



BEHAVIOUR & REWARDS POLICY

PHASE	JUNIOR Springwood Junior Academy
POLICY LEAD	BEKI MALTON (PRINCIPAL)
DATE OF APPROVAL BY TRUSTEES	
DATE OF RECEIPT BY LOCAL GOVERNING BODY	Dec 2022
FREQUENCY DATE	EVERY TWO YEARS
NEXT REVIEW DATE	Dec 2024

Vision and values

At Springwood we have **PRIDE** in ourselves; our school; our community.

Core Values

Positive

Respectful

Independent

Determined

Empathetic

All adults in school have a responsibility to safeguard and promote the welfare of children.

Introduction

A well-ordered 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.

It is important to recognise that the vast majority of the pupils at Springwood Junior Academy are well behaved, courteous and show respect for each other and the adults with whom they interact. Our academy behaviour policy actively promotes the responsibilities of all members of the academy to ensure self-discipline, self-respect, honesty, fairness, politeness and working together harmoniously.

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 needed across the academy to ensure that pupils know and understand the standards of behaviour expected of them. This policy aims to provide the means of ensuring:

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

General Academy Aims

- To create a caring, stimulating and enjoyable environment for pupils and staff;
- To develop an empathetic and respectful attitude towards others and to promote habits of self-discipline, determination and hard work;
- To ensure that the academy routines and practices actively protect the rights of the individual and ensure equal opportunities for everyone.

The Aims of our Behaviour Policy

- 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 proper regard for authority and respect for all.
- To encourage pupils to value the academy environment and its routines.
- To create a caring, stimulating and safe environment in which pupils can work and play safely.
- To define the standards of behaviour the academy wants to achieve.
- To value and respect the rights of the individual.
- To raise pupils' self-esteem and develop pupils as active learners, learning from mistakes.
- To promote and develop empathy and respect for self and others and prevent all forms of bullying among pupils.
- 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 the academy is a shared responsibility.
- To develop good learning behaviours including good listening, independence, determination.
- 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, thereby:
 - reducing conflict and uncertainty in encounters between pupils and staff.
 - enabling pupils and staff to emerge from difficulties with a positive sense of themselves and their purpose.
- To ensure the policy is fully understood and is consistently implemented throughout the academy.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.

Promoting Good Behaviour

Underlying our 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 pupil can learn freely and fully. We believe that this can be achieved when:

- Staff praise pupils for good behaviour and positive attitudes to learning.
- Expectations of work and behaviour are high and clearly understood by all.
- Parents are informed of exemplary behaviour, attitudes and achievements e.g. through learner levels, PRIDE, class dojos.
- Rules are clear, consistent, fair and followed by all.
- Rules are reviewed with staff and pupils.
- There is a shared understanding and agreement around the responsibilities and the rights of all members of the academy community.

Responsibilities and Rights

The understanding of, and commitment to, the responsibilities and rights of all is fundamental to the education process. All members of the academy community at Springwood Junior Academy have certain responsibilities and rights.

Responsibilities

Staff	Pupils	Parents/Carers
<ul style="list-style-type: none"> • To lead by example – modelling the core values of the Academy. • To follow the agreed behaviour approach consistently. • To celebrate pupils' achievements and positive learning behaviours. • To maintain high expectations of all pupils. • To understand and meet educational, social, emotional and behavioural needs of all pupils. • To provide a high quality and engaging curriculum. • To provide high quality resources and an engaging, safe learning space. 	<ul style="list-style-type: none"> • To have PRIDE in themselves, their learning and the Academy. • To show empathy towards others. • To listen to others, respect their opinions and celebrate individuality. • To follow adult instruction. • To display positive learning behaviours at all time to ensure all pupils can learn well. • To demonstrate independence and determination in learning. • To keep the academy clean and tidy by taking responsibility for their own equipment and learning spaces. 	<ul style="list-style-type: none"> • To be aware of the academy's core value and behaviour expectations. • To support the core values and behaviour expectations of the academy. • To ensure that pupils arrive on time each day in full academy uniform and with appropriate equipment. • To show respect towards school staff and other pupils, modelling this value to their child. • To communicate well with the academy to support the learning and behaviours of their child. • Set high expectations of their child and support the Academy to instil high expectations.

If all members of the academy community take responsibility for their actions, then all pupils will have the right to:

- learn to their full potential,
- have their achievements and efforts recognised and celebrated,
- be and feel safe,
- learn in a safe and well looked after learning environment,
- be treated fairly and with respect,
- be confident and aspirational.

REWARDS POLICY

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

Purpose

- To reward and in turn promote positive behaviours.
- To celebrate positive learning behaviours and attitudes in turn promoting high expectations of learning.
- To celebrate achievements and effort promoting the development of active life-long learners.
- Through the learner levels, celebrate achievement, attainment, effort plus involvement in wider academy life.
- To support pupils to become confident individuals with a can do attitude.

