



ACET Behaviour and Reward Policy

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POLICY LEAD: Sarah Reynolds

APPROVED BY: LGB



Excellence



Equity



Empowerment

DOCUMENT CONTROL

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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

Policy Lead / Author		
Version Number	Date Issued	Updated Information

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

V1	December 2023	
V2	December 2024	No updates
V3	October 2025	New 'House Teams' section. Update to 'The Staged Referral System' and 'Dealing with Racist / Homophobic / Sexualised / Bullying behaviours' section. New appendix 1 and 2.

Introduction

A well-ordered inclusive 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 his/her full potential. This policy outlines the procedures that Listerdale Primary Academy will follow to ensure that our pupils are well-behaved, courteous and show respect for each other and the adults with whom they interact. We acknowledge that children learn in different ways but our mission is for all children to be the best that they can be. 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 fundamental to ensure that pupils know and understand the standards of behaviour expected of them. All members of staff understand the need to make adjustments when dealing with the behaviour of pupils with individual needs. There are some pupils who will have their own targets and support plans. These will be written alongside the pupil, their parents and other relevant professionals.

Fundamental to the behaviour across the academy is our 'Listerdale Magic' (see Appendix 1).

This policy aims to provide the means of ensuring:

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

The Aims of the 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

Underlying this 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.

- 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.
- Parents feel confident in the academy's ability to promote good behaviour / challenge poor behaviour.
- 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. At Listerdale Primary Academy we will value each child as an individual and monitor behaviour to help identify individual needs. In consultation with parents, we implement bespoke behaviour strategies for some pupils. All members of the academy community at Listerdale Primary Academy have certain responsibilities and rights.

Responsibilities (Staff / Pupils / Parents / Carers)

- To lead by example
- To be consistent in dealing with behaviour
- To encourage the aims and values of the academy among the pupils
- To have high expectations of all 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 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 meet the educational, social and behavioural needs of all pupils
- To provide a clean, pleasant and safe environment in which pupils can work
- To behave in a way that allows other pupils to learn

- To keep the academy clean and pleasant
- To communicate with one and other in the best interest of the child

REWARDS

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

- Reward and promote good attitudes towards learning
- Make good behaviour the expectation
- Celebrate achievement, attainment and involvement both in and outside of the academy
- Build confidence, self-esteem and resilience through acknowledgement of achievement
- Treat all children as individuals and celebrate their unique success

Some examples of what should be rewarded:

- Achievement – working hard to achieve their full potential
- Effort – recognition of commitment in order to achieve or succeed
- Community – recognising an individual's commitment to the academy or the wider community
- Respect- celebrating similarities, differences and the British Values
- Listerdale Magic – acknowledging those who show resilience, manners, pride, kindness and respect
- Other – attainment, attendance and punctuality

In consultation with parents, we implement bespoke reward strategies for some pupils.

How are pupils rewarded?

Informal methods

This forms a large part of our constant praise and encouragement to children. We provide regular positive feedback and we give this as often as possible. This may include;

- Verbal praise and encouragement
- Positive comments on work
- Stickers from members of staff
- Passing on a positive message verbally to parents/carers at the end of the day either at collection or via a telephone call
- Postcard home (3 every half term) for snapshotting special moments
- Certificates

Displaying work

We take great pride in our displays. This gives recognition to pupils for their effort and encourages children to take pride in their work.

Certificates

Every Friday, each class teacher from Y1-Y6 nominates 2 children who have demonstrated Listerdale Magic that week (effort, kindness, respect, manners, resilience and pride) and shown progress/effort in their learning.

Listerdale Magic in Foundation Stage is focused on 'kindness', 'respect' and 'manners'. In FS2, stickers are awarded daily for immediate acknowledgement of effort and following Listerdale Magic. When children have achieved 10 stickers, they receive a prize.

In FS1, children receive daily stickers for showing Listerdale Magic.

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

House Teams

There are four House Teams (Roche, Magna, Wentworth, Boston) and every pupil in school is a member of one. For sporting events and other celebrations/events throughout the year, pupils will come together in their team.

When pupils earn dojo points, these will add to their House total. Each week, the House with the highest number of Dojos that week is recognised and celebrated. At the end of a half term, the House team with the most dojo points receives an award (this is selected by the House and options may include extra break, video session etc.)

Extra responsibilities

There are a number of responsibilities in the academy that pupils can apply / be nominated for. These include Play Leaders, School Council members (1 from each class from FS2-Y6), Eco-Warriors (1 from each class from FS2-Y6), Lunch monitors etc.

SANCTIONS

All members of staff understand the need to make adjustments when dealing with the behaviour difficulties of pupils with individual needs (specifically around sanctions). There are some pupils who will have their own targets and support plans to discourage unacceptable behaviour. These will be written alongside the pupil, their parents and other relevant professionals. Class teachers, with support from the Leadership/Inclusion Team as appropriate, are responsible for managing any behaviour which does not support the academy's ethos or pupil's individual targets. Strategies will be adopted to support pupils in improving their behaviour. Staff will follow the Staged Referral System (outlined below).

For those pupils who do not uphold their individual responsibilities for behaviour or their personalised behaviour expectations, there will be sanctions. These will be proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil's conduct. Incidents of unacceptable behaviour will be recorded using CPOMS behaviour log, giving a brief description of the incident and the action taken as a result. Every 4 weeks, the Inclusion Team monitor the entries onto the system to ensure suitable support is put in place.

At Listerdale Primary Academy the safety and well-being of our pupils is non-negotiable. Where there is a concern that children may be at risk, school staff should follow the academy's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of an unmet educational or other need.

The Staged Referral and Intervention System

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

behind the behaviour. Any staged intervention should be seen as a continuum from 'a quiet word in the classroom' to a multi-agency approach, to help avoid behaviours escalating. Pupils should be able to move up and down the continuum. If a pupil responds positively to support at any particular level then he/she 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. Throughout higher 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. Examples of severe behaviour will warrant immediate higher levels of intervention. For some children, this system needs to be bespoke and those children will not follow the approach outlined below (See Appendix 2 for Behaviour System).

The System

The majority of pupils show impeccable behaviour at all times. A few pupils may occasionally need reminders about what is expected of their behaviour and for the vast majority of pupils, the following reminders will be sufficient:

Remind – This is positive reminder to make the right choice. It may be non-verbal (moving close to child, a look), or verbal ('remember the Listerdale Magic to show respect, I'd like you to do that by...'). Up to 2 reminders may be given.

Redirect – This is an opportunity to redirect the pupil to a better choice as their behaviour is still not acceptable. This is supportive, with choices offered to guide the pupil ('if you continue to..., then.... If you do this..., then you get this...Come with me and we can...')

Reflect and Reset – Despite redirecting, inappropriate behaviour choices may continue and reflect and reset is needed. This is an opportunity to discuss the choices made and reflect on them and how to correct them/avoid them in the future. The incident will be recorded on CPOMs.

Reflect and Reset

Y1-Y6 This takes place as part or all of break time. Discussion questions are used to guide the reflection so the pupil can reset.

What happened?

How did you feel? How did others feel?

What else could you have done?

How can you make it better/put things right?

FS1+2

Reflect and Reset time for the younger children will take place in the child's own classroom as soon as possible. Parents will be informed at the end of the school day. The incident will be recorded on CPOMs.

If further adult support is required to deal with disruptive behaviour, the member of staff should seek support from another member of staff, i.e. year group partner, then Inclusion and Leadership Team.

If continued Reflect and Reset opportunities have been given but not acted upon, parents / carers will be informed and a discussion about next steps will take place.

Out of class

Y1-Y6 If deemed necessary, children may work outside of their class in order to support them to reset. In this circumstance, the pupil will be provided work from the class teacher and will work in another classroom. Toilet breaks and the usual break-time/lunch times will be allowed. However, they will not mix with peers until they return to their own class. The length of time will depend on the age of the child and will ultimately be at the discretion of the Leadership Team. This will be logged on CPOMs and parents will be informed.

FS1+2 If a younger child needs to have time out of the class, this will take place in one of the other FS classrooms and there will be a conversation between parent / carer and the Foundation Stage Leader.

Home School Agreement (Y1-Y6)

A child who requires those constant reminders of how to behave but is still receiving a number of Reflect and Reset sessions, may, after consultation with parents/carers, be placed on a home school agreement (appendix 3). This has measurable targets that the child can work on achieving and the card is sent to/from home every evening. This will be logged on CPOMs at the end of 1 week.

Internal Exclusion (Y1-Y6)

Internal Exclusion is staffed by the Inclusion Team. Pupils can be placed in Internal Exclusion either at Listerdale Primary Academy, Aston Academy or another Trust school. 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. This will be logged on CPOMs.

Suspension / Permanent Suspension

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 either be given to the parent/carers that same day. This will be logged on CPOMs.

Dealing with Racist / Homophobic / Sexualised / Bullying behaviours

These incidents are always recorded on CPOMs and investigated by a member of the Safeguarding Team (the DSL or DDSL). All incidents are reported at Governors. All parties involved in the incident will be spoken to as the basis of an investigation. Parents of the victim and perpetrator will be informed immediately of the incident and the actions taken will then be then logged onto CPOMs. Curriculum work will take place to further educate pupils to illuminate these incidents occurring.

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.

Anti-bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

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

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Bullying related sexual orientation	Homophobic, biphobia and transphobic
Direct or indirect verbal	Name calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of the internet, such as email and internet chat (Twitter/ Facebook/ Snapchat/ WhatsApp) misuse and threats by text messaging calls Misuse of associated technology, i.e. camera and video facilities, iPad, games consoles
Prejudicial bullying	Against peoples protected characteristics – race, religion, faith and belief. Bullying related to ethnicity, nationality and culture. Bullying related to a person's special needs.

At Listerdale Primary Academy, bullying of any kind is not acceptable.

Combating bullying

Listerdale 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 anti-bullying:

- 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 co-ordinating 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

Additional Communication

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. All enquiries regarding behaviour, including complaints should be made to Sarah Reynolds, Principal, Listerdale Junior Academy.

Appendix 1 – Listerdale Magic



Listerdale Magic



Resilience



Never giving up
Keep trying
"I can do this!"

Manners



Kind words
Kind actions
Polite

Pride



Always trying
your best
Proud of work
Proud of self

Kindness



Being a good
friend
Helping others
Including everyone

Respect



Looking after our
school
Being considerate
Listening carefully


Appendix 2 – Behaviour System

Listerdale
PRIMARY ACADEMY

Behaviour System

Remind	Redirect	Reflect and Reset
Positive reminder to make the right choice. -Non-verbal -Verbal	Redirect to a positive choice. Supportive, with guidance. If you continue to..., then... If you do this..., then you get this...	What happened? How did you feel? How did others feel? What else could you have done? How can you make it better/put things right?

Appendix 3 – Home School Agreement



HOME SCHOOL AGREEMENT

Targets

★ Excellence
★ Honesty
★ Pride
★ Kindness
★ Respect

	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	Afternoon	Comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							