual class teacher to ensure it is recorded in the pupils learning diary (Staff on duty at play/lunch times to inform individual class teachers upon collection from the playground).		
5	Non-compliance with the above will result in pupil being sent to Key Stage Leader. This will be recorded in the behaviour log and learning diary. They will also miss their next break-time. If a pupil appears in the behaviour log 3 times or more in 1 week then a letter is sent from the class teacher to the parent (with a copy also going in the pupil file via admin) (Appendix 4 – available on Shared drive for teachers to date and sign and print off. Admin to inform Headteacher of pupils concerned during week).		
6	Pupils who receive a second letter home within a half-term will be placed on a behaviour monitoring card for 2 weeks. If successful, then they will be removed from this. If not, they will continue on it as appropriate and decided upon by the class teacher. When they come off, a letter celebrating pupil success will be sent home. If within a half-term, parents receive 3 letters from the class teacher, a meeting will be organised involving the head, class teacher and parents to discuss how any issues can be resolved.		

In addition to this, any acts of violence (fights, deliberate kicking and/or punching) and/or use of inappropriate homophobic/racist/sexist language will result in the pupil/s concerned being sent straight to the Headteacher/Deputy Headteacher who will deal with the situation as appropriate.

APPENDIX 3

Behaviour Letter 1

(This will be on headed school paper).

REMOVE ALL RED WRITING

INSERT DATE

Behaviour Letter 1

Dear INSERT NAME,

Unfortunately, PUPIL NAME has not behaved as expected during the week and on INSERT NUMBER OF OCCASIONS occasions incidents have been recorded in the behaviour log because of this.

As a result of this inappropriate behaviour, your child has spoken to both myself and Mr Burgess.

Although you must find this letter disappointing, we hope that you will support school as we continue to work hard in supporting your child to 'Be the best they can be!'. We will be monitoring your child's behaviour more closely in order to support them further.

If you would like to arrange to meet with me to discuss this further, please do not hesitate to organise an appointment with the office.

Yours Sincerely

CLASS TEACHER NAME

APPENDIX 4

Behaviour letter 2

(This will be on headed school paper).

REMOVE ALL RED WRITING

INSERT DATE

Behaviour Letter 2

Dear INSERT NAME,

Unfortunately, PUPIL NAME has again not behaved as expected during the week and on INSERT NUMBER OF OCCASIONS occasions incidents have been recorded in the behaviour log because of this.

As a result of this inappropriate behaviour, your child has again spoken to both myself and Mr Burgess.

Although you must find this letter disappointing, we hope that you will support school as we continue to work hard in supporting your child to 'Be the best they can be!' As this is the second letter sent home this half-term regarding PUPILS NAME behaviour, they will now be placed on a behaviour monitoring card for the next 2 weeks in order for their behaviour to be more closely monitored. If your child's behaviour does not improve, and a third letter is required, then you will be invited to a meeting with myself and Mr Burgess in order for us to work together to support your child further.

If you would like to arrange to meet with me to discuss this further, please do not hesitate to organise an appointment with the office.

Yours Sincerely

CLASS TEACHER NAME

APPENDIX 5

Behaviour letter 3

(This will be on headed school paper).

REMOVE ALL RED WRITING

INSERT DATE

Behaviour Letter 3

Dear INSERT NAME,

Unfortunately, PUPIL NAME continues to behave in a way that is inappropriate and is causing disruption to the education of HIS/HERSELF and others, which is unacceptable. As this is now the third letter sent to you this half-term. I would like to invite you to book an appointment to speak with myself and the class teacher to discuss these issues further.

The intention of this meeting is to discuss the issues that have been on-going throughout the half-term and together, identify a plan of action as we move forward that will support them as we all look for HIM/HER to improve their behaviour.

Until the meeting takes place, PUPIL NAME will remain on a behaviour monitoring card in order for us to closely monitor their behaviour further.

Please contact the office where the admin team will organise a time and date for this meeting to take place.

I hope that you will support school as we continue to work hard in supporting your child to be the best they possibly can be.

Yours Sincerely

Mr P M Burgess
Headteacher

APPENDIX 6

Behaviour monitoring/report card



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Pupil Behaviour Tracker

Pupil Name: _____ **Class:** _____ **Date (week beginning):** _____

For each box, please insert if good/positive attitude/actions, if improvement is required, if unacceptable attitude/actions.

