



## Relationships and Behaviour Policy

Amendments made since last review -point 8 updated for discipline outside of the school gates -rewards updated with house points replacing beads -September 2021 – red paddle removed / reflection in a specific room not nurture room -September 2023 – name change to Relationships and Behaviour and policy review in line with ethos of Paul Dix 'When the Adult Changes, Everything Changes'. -September 2024 – KS2 ATL reward time added to appendix 2 -October 2025 – no amendments made	
Policy agreed / reviewed 25 <sup>th</sup> November 2025	Next review due Autumn 2026
Signed on behalf of the Governing Body	Signed by headteacher

At our school we have three key expectations (rules)

**READY, RESPECTFUL and SAFE**

Staff will model these expectations through ALL interactions at school.

### Rationale

Longton Lane Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our relationships and behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Our approach is committed to safeguarding and promoting the positive health and well-being of every individual involved in our school.

### Aims

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

### Purpose

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforce behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions.

### The fundamental principles which underpin our Relationship and Behaviour Policy are:

- All members of our school community have the right to feel secure and safe, to feel happy and be treated with kindness and understanding, to be treated fairly and consistently, to be listened to (at an appropriate time), to be treated with respect and politeness and to be treated with empathy.
- Unconditional positive regard for all pupils
- A no shouting policy
- A focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences)

#### Reasons for using a language of choice across school –

- Self-management of / reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our three behaviour expectations of Ready, Respectful and Safe .
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
- Using mindfulness and Reflection Time in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Encouraging pupils to be proud of their school and to be responsible for their own behaviour and goals and have a sense of collective responsibility.

Longton Lane Primary School staff will follow the Five Pillars of Practice

1. Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations
2. First attention to best conduct – rewards, recognition, praise, motivation, engagement
3. Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues
4. Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation
5. Restorative conversations – restorative practice, structuring sanctions, working with the most troubled, developing relationships

The above will be supported by a variety of agreed strategies, that ALL staff will follow to provide consistency, certainty and calm for pupils, as below.

#### Consistency in practice from ALL staff

- Consistent **language**: consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring 'certainty' at the classroom, playtime and senior leader level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, simple **expectations** referencing promoting appropriate behaviour (ready, respectful and safe)
- Consistent **respect from the adults**: even in the face of disrespectful learners.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced **rituals and routines for behaviour around the site**: in classrooms, around the site, at reception.
- Consistent **environment**: consistent visual messages and echoes of core values

*"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority."* Paul Dix

#### 10 Steps to certainty

1. When children escalate take them back to the original behaviour before you deal with the secondary behaviours.
2. Be consistent, be calm and show certainty .
3. Manage escalating inappropriate behaviour, an objective, almost scripted response is best (see examples in appendix).
4. Use phone calls and positive notes home to reinforce your positive certainty.
5. Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
6. Have a clear tariff for appropriate and inappropriate behaviour.
7. Use the Restorative 5 (see below) when you are speaking to children about their behaviour.
8. Don't judge yourself too harshly when you fall off the wagon, get back to your consistent habits and routines.
9. Resist the temptation to deal with minor indiscretions with high level sanctions.
10. Aim to deliver and execute sanctions on the same day so that every child can start each day with a clean sheet.

## READY, RESPECTFUL and SAFE

By displaying behaviours linked to our 3 expectations we will create a safe and positive learning environment which leads to a culture of excellence and success

*Teacher mantra's – 'I am the decisive element in the class', 'visible consistency with visible kindness allows exceptional behaviour to flourish' Paul Dix*

ALL staff every day will:

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful and Safe**' at all times
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (hand signals and see recognition board section)
6. Be **calm** and give time to allow children to process and reflect. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

**KS leaders, senior leaders and other colleagues** are not expected to deal with behaviour in isolation. They are to stand alongside colleagues to support, guide, model and show a unified consistency to our pupils.

**Senior leaders** will support staff in managing pupils with more complex or entrenched negative behaviours, use behaviour data to target and assess school wide behaviour policy and practice and regularly review provision for pupils who fall beyond the range of the Relationships and Behaviour Policy.

**Pupils** will be ready, be respectful and be safe

**Parents** will encourage independence and self-discipline, to show an interest in all that their child does in school and to support the framework for social education, foster good relationships with the school and support the school in the implementation of this policy and make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

When children are in a lesson, staff have agreed to follow the KEYSTONE 5

1. Class silent (through hand signal) and ready for instruction
2. Set the class to work – children will be aware of link to previous knowledge, the task and time for the task, resources needed, groupings as relevant, reminder of stop signal, outcomes expected
3. Establish success criteria
4. Reflective questioning breaks (max 2 per lesson) will be planned
5. Structure a consistent routine –  
Hand up for quiet / stop  
KS2 moving around school 4S – (single file, sensible, silence, same side)  
Moving in KS1 including phonics – 1 stand up / 2 move / 3 be in required place  
KS2 – 1 stop / 2 organise and tidy / 3 stand behind chair ready to go

Recognition and rewards for effort

We recognise and reward learners who go "over and above" our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise / class verbal celebration can be as effective as a larger, more public reward.

