




# Behaviour and Rewards Policy 2026

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| Approved by Governors | Date: |
| Due for Review:       | Date: |



## **Our Vision Statement**

**We learn and grow best together, with God, in a family of all sorts of people, surrounded by encouragement and love.**

**We are 'growing in wisdom' Luke 2:52**

At Tintwistle School we aim to have a positive approach to children's behaviour. Our discipline is based on an acknowledgement of the rights and responsibilities of everyone in the school community. The Christian vision of our school states "We learn and grow best together, with God in a family of all sorts of people, surrounded by encouragement and love." We use the Christian values to guide us in all of our behaviour.

We believe that all children have the following rights:

**The right to learn**

**The right to be safe**

**The right to be treated with respect**

In order for all our pupils to have their rights met we need to make all our children aware that they are responsible for their actions. They need to develop an understanding of the difference between right and wrong and to develop an awareness of the consequences of their actions. When a child's behaviour is unacceptable the incident will be dealt with using the procedure below.

### **Classroom and Learning Behaviour Policy**

In our classrooms we use the "Good to be Green" system. Every child begins the day with a positive start with their green card displayed. The children aim to keep their green card all day. The children are able to earn a gold card for above and beyond expected behaviour. In KS2, the children are awarded privilege cards which allow them to have a 10 minute free choice activity at the end of the day.

**If you do not respect the rights of others you will be asked to do the following:**

1. You will be given a yellow card and asked to go and sit quietly on your own and think about how your actions have affected others. We always encourage the children to apologise. The children will have the opportunity to remove their yellow card for good choices they have made.
2. If you are unable to make a good choice and your behaviour continues, you will be given a red card resulting in a loss of playtime. If you get to this stage, teachers will speak to your parents/carers or a text will be sent home explaining that you have received a red card.
3. If you are still not behaving in an acceptable way you will be sent to work outside of the classroom.
4. By this time you should be really sorry for your actions. If you are still not behaving properly you will be asked to see Mr Mulhall.
5. Finally, the teacher/headteacher will phone parents/carers to inform them of the unacceptable behaviour.
6. If you intentionally hurt someone, refuse to follow an adult's instruction or use inappropriate language, you will receive an automatic red card and your parents/carers will be spoken to and you will lose a playtime.

For incidents involving extreme behaviour (especially that endangering others) the first behaviour steps (i.e. 1 to 4) may be fast-tracked.

**Safeguarding Children**

We understand that a child's behaviour may be symptomatic of troubles they are experiencing and will always be alert for warning signs. Children will be listened to and their concerns taken seriously. Please see our child protection policy for further details.

**Monitoring**

Extreme behaviour will be logged on CPOMS (Child Protection Online Monitoring System) as a behavioural note. This will be completed by the class teacher who has dealt with the behaviour. These records will be checked by the Headteacher (DSL) or the Deputy Headteacher (DDSL). The Headteacher or SLT will work alongside the class teacher to put in place sanctions and strategies to improve behaviour, which may include:-

1. Phone call/letter home to parents/carers.
2. Meeting with parents/carers.
3. Setting up a support plan

**Lunchtime and Playtime Behaviour Policy**

The same high standards of behaviour are expected from children at playtimes and lunchtimes. Teachers and middays on duty will praise children for good behaviour and employ the same strategies to reward good behaviour.

All members of staff will work together cooperatively to support children's good behaviour. We will all try to deal with children's behaviour in a positive way and encourage them to think about their actions and take responsibility.

## **Formal Discipline Procedure**

1. A written record of the child's actions will be made. This will form the basis of a discussion with the Headteacher and the child will be given an appropriate target for improvement. A record will be made on CPOMS
2. If there is no improvement the child will be monitored and all incidents of negative behaviour will be reported to the Headteacher/SLT.
3. Parents will be informed of the developing pattern of negative behaviour and their support sought to rectify the problem. Where appropriate, behaviour targets for improvement will be shared with the parents and a support plan will be put in place. It may be necessary to repeat this stage of the process.
4. Exclusion will be at the discretion of the Headteacher. Parents will be informed that their child faces exclusion from school. At this point involvement with outside agencies such as the educational psychologist and the behaviour support service may be necessary.
5. Fixed term exclusion from school following LA guidelines. Where the problem is based around lunchtimes a lunchtime exclusion may be given.
6. Return to school under conditions stipulated by the Headteacher.
7. Failure to comply with these conditions will result in further and possibly longer periods of exclusion.
8. The school will work with the parents/carers to consider the best way forward. We will do our best to facilitate this in a constructive manner.
9. Permanent exclusion following LA guidelines.

This policy will be reviewed every 3 years by the Governing Body.

Regular monitoring of behaviour patterns and management is undertaken by all classroom staff, and any issues that require policy adjustments, will be brought to the attention of the Headteacher as they arise. It is important for all members of the school community to support this policy and whenever individuals feel that the policy is not effective or appropriate, this will be highlighted to the SLT. Pupils will be actively engaged in reviewing this policy and the rules applied in school. This will occur naturally through classroom debates and more formally, through PSHE lessons, and involvement with the school council.