Day	Morning @ home	Start of school day	Assembly / Morning activity	Session 1	Break-time	Session 2	Lunchtime	Session 3	Session 4	Evening @ home
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

If _____ receives 6 out of 8 (at CHPA) , they will receive a reward from class teacher (if there have been no).

If 8 received (at CHPA), _____ will receive an award from a member of school leadership.

If less than 2 are received in the morning session, _____ will visit a member of school leadership to discuss this.

A whole week of will receive a reward from Mr Burgess (Headteacher).

APPENDIX 7

Coming off behaviour chart letter.

REMOVE ALL RED WRITING

INSERT DATE

Behaviour Chart

Dear INSERT NAME,

It is with great pleasure that PUPIL NAME has shown a great improvement in their behaviour and because of this, no longer requires a behaviour monitoring chart. PUPIL NAME has worked very hard to achieve this and can be proud of this. They must now continue to behave in an appropriate way at all times within school in order for them to make the academic and social progress they are capable of.

Thank you for your support of school and PUPIL NAME throughout this process, as we must continually work together to ensure that your child succeeds.

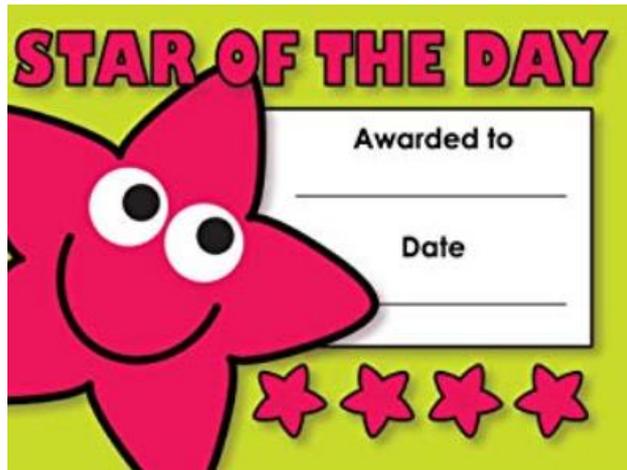
Please do not hesitate to contact your child's class teacher if you wish to discuss their behaviour and progress further.

Yours Sincerely

Mr P M Burgess
Headteacher

APPENDIX 10

Example of Star of the Day Award



APPENDIX 11

Attendance certificate – 100% for term



APPENDIX 12

Attendance Certificate – Class Award



APPENDIX 13

Posh Nosh Certificate



APPENDIX 14

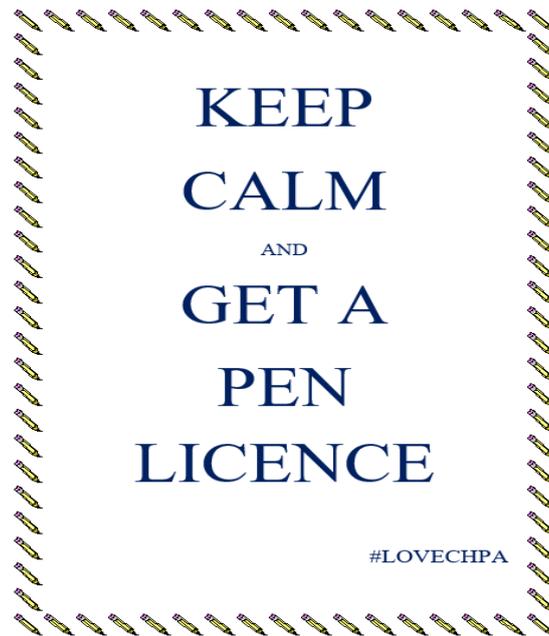
Golden Classroom Certificate



APPENDIX 15

Pen Licence & Poster





APPENDIX 16

LEAD Exclusion guidance

Appendix 17

Growth Mind-set Language Examples

Instead of saying	Try thinking/saying
I am no good at this.	What can I do to improve?
This will do.	Is this my best work.
I made a mistake	Mistakes help me to learn and improve.
I'll never be as smart as my friends.	I will learn from them.
How come my friend can do it.	I will learn from them.
I can make this any better.	I can always improve my work.
I'm not clever enough to do this.	I will learn how to do this.
I just can't do this.	I'm going to try a different strategy.
I'll never do it! It's too hard.	This may take some time and effort.