





Rewards and Behaviour for Learning Policy

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Aim of the policy

The policy highlights what all staff can do in school to support pupils to be happy and important members of our community; detailing the possible rewards and consequences which also could be utilised in order to help achieve this. We want all of our pupils to be leaders in all that they do and this policy is key to helping to achieve this.

The core of our policy focuses on our school values of **respect, independence, community and kindness**.

Promoting our values

At Brynteg, we feel that most negative behaviours can be prevented should pupils be aware of what is expected of them in terms of behaviour, balanced with a clear system of rewards for those who go 'above and beyond' and demonstrate they are positive role models as leaders.

Praise and assertive behaviour strategies underpin the approaches we use at Brynteg. 'Teggies' will be seen using the Class Charts app by parents and carers as a record of the positive impact of pupils throughout the day.

Pupils need clear guidance as to expectations inside and outside the classroom throughout the day. All classrooms will clearly display the '**Values in action poster (1a)**' which promotes the behaviours pupils should display in relation to our values and our **keystone model (1b)** which outlines the types of behaviour that are not acceptable and the corresponding sanction / reflection.

Whilst it is important to have a high degree of consistency, it is recognised that rules can vary in different learning areas - for example, the classroom rules in Science may be different to those in English.

All staff have the responsibility to ensure that they are aware of the unique characteristics of pupils (e.g. ALN, EAL) and be mindful of these, making suitable adjustments where necessary.

Rewards at Brynteg

The rewards system will use Class Charts as a recording and communication mechanism. All staff will have access to Class Charts and are therefore able to enter a reward (teggies). Pupils, parents and carers will be encouraged to download the Class Charts app (free) meaning that they will then receive a notification each time a reward is allocated.

Rewards (Teggies) can be earned in 3 different ways:

All day, every day

Any member of staff (teacher or support) can award a Teggy if they feel a pupil has done something that deserves special recognition. This could be during a lesson, in the coffee shop, during enrichment, in an activity.... the list is endless.

Brilliant Attendance

If a pupil's attendance is over 95% at the end of each half term, 20 Teggies will be awarded.

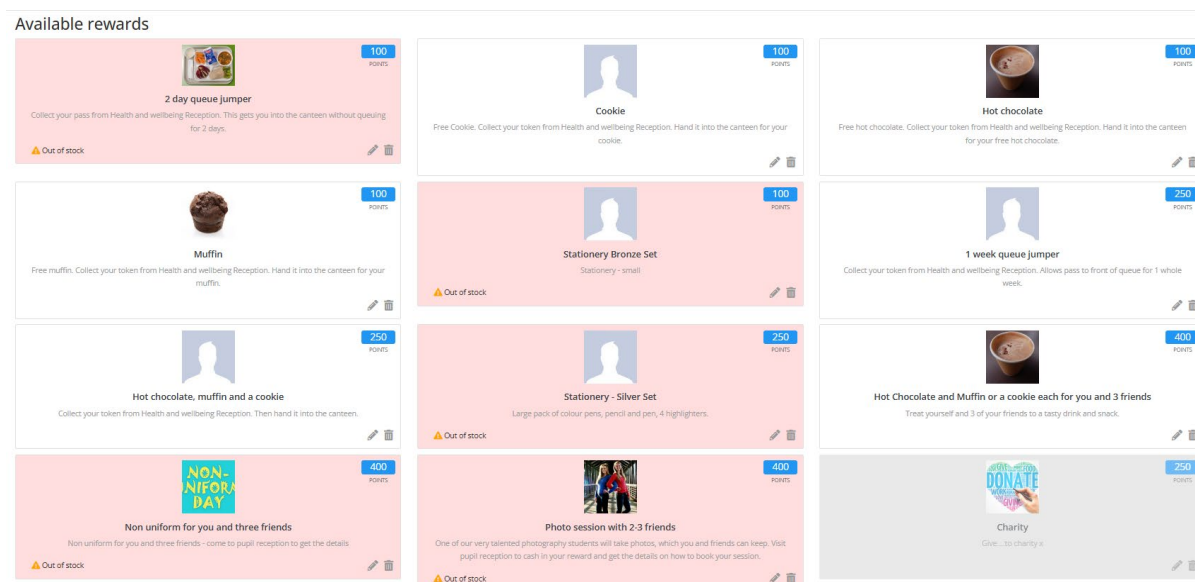
Amazing Behaviour

At the end of each term, all pupils who have NOT had a single consequence point will be awarded 20 Teggies. Each term is treated separately meaning pupils will have 3 chances to get the Behaviour Teggies each year - another chance to achieve 60 Teggies. There will be rewards for pupils who have no negatives at the end of the year. Teggies will then reset for the following year.