Classroom level – praise for choice / on to class recognition board / house points / stickers / star of the day slips or similar / mention/note/phone call to parents.

Whole school level – Golden book / Lunchtime tickets / Certificates / notes and messages home / house team rewards

### Managing Daily Behaviour in the classroom – Positive Recognition Boards

*"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does"* Paul Dix

Each class will have a Recognition board.

The teacher may write at the top of the board the behaviour they are focusing on or agree a few foci for the day. Examples could include "One voice" for classes who constantly talk over each other, "speak politely" to emphasise manners or hands and feet to yourself, for those who give them to others too freely. The focus can also relate to learning behaviours "Accurate peer feedback" persuasive language" or "show working"

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

### Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct that day / week etc (see point 6).
4. Learners can nominate others to be put on the board. Try stopping an activity after 15 mins and agree to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

### Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim.

For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary.

Staff should **always and consistently in every lesson be praising the behaviour they want to see.**

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given "take up time" in between steps.

*It is not possible to leap or accelerate steps for repeated low-level disruption.*

## Stages of behaviour

The majority of behaviour choices will be dealt with via stage 1 and 2 due to the strong relationships in class.

<b>Stage 1 - Redirection</b>
Positive reinforcement of other children around them "X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include • a 'look' / • a visual point to what you expect.
<b>Stage 2 - Reminder</b>
A reminder of the expectations <b>Ready, Respectful, Safe</b> delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) If appropriate, make links with the zones of regulation on the coloured wheel. Praise them when they positively change their behaviour, acknowledging the positive change.
<b>Stage 3 - Warning</b>
<b>If the behaviour persists:</b> A clear verbal caution delivered privately (within the room) to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices Scripted approaches at this stage are best (see appendix) If appropriate, make links with the zones of regulation on the coloured wheel. Praise them when they positively change their behaviour, acknowledging the positive change.
<b>Stage 4 - Consequence</b> (In KS2 this is monitored through ATLS)
<b>If the behaviour still persists:</b> <ul style="list-style-type: none"><li>• The learner is asked to speak to the teacher away from the others.</li><li>• Boundaries are reset – child is informed they will miss part of their playtime.</li><li>• Learner is asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning.</li><li>• Learner is given final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/diffuse situation the learner can go to a time out /space in the classroom to reflect on their behaviour. (3 mins in general should be enough). Time out in an allocated space within the classroom / just outside the door.</li></ul> ❖ If a child misses part of their play time – time allocation is age / incident appropriate. There will be an adult in the class to oversee this and ensure a short reflection conversation takes place. Teacher to inform parent at the end of the day / send a spider message.
<b>Stage 5a Internal referral – Part missed / missed lunchtime with SLT</b> – this will be for minimal incidents
If step 4 above is unsuccessful, or if a learner refuses to take a time out then a learner will be asked to leave the room and go to a different class. If appropriate the learner may need to work outside their teaching area with a member of SLT. If a child has refused to follow stage 4/not completed learning based on our shared minimum expectations, they are expected to complete their work during part of lunchtime with the senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved. ❖ Whenever an adult is called, staff are to log incident on CPOMs – under behaviour category. Adult who dealt with the initial stages of behaviour will start the log and make contact with parents verbally or via a spider message.
<b>Stage 6 – Extreme / violent behaviours – If a child displays an extreme / violent behaviour they will automatically spend lunchtime with SLT</b> – again this will be for minimal incidents
No warnings need to be given for this consequence. Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term exclusion. This decision will be made by the Headteacher or the deputy in her absence. <ul style="list-style-type: none"><li>• Sexist / racist / homophobic comment</li><li>• Swearing directly at a member of staff</li><li>• Continual physical aggression towards a peer / Continual verbal aggression towards a peer</li><li>• Deliberate damage to school property</li><li>• Physical aggression towards an adult</li><li>• Repeated patterns of aggressive behaviour towards an adult / child</li><li>• Deliberate and destructive behaviour</li></ul> ❖ The member of staff who dealt with this incident is required to log incident on CPOMs, including midday staff. ❖ Parents will be informed by class teacher / SLT as appropriate.

Staff will always deliver any of the above sanctions calmly and with care.

It is in nobody's interest to confront poor behaviour with anger.

### Supporting behaviour at lunchtime

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, midday staff will consistently 'catch children being good' and share this with them. Midday staff are encouraged to hand out 'lunchtime tickets' to reinforce this message and will regularly be reminded to identify children for the Golden Book.

Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying 'poor choices' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the SLT.

### Restorative 5 conversation aide memoire

As part of our approaches to managing behaviour, adults should hold a restorative conversation for any child who reaches stage 4. This conversation will take place as soon as possible after the incident. Sometimes it may include other adults / children.

1. I can see you feel. ....
2. Can you tell me what has happened?
3. How did it make \_\_\_\_\_ feel? (might be person / people / class)
4. How do you feel now?
5. What could you do if. ....? (reflecting on future actions)

### Exclusions

For very serious offences, the head teacher will consider exclusion in line with statutory guidance. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the exclusion and positive steps forward at the beginning of the exclusion and before the child returns to school at a reintegration meeting.

Exclusion is always a very last resort.

### The Power to discipline beyond the school gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

### Searching Pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary, this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks or pornographic images. Plus any article that the member of staff reasonably suspects has been, or is likely to be used to: commit an offence, cause injury or damage or any item banned by school rules.

School staff can seize any prohibited item found as a result of a search. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

### Positive Handling

For Positive Handling and Reasonable force Longton Lane Primary School makes use of the DfE guidance: Use of reasonable force in schools (2013)

Any force used should always be the minimum needed to achieve the desired result. A number of staff at Longton Lane Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS Bound and Numbered Book. Parents will be informed of any incident where force or restraint has been used on their child.

### Procedure in the event of a child running away from an adult

If a child/children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school where possible. SLT will be informed immediately of such an incident. If a child leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

### Equality

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.
- A reduced timetable may be put in place in line as a very last resort and with the LA knowledge of the decision. Children on reduced timetables will be reported to the Governors and the primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such eg. attending school trips but only if the behaviour is dangerous.

### Supporting pupils with SEND

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear.

Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation (coloured wheel) approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group / class of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP- Individual Education Plans. Teachers need to use IEPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IEP which will be monitored by the Inclusion Leader. A children's triggers for negative behaviour need to be on their IEP so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure IEPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured.

### Parent Concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via email or call the school office
- Arrange an appointment with the teacher / KS leader.
- Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

### Governors

The Governing Body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Head Teacher has day-to-day responsibility to implement the school relationship and behaviour policy but must keep governors updated.

### Related Policies

- Child Protection and Safeguarding
- Home School Agreement
- DfE guidance – Beyond the School gate  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools\\_-\\_A\\_guide\\_for\\_headteachers\\_and\\_School\\_Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- DfE guidance – Searching, screening and confiscation  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)
- DfE Statutory Guidance – Exclusion <https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## Appendix – Longton Lane scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

### Restorative 5

1. I can see you feel....
2. Can you tell me what has happened?
3. How did it make \_\_\_\_\_ feel? (might be person / people / class)
4. How do you feel now?
5. What could you do if.....? (reflecting on future actions)

### Scripted response aide memoire

- Name, you seem \_\_\_\_\_
- I understand this is because \_\_\_\_\_
- Were you \_\_\_\_ (3 rules)?
- I've seen you be \_\_\_\_ (positive examples of rules) and I know you can do it again.
- Thank you for listening

Name, do you remember when \_\_\_\_\_ (model of previous good behaviour)? That is the behaviour I expect from you. I know that you can make good choices. Thank you for listening.

If need-be – call the office to request support of pastoral leader / SLT.

## Appendix 2 KS2 ATLs

<b>Attitude to Learning 1</b> <ul style="list-style-type: none"><li>• My work is always excellent – I have completed all my work to the best of my ability.</li><li>• I have listened and improved my work if needed.</li><li>• My behaviour has met school expectations</li></ul> <b>My reward – 5 house points</b> <b>If I get ATL 1, 3 out of 5 days in the week, I will earn ATL reward time.</b>	<b>Attitude to Learning 2</b> <ul style="list-style-type: none"><li>• My work is always good and I have completed most of it to the best of my ability.</li><li>• I have tried hard to improve my work if asked.</li><li>• My behaviour has met school expectations</li></ul> <b>My reward – 3 house points</b>
<b>Attitude to Learning 3</b> <ul style="list-style-type: none"><li>• My work has sometimes met expectations- I have not completed my work to the best of my ability, either because my presentation is not good or my behaviour has not met school expectations</li><li>• I could improve my work by being more sensible and listening to feedback.</li></ul> <b>My sanction- work completed in own time and no ATL reward time</b>	<b>Attitude to Learning 4</b> <ul style="list-style-type: none"><li>• My work is below expectations – I have not completed my work because my behaviour has affected my work and/ or is significantly below school expectations.</li><li>• I need to focus on my work, listen to feedback and act on it promptly.</li></ul> <b>My sanction- work completed in own time and no ATL reward time. My parent/ carer will be contacted</b>

KS2 implement ATL reward time on a weekly basis. This is for all children who achieve ATL1 3 out of 5 days across a week. ATL reward time takes place each Friday 3.00pm – 3.10pm. Teachers will decide through liaison with their class the activity in place each week.

Teachers will track ATL daily outcomes in an age / need appropriate manner for their class, all staff within the class will be made aware of the system in place.

A pupil who gets a 3 or 4 immediately loses their reward time

For those children who do not earn their full reward time they will complete a positive affirmation note that can be used the following week to remind them about changes they could make to their behaviour.