

## St Aldhelm's VA Church Primary School



### Learning Rewards and Behaviour Policy

At St. Aldhelm's Church of England Primary School there is an expectation of outstanding behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for learning to take place.

Our Learning Rewards and Behaviour policy is based on the idea of rules, rights and responsibilities. Children are made aware of the choices they can make and the consequences that their actions have. The children are expected to take responsibility for their behaviour and learning. They also have to accept the consequences of certain behaviours. Our Learning Rewards and Behaviour policy is underpinned by the school's whole school AIM HIGH rules.

#### **AIM HIGH rules**

These encompass all areas of the school, such as classroom, playground, lunch times, worship and assembly times, trips etc. AIM HIGH rules are displayed in each classroom and in central areas of school. They are discussed with children at the start of each year and referred to during the year. They are the bedrock of our classroom and playtime behaviour management.

- I will do as I am asked the first time
- I will stick to the rules for each session
- I will show consideration and care for other people
- I will look after equipment
- I will be polite to adults and children
- I will invest effort in my learning

All children in a class are expected to follow the AIM HIGH rules. These govern daily interactions and expectations. We have a clear, stepped policy of sanctions, built around the language of choice, for all and any children who do not keep to our rules and whose behaviour is detrimental to their own learning and safety, or to that of others. Further detail is found later in this document under the 'Managing Behaviour – Choices and Consequences' heading.

## **Motivating and Rewarding Successful Learning and Social Behaviours**

We firmly believe that all children want to be the best that they can be, and like to have their efforts recognised. To this end, we have created a **STRATOSPHERIC** reward system. This is designed to motivate children on a collective and individual basis to try hard to be a successful learner. We want to reward and celebrate the learning and social behaviours we think make a difference to the long-term success and well-being of the learners in our school. The children have been involved in key parts of devising this reward system, alongside the staff.

### **STRATOSPHERIC**

#### **St Aldhelm's**

##### **Rewards:**

**Attendance,**

**Thoughtfulness,**

**Outstanding Success,**

**Perseverance,**

**Helpfulness,**

**Effort,**

**Reflective learning,**

**Independence and**

**Collaboration.**

Being a successful learner and citizen encompasses these attributes and dispositions, and more besides. We want children to really understand WHAT makes them a successful learner and helpful citizen, so we are making explicit the attributes we wish to see them developing, and making sure we are explicitly rewarding these, too.

## Introducing the LEARPS - St Aldhelm's Learning Ambassadors

With the children, we have created **LEARPS**. These are characters (Learning Ambassadors) who represent the key social attributes and learning behaviours contained within the STRATOSPHERIC system. When we see a great example of these attributes and behaviours being displayed by a child, we will reward and celebrate it.

There are seven LEARP Learning Ambassadors, and children can earn LEARPS for each of these:

**ACCPRELPS** Accprelps like to be accurate and precise, checking to make sure they have completed their work carefully and to the best of their ability.

**FILPS** Filps are focused independent learners, who work brilliantly by themselves and stay on task.

**COLLERPS** Collerps work really well with others, collaborating to make learning in a pair/group as effective as possible.

**QUECTRELPS** Quectrelps ask lots of questions to drive their learning on, they think creatively and they are brilliant at reflecting on their learning, responding thoughtfully to feedback

**TRAIPBLEPS** Traipbleps lead by example, set their standards high, and are rewarded for producing personal bests in their learning and behaviour.

**STREEPS** Streeps don't give up! They strive to learn, they persevere when things are challenging, and they show enthusiasm for and effort in their learning.

**POLKINCOPS** Polkincops are known for going above and beyond in terms of their kindness, politeness, caring for their classrooms, and their consideration of others. Polkincops are great citizens.

Children know they can earn LEARPS (**l**earning and **r**esponsible behaviour **p**oints) when they go above and beyond, either in class, or at play. Each child collects LEARPS on their personal STRATOSPHERIC reward card. Each time a child earns a point for themselves, they also earn a point for their planet (see below).

Each time a child earns a point for themselves, they also earn a point for their planet (see below). To help children develop as rounded individuals, across a range of learning/social skills, the children need to collect LEARPS for different Learning Ambassadors – they cannot simply collect for example FILPS!

Once a child has completed 7 columns of 7 stickers (7 for each LEARP Learning Ambassador character), he/she has their STRATOSPHERIC reward card and headteacher's sticker presented to them in Celebration Assembly.

There are several levels of reward card the children can collect across the year:

Level 1: Troposphere	Warming up...
Level 2: Stratosphere	We want all children to reach here, at least...
Level 3: Mesosphere	Rocketing along...
Level 4: Thermosphere	Sizzling!
Level 5: Exosphere	Out of this world!

### Planets: HELMS

To encourage team spirit and healthy competition, we have introduced a planet system (this ties in with Stratospheric being stellar, whereas Houses are earthbound!). All the children in the school are divided amongst five planets. The planet names were devised by the children, with each planet having an initial letter from part of our school name: St Aldhelm's.

Halvi

Epots

Lanto

Martio

Scog

Each planet has two children from Year Six who are the human Learning Ambassadors (equivalent to House Captains). They are voted for at the start of the year by the children on their planet.

Amongst their roles, Planet Learning Ambassadors count up LEARPS collected by their planet each fortnight, organise motivational planet meetings and team events such as Sports Day, as well as encouraging all on their planet to keep aiming high, to reach their stratospheric goals.

At each Celebration Assembly , the total of LEARPS for each planet is announced.

Each whole term, the cumulative total of LEARPS earned is counted up for each planet. The children from the planet with the most LEARPS that term have a non-uniform day to celebrate. The planet LEARP counter is re-set for the following term, so that all children in all planets remain motivated to do their best in the weeks ahead.

We want children to strive; to take responsibility for their learning; to make an effort to interact positively with others, whether playing or through group work; to show kindness, politeness and consideration; and to be willing to take on challenges. Most of all, we want to engage them in their learning and to understand what is being rewarded and why.

We believe our STRATOSPHERIC system does this.

### **Individual Certificates for Effort and Attainment**

Class teachers present certificates in Celebration Assembly to children from their class who have achieved well, across a range of subjects and curriculum areas.

Some of these certificates will be for specific skills accomplished or knowledge shown; some will be for significant steps taken in learning/behaviour, which show progress for that particular child.

In Reception class, children earn stickers for their Smiley Chart. They are rewarded for positive learning attitude, effort, and social behaviours such as kindness and cooperation, amongst other things. When the Smiley Chart is complete, parents and carers are informed, so that they may come in to the next Celebration Assembly to see the certificate being presented.

## Rewarding regular effort with home learning

Children are able to earn additional learp for homework that shows they have gone above and beyond.

## Head's Certificates and Head's Award stickers

Our Headteacher likes to be able to reward and encourage. She presents certificates to children who have stood out for any of a range of reasons (linked to our STRATOSPHERIC system). She also presents gold Head's Award Stickers for children sent to her for positive reasons, e.g. to share a personal best piece of work, or because of great thoughtfulness shown. One extra special duty she has is to test children who have declared themselves ready for their Times Table challenge.

We believe firmly in systems that encourage, reward and celebrate positive attitudes to learning and sociable behaviours. Underpinning this positive approach is a shared understanding that children learn best when clear boundaries are in place. We work hard to ensure that children learn, through day to day classroom and whole school practices, the expectations we have of their behaviour. This is made explicit through our AIM HIGH rules, through class-negotiated rules and through our work on values and personal choices in PSHE and worship time. We believe it is this ongoing and joined-up approach that has helped us to secure a learning environment that is safe, welcoming and purposeful.

There are times when individual children do not behave as we would like; in these instances, we follow a clear stepped procedure, so that the child, staff and parents/carers are fully informed about what is happening and why.