Rewards Structure

Platinum Level	1000 Teggies	Platinum level certificate and pin badge presented in a governors' reception
Gold Level	750 Teggies	Gold level certificate and pin badge presented in a school event
Silver Level	500 Teggies	Silver level certificate and pin badge presented in a celebration assembly
Bronze Level	250 Teggies	Bronze level certificate and pin badge presented in an assembly

Pupils can collect teggies then redeem them by ordering rewards on the Class Charts app then collecting the rewards in the Pupil Hub. A selection of the rewards can be seen below



Responses to Inappropriate Behaviour- Keystone model - Behaviour reflections / sanctions B1-7

B1-3 - 10-minute reflection talk

The classroom teacher will deal with behavioural issues outlined at B1-3 level, where pupils are not demonstrating the school values and interrupting the learning of others. A B2 will require a reflection talk of up to 10 minutes with the teacher to be held as soon as possible. At B3 there will also be communication with parents / carers via a call or Class Charts. Form Tutors should speak to members of their form who receive 3 B2/3s in a week. They will be alerted to this via Class Charts.

B4 – 30 minute after school reflection (ASR) led by a member of the leadership team.

B4 represents a one hour after school reflection - parents / carers will be given at least 24 hours notice. This will be the consequence of pupils persistently disregarding our values such as picking up 3 B2/3s in a week, 3 lates in a week or 2 uniform issues in a week. If there are genuine reasons for pupils not having the correct uniform or being late, we would ask parents and carers to provide a note to the form tutor. Teachers will also make allowances where pupils have genuine reasons for being late such as school transport arriving late or a previous lesson has overrun. A B4 may also be given to a pupil for aggressive language, walking off when being spoken to or refusing to remove jewellery or hoodies etc. Teachers should escalate B1-4 in sequence during a lesson but only put the appropriate B on at the end of class.

Escalation for non-attendance.

If pupils do not attend ASR it will be escalated the following day to lesson 5 in the ready to learn room and 30 minutes after school. Non attendance to this will result in a day in the ready to learn room and 30 minutes after school.

Mobile devices - A B4 will also result from any mobile device being out in class. Phones can be used outside the school buildings but not in class unless there are explicit instructions from the teacher to do so (this will be very rare). If pupils are caught with their phone out in class the phone will be confiscated and kept in a safe until the end of the day when a pupil can collect their phone. A second offence in a half term will result in the parents / carers being requested to pick up the phone from the main reception.

B5 - Ready to learn room (inclusion)

B5 represents more serious behavioural issues such as fighting, vaping and bullying or serious disrespect to the school community. However, at times the severity of these incidents may result in a higher level sanction (B6). Teachers should e-mail the YL / AHT with a referral for a B5 incident. If pupils are not following instructions within inclusion there will be a 3 strike rule, where it will then be escalated to a B6.

B6 - Fixed term exclusion

A fixed term exclusion of between 1-10 days will apply for incidents such as serious assault, discrimination, bullying after interventions and swearing at, or filming / photographing staff.

B7 - Permanent exclusion

A permanent exclusion will apply for the most serious incidents such as assault on a member of staff, possession / distributing illegal substances and carrying a knife with intent.

Values

The vast majority of our learners will be recognised daily for showing our values and it is important to note the aim of our behaviour for learning policy is to promote and model the behaviours we value in our school community. Where behaviour does not match our values, reflections at B1-6 are an important part of ensuring learners recognise where they need to develop in relation to our school values of respect, independence, community and kindness.

Routines

We understand that consistent procedures aid pupils to understand what is expected of them throughout the school day. In particular, the start and end of lessons is a crucial time to ensure pupils are able to fully engage the learning opportunities available to them. The following routine will happen in each lesson.

- Pupils welcomed by the class teacher outside the classroom, allowing them to enter immediately
- Pupils told to move to their seats, get their equipment ready and begin a stimulus 'Do Now' task
- Class register is taken in silence - with pupils responding in Welsh - 'yma'
- The uniform policy should be applied consistently (eg no hooded-tops) and issues recorded at the appropriate B1 to B3 level
- At the end of the lesson, the class teacher stands at the door to dismiss pupils in a orderly manner

Provision

We recognise that some of our pupils require additional provision in order to help them to access learning. It is hoped that with a clear system of identification, the support is in place for these pupils meaning that classroom teachers will not have to deal with these behaviours. Whilst this provision is important it does not exclude these pupils from the normal behaviour consequences should these occur in the classroom situation.

Uniform

Consequences will follow for:

Incorrect clothing worn in school. These will be confiscated and placed in reception and returned normally at the end of the day. Non-school uniform jumpers/hoodies must NEVER be worn under or over school jumpers/blazers whilst pupils are in their school uniform.

Pupils are permitted to wear a wristwatch and no other item of jewellery. Wearing a plaster over a piercing or a retainer is not acceptable. Pupils who refuse to remove unacceptable piercings may be excluded from normal timetable or sent home.

If circumstances warrant, the pupil may be issued (either from the Pupil Reception or Year/Assistant Leader) with a yellow card permitting a particular item of clothing to be worn temporarily. Repeated failure to wear correct uniform will be referred to the Year Leader and dealt with by the use of more serious consequences, up to and including B5 and/or the pupil being sent home to change and not permitted to

return unless correctly dressed. Notice will be given to the parent/carer if this last approach is being adopted.

If the pupil has already received a consequence that day for not wearing a particular item of uniform, a second should not be issued. In this instance, the pupil's yellow note will indicate a B1 for uniform. A note may also be put on Class Charts by the form tutor to make staff aware the pupil has been issued a B1.

Make-Up

Excessive make-up will not be allowed at school. Pupils wearing too much make-up will be asked to remove it. This includes acrylic nails although nail varnish may be worn. Refusal to comply may lead to exclusion from normal timetable.

Tuancy

Class teachers will issue a truancy alert when pupils are more than 10 minutes late to a lesson having previously been in. A B1 will be recorded for truancy. If three separate B1s are allocated for truancy in one school week, the behaviour will be escalated to a B4 after school restorative session with a member of the leadership team. Longer term truancy will be referred to the Education Welfare Officer where further action will be taken.

Drug Related Incidents

Brynteg School will operate a zero-tolerance policy to all non-authorized drugs/medication Please refer to the school's Drugs Policy.

Water in School

Pupils are permitted to bring water to school in plastic bottles and, with permission, to have a drink in lessons. Fizzy drinks and energy drinks are banned items in school.

BANNED ITEMS

We are often asked to produce a list of items which are not permitted at Brynteg School and the list below is an attempt to address this. However, it must be noted that this list is not exhaustive and does require an element of common sense and flexibility.

- Energy drinks including Whey protein supplement
- Canned or bottled fizzy drinks
- Aerosols of any kind
- Chewing Gum
- Laser pens
- Alcohol
- Tobacco or cigarettes, smoking paraphernalia of any kind, including vape/e-cigarettes
- Drugs (including paraphernalia) of any kind
- Psychoactive substances (formerly legal highs)
- Anything that could be used as a weapon

1a - Values in action poster



V A L U E S

RESPECTFUL

Pupil Respect in Action...

- ★ Respect and follow teacher instructions the first time, every time. Teachers are there to support everyone's learning.
- ★ Be open-minded and respectful of all subjects, because each has value.
- ★ Make respectful contributions to lessons by putting your hand up and not talking over others.
- ★ Showing respect to the school and its property, buildings and equipment. Returning any borrowed materials in the same condition they were given to you, cleaning up after lessons, picking up and disposing of litter if you see it.
- ★ Showing respect to all members of the school community.
- ★ Wear school uniform correctly, so that everyone feels equal.
- ★ Respect other's individuality, differences and beliefs.
- ★ Choose respectful words and language in school, whether in class or during breaks and lunchtimes.

★ BE BRAVE ENOUGH TO SHOW RESPECT, EVEN WHEN OTHERS AREN'T! ★

INDEPENDENT

Pupil Independence in Action...

- ★ Use your knowledge and skills to make a good attempt at a task, before asking for help.
- ★ Make sure you always have the right equipment for the lesson, eg. a pen, pencil, appropriate PE kit.
- ★ Use your books and reference materials to solve problems independently.
- ★ Work through a problem or task even when it's difficult. If at first you don't succeed, try and try again.
- ★ Don't be afraid to make mistakes. Mistakes are just new opportunities to learn.
- ★ Be creative by coming up with unique or unexpected solutions.
- ★ Be brave, be independent. Don't follow others when they are making wrong choices.
- ★ Manage your time well, meet your deadlines and do homework on time.

★ BE BRAVE ENOUGH TO BE INDEPENDENT, EVEN WHEN YOU FEEL LIKE GIVING UP! ★

COMMUNITY MINDED

Pupil Community-Mindedness in Action

- ★ Listen to each other and your teacher.
- ★ Show respect to our wider community - support staff, canteen staff, cleaning staff, local residents - everybody
- ★ Involve yourself in community activities, such as musical productions, sporting events etc.
- ★ React positively to an event in the community, such as guest speakers, or when on trips etc.
- ★ Ensure all feel part of the community, such as when a new pupil joins your class/form.
- ★ Follow teacher guidelines when carrying out pair or group work.
- ★ Include everyone and respect differences.
- ★ Show good relationships with team mates and opposing teams.
- ★ Share materials and resources in class.
- ★ Help keep the school, canteen and classrooms tidy, even if the litter/mess isn't your own.

★ BE BRAVE ENOUGH TO BE COMMUNITY-MINDED, EVEN WHEN YOU FEEL LEFT-OUT! ★

KIND

Pupil Kindness in Action...

- ★ Make kind gestures which impact positively on others, such as encouraging others to attempt a challenging task.
- ★ Be kind and thoughtful in your approach to everyone, such as when involved in pair and group work.
- ★ Be thoughtful of others' feelings when providing peer feedback by making it kind and constructive. We want everyone to learn and improve.
- ★ If you see someone being unkind towards another pupil, be brave and report it. We want everyone to have a positive experience in school.
- ★ Be kind to yourself by making good, healthy choices for your physical, mental and emotional wellbeing. Support and encourage others to do the same.

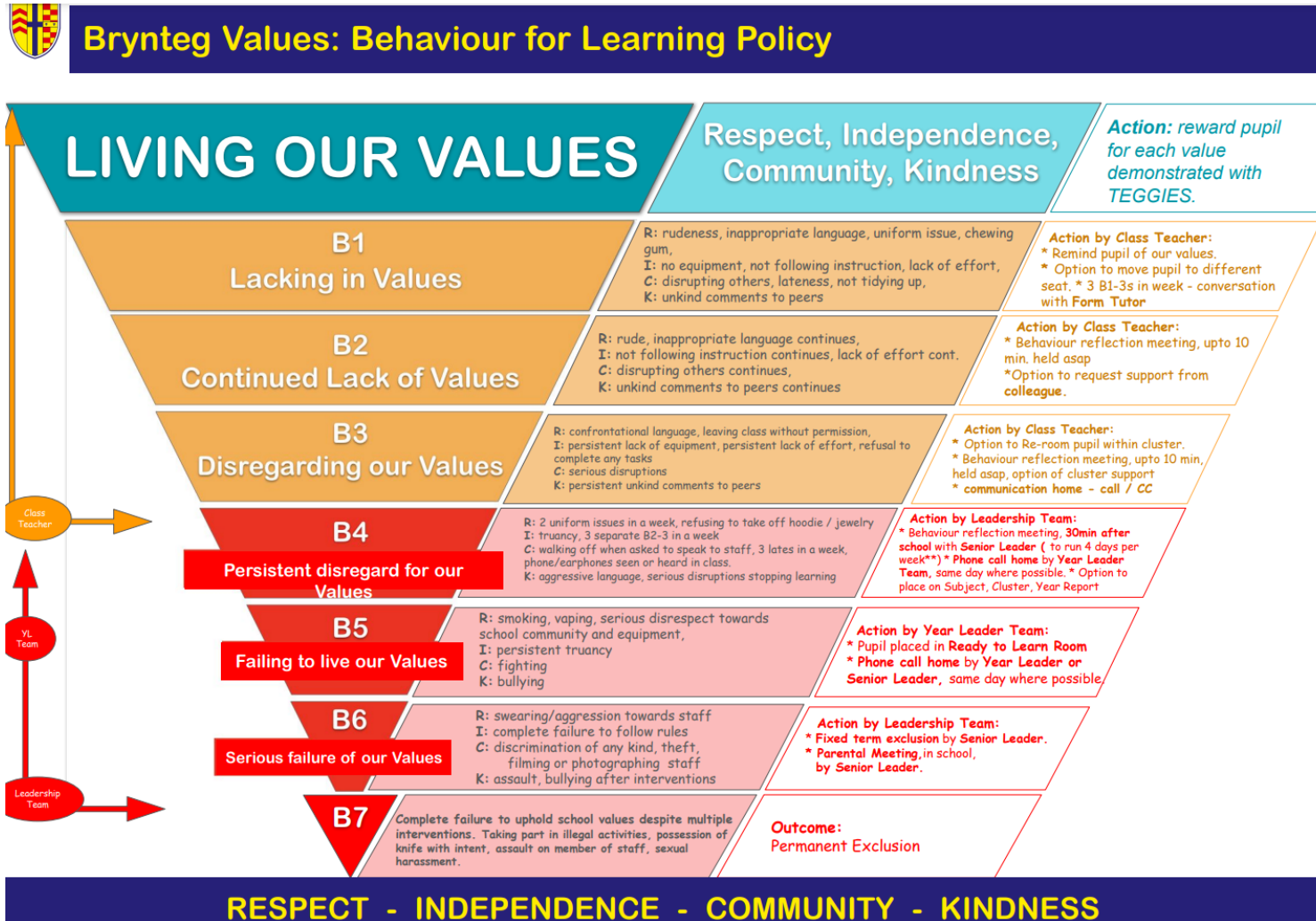
★ BE BRAVE ENOUGH TO BE KIND, EVEN WHEN IT'S CHALLENGING! ★



GET UP TO 4 POSITIVE TEGGIES EVERY LESSON FOR FOLLOWING THE SCHOOL VALUES!
TEGGIES CAN BE EXCHANGED FOR REWARDS!



1b - Keystone Model



Behaviour Graduated Response