What should be rewarded

- Pupils displaying the core values of the Academy – PRIDE (positive, respectful, independent, determined and empathetic).
- Pupils displaying positive learning behaviours.
- Pupils behaving safely, respectfully and kindly to each other.
- Pupil effort – recognition of commitment in order to achieve or succeed.
- Pupil achievement and progress – through pupils' commitment to learning they make good progress and/or achieve well (good attainment).
- Pupils' commitment to supporting the wider community – recognising an individual's service to the academy or the wider community.
- Good, consistent attendance and punctuality – making every second count.
- Pupil engagement with home learning – taking responsibility for their own progress and achievements.

How are pupils rewarded?

The academy recognises and promotes good learning behaviours, attitudes to learning and positive behaviours around the Academy through the use of a formal reward system and by informal but regular feedback to pupils.

This includes:

- Praise and positive feedback of good behaviours including learning behaviours and positive attitudes to learning.
- Praise and positive feedback when pupils are demonstrating the core values of the Academy – PRIDE.
- Rewarding positive attitudes, behaviours and pupil achievement through the rewarding of dojo points.
- Positive comments on work or in a pupil's planner.
- Positive reinforcement of good behaviour by all staff.
- Display of pupils' learning – celebrating hard work and achievement.

Awarding of 'class dojos'

Class dojos can be awarded for following the rules and expectations both within the classroom and outside of the classroom plus for positive contributions to academy life. There is a clear behaviour ladder to support rewards and sanctions (see appendix 1). Each pupil collects class dojos – working towards a class dojo target which leads to a reward event.

Reasons for awarding dojos could be:

High quality piece of class learning;

Making a strong contribution to lessons and learning;

Excellent effort and determination within learning;

Making accelerated progress in learning;

Being empathetic and respectful to others;

Completing home learning and maintaining an active planner;

Display of excellent manners and consideration around the academy;

Demonstrating PRIDE;

Displaying an exceptional attitude to learning and positive learning behaviours.

For positive behaviours in class, pupils can achieve 1 or 2 dojos throughout learning time. For exceptional positive behaviours in class, pupils can move up the behaviour ladder which leads to an additional 5 or 10 dojos (see appendix 1).

Learner Level achievements

Each half term, class teaching teams agree the learner levels of each pupil as follows:

Bronze Learner

I follow our core values most of the time but I sometimes need reminders to do my best.

Silver Learner

I follow our core values all of the time and consistently do my best without being reminded.

Gold Learner

I promote our core values in everything I do and am a role model for the school.

Pupils receive a bronze, silver or gold star badge to celebrate their learner level; where a pupils' learner level has improved within a school year, they receive their new learner level badge during a celebratory Learner Level assembly. Where a pupils' learner level has declined – the Principal will speak individually with the pupil to explain that their behaviour and attitude will be monitored over the next half term. Should their behaviour and attitude not improve, their learner level will be removed.

Achieving the learner levels begins again each school year, ensuring pupils understand the new expectations of each year group and maintain a desire to achieve and be their very best. Pupils should strive to achieve their Learner Levels every year.

Stickers

These are given by class adults, lunchtime supervisors, key stage leaders, vice principals and the principal to recognise pupil success, effort, progress and achievement.

PRIDE (positive, respectful, independent, determined, empathetic) assembly

PRIDE assembly takes place weekly. This is when the class teaching team rewards two pupils for an aspect of school life that they are proud of, at least one must relate to our core values (see above). This could be for determination in something they find difficult, a positive attitude to learning, being a caring friend, being respectful. They will receive a certificate to take home so that parents can celebrate the achievement too.

Display of pupils' work

As we take great pride in our displays, this gives recognition to pupils for their effort and achievements. Pupils are proud to have their learning displayed demonstrating their successes, achievement and effort.

BEHAVIOUR POLICY – CONSEQUENCE LADDER

It is important to note that teachers and class adults are in the position of parent/carer whilst in the academy and therefore they should be treated with high level of respect. Therefore, rudeness and disrespect will not be tolerated; any reasonable request from a teacher or any other member of staff should be carried out immediately and without argument.

Visitors in school should also be treated with respect as above.

Consequences

For any pupil who does not uphold their responsibilities and does not follow the core values of the academy will receive a consequence. All staff follow the agreed formal consequence ladder (see appendix 1) which ensures a consistent approach which is understood by all pupils and staff.

Pupils who receive formal consequence will be monitored closely by the class teacher who will be supported by the inclusion team, vice principals and/or principal as appropriate. Incidents of unacceptable behaviour will be recorded on SIMS as explained within the formal consequence ladder. Entries on SIMS will be monitored by the Inclusion team and the principal. Parents will be informed of all orange, red and grey level behaviours – pupils at these levels will have displayed major behaviours or persistent disruptive behaviour which leads to major behaviour.