### **Managing Inappropriate Behaviour - Choices and Consequences**

If a pupil shows inappropriate behaviour, these steps are followed.

**Step 1: Choices**

**Step 2: Time out of class – parents informed by class teacher**

**Step 3: Sent to Headteacher - parents informed by Headteacher**

**Step 4: Formal letter to parents**

**Step 5: Fixed term/Permanent Exclusion**

In the first instance, a positive comment is made about the desired appropriate behaviour being displayed by another child close by. If this does not have the desired effect, the language of choice and consequences is initiated.

### **Step 1: Choices**

Eye contact is made with the child who is behaving inappropriately and a verbal warning is given so that the child has the opportunity to correct their behaviour and make the right choice. This verbal warning is in the form of “You need to do ----  
---. If you choose not to, the consequence is.....”

If the child chooses to continue with inappropriate behaviour, the child’s name is recorded on the class Choices Board. In some classes this is shown as a ‘cloud’, with the ‘sunshine’ being the alternative, desired place for the child to aim for. In other classes, a simple ‘choices board’ is used.

From this point on and for the rest of the school day, if a child with their name on the Choices Board / ‘cloud’ displays inappropriate behaviour and makes the ‘wrong choice’ (i.e. continues with undesirable behaviour), the child moves to the next stage: Step 2.

### **Step 2: Time out of class – parents informed by class teacher**

If inappropriate behaviour continues or a new inappropriate behaviour occurs, the child is sent with a sand timer to spend 5 minutes in another class. For Reception to Y5, children are sent to a higher year group. For Year 6, children are sent to the Year 5 class. During the 5 minutes ‘time out’, the child needs to reflect on their inappropriate behaviour, so that they take positive action to make the right choices.

If this occurs during lesson time, the child’s name remains on the Choices Board, but has a line struck through to show they have been sent for 5 minutes time out.

On return to class, the child’s name (struck through) remains on the Choices Board for the rest of the day.

A Choices Board is also used at break and lunchtimes, with staff following the same clear steps. Teaching staff inform (verbally or via note) one of the two designated lunchtime supervisors of any children already on the class Choices Board, and these lunchtime supervisors inform teachers (verbally or via note) of any developments relating to these children, or any other children they add to the lunchtime Choices Board. In this way, children understand that lunchtime behaviour links with class behaviour and vice versa.

If the 5 minutes ‘time out’ occurs at lunchtime or break time, the child is sent to stand either a) with the timer next to a lunchtime supervisor or teacher, or b) with the timer, under the school clock. The lunch staff/teaching staff on break duty record the child’s name on a dated post-it note, to pass to teaching staff at

registration. The teacher then knows what has happened and records the child's name in the class Choices Log book.

At the end of the day, the teacher speaks to the child's parent or sends a note home in the child's homework book, which has to be signed by the child's parents to show they have received and read it. The date and child's name is recorded in the class Choices Log Book, kept in the class register box.

If a child is heard by an adult to swear or use offensive language, this results in instant loss of playtime. The child is sent to the Head, or Deputy in the Head's absence (Step 3).

On a weekly basis, the Head and/or Deputy Head reviews the Class Choices Log Books to identify any patterns in inappropriate behaviour, or children who are a cause for concern due to choices they are making.

### **Step 3: Sent to Headteacher - parents informed by Headteacher**

Following a 5 minutes 'time out' period, the child is expected to make every effort to adhere to the school rules. If, on return to the classroom or playtime setting, the child chooses to behave inappropriately, this shows that he/she has not used the 'time out' to reflect and adjust their behaviour, so the child is sent to the Headteacher and is asked to further consider the appropriateness of their behaviour. The Headteacher may require the child to miss playtime or impose other sanctions. If a child sees the Headteacher in this way, and this occurs again within a short period of time (eg. Two to three times in a fortnight), the Headteacher telephones the child's parent/guardian to ensure they understand that the child's behaviour is becoming an issue and is being logged.

### **Step 4: Formal letter to parents**

If a child's behaviour is such that they go through this process (Steps 1 – 3) and is repeatedly being sent to the Headteacher, a formal letter is sent home, asking the child's parents/carers to come in to discuss the child's behaviour with the Headteacher.

If discussions with parents/carers reveal other issues around behaviour and behaviour management at a wider than school level, the Headteacher may recommend involvement of the Parent and Family Support advisor, to help with resolving underlying issues, or a referral to the behaviour support service or other internal/external agencies (e.g. SENCO) may be made. At this point, depending on the behaviour causing concern, an internal exclusion may be considered, to be initiated at the Headteacher's discretion. There may also be occasions where the

serious nature of the inappropriate behaviour results in a 'fast-track' process, involving the Headteacher at an early stage.

### **Step 5: Fixed term/Permanent Exclusion**

Should the inappropriate behaviour persist, and be putting at risk the safety and or learning of others, the Headteacher will consider whether a child should be excluded from the school for an appropriate period. The fixed term exclusion may range from half a day upwards. If, following a fixed term exclusion, the inappropriate behaviour persists, or if the behaviour is considered serious enough (such as a serious attack on a member of staff or peer), the Headteacher may invoke permanent exclusion.

Use of offensive and inappropriate language/gestures in school will not be tolerated. If children are heard to use swear words, sexual language, drugs references or racist language, or are seen to use inappropriate gestures, staff will notify the Head/Deputy Head and the matter will be investigated. The Head/Deputy Head (Designated Safeguarding Lead) will interview the child/children to establish what has been said/done, by whom to whom. Parents and carers will then be contacted and informed of the incident: they will be asked to come in for a meeting with the Head and Deputy to discuss the incident, their child's involvement in the use of inappropriate language/gestures, and any consequences for the child.

Where children's comments have shown that their inappropriate language/gestures arise from seeing/hearing/playing things based on internet/technology/games usage, parents and carers will be made aware, so that they know they need to monitor and restrict home usage of video/computer games to those which are age-appropriate.

Where it is established that inappropriate language/gestures have been used, the child will be told which specific words/gestures they have used are inappropriate, so that they understand clearly that these words/gestures must not be used in school. The child will be warned that using such language/gestures again in school will be considered a serious offence, likely to result in a fixed term exclusion.

Depending on the nature of the incident involving inappropriate language/gestures or other behaviours, a range of sanctions can and will be applied. Sanctions used include loss of playtime and 'community service' during play and lunchtimes, as well as the use of fixed term exclusions for children who continue to use inappropriate language, gestures or other behaviours.

In all instances, as a minimum, the child will be expected to apologise to other parties for their use of inappropriate language/gestures/behaviours. Where

racist/homophobic language is involved, a report is submitted to Somerset Local Authority. Where inappropriate sexual terminology is used, and its use gives cause for concern, external safeguarding professionals may be involved.

A child's use of inappropriate language/gestures/behaviours will always be recorded in our School Incident Log, and their subsequent behaviour and language use closely monitored.

### **Use of Reasonable Force**

If necessary, for a child's own safety or for the safety of other members of our school community, reasonable force will be used to remove a child from a situation. This includes:

- 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 from leaving the school grounds or premises;
- 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

If the need for restraint of a child arises, parents will be informed as soon as possible, and by the end of the school day at the latest.

This behaviour policy is embedded into whole school practice and involves all staff and pupils. It is based on positive reinforcement, rewarding appropriate behaviour, and puts the responsibility onto the pupils themselves for their behaviour and effort with their learning.

There is an expectation that all parents support our school's Learning Rewards and Behaviour policy.

Reviewed and revised by staff: February 2017, September 2017

Reviewed and agreed by Full Governing Body: September 2017

Chair: .....

Review due July 2018, or earlier if circumstances so require.