Class teachers, and all other adults in the academy, reinforce good learning behaviours at the start of every lesson plus use positive reinforcement of behaviours throughout learning to support pupil understanding of expectations.

The Staged Referral and Intervention System

A staged referral system is necessary to ensure early intervention at the appropriate level of response. It should aim to change unacceptable behaviour and provide pupils with support to address the causes behind the behaviour/s. The staged intervention should be seen as a continuum from ‘a quiet word in the classroom’ to ‘a multi-agency approach to help to prevent a pupil being permanently excluded’.

Fixed Period Suspension/Permanent Exclusion

The Principal, or Vice Principal in their absence, can decide to issue a fixed period suspension or permanent exclusion from the academy if a pupils’ behaviours are deemed of a serious nature – these can include persistent, disruption to learning.

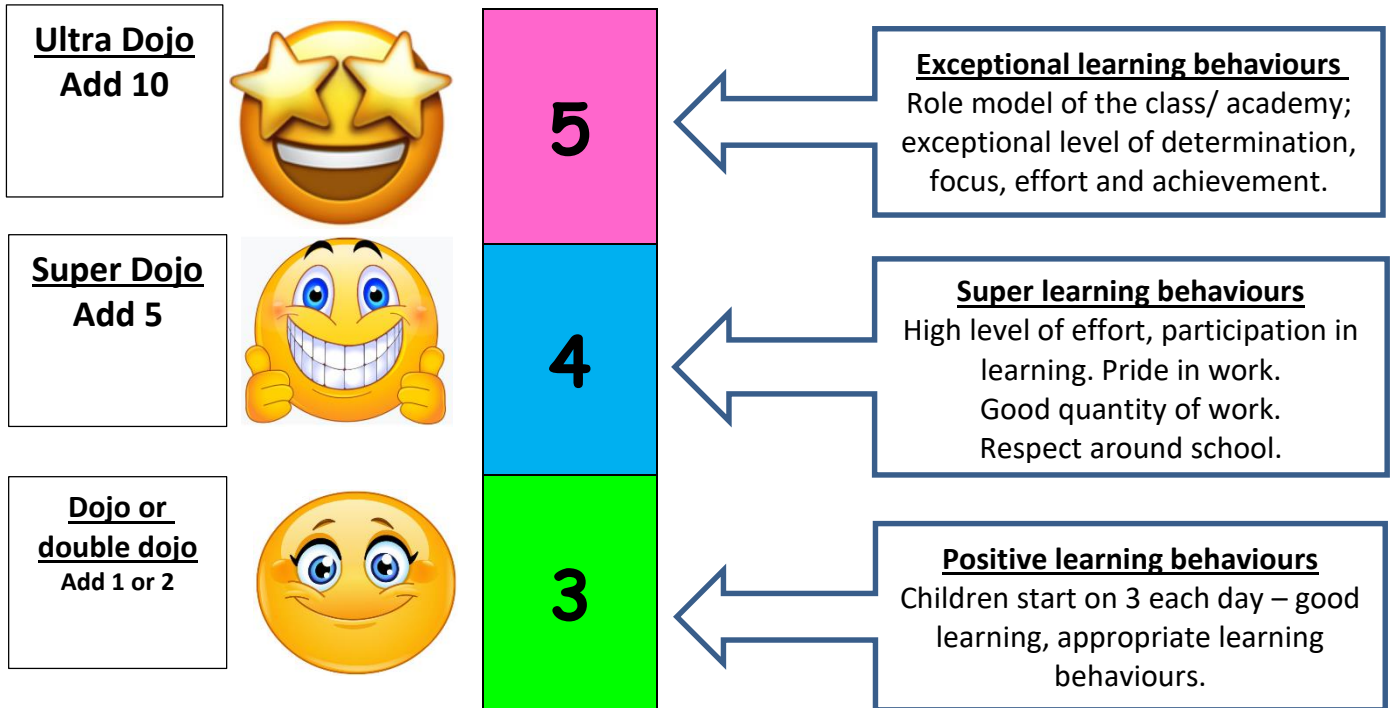
All enquiries regarding behaviour, including complaints should be made to Mrs R Malton, Principal, Springwood Junior Academy.

Policy review date: Dec. 2024

Appendix 1

Reward ladder

At Springwood we have **PRIDE** in ourselves; our school; our community.



Minor disruption to the lesson or mild, inappropriate behaviour results initially in a warning/reminder of expected behaviours. If the behaviour continues or major behaviours are seen, pupils move down to the **consequence ladder (see below)**.

Visual charts within the classrooms are one continuum with green at the centre. Pupils should remain on green demonstrating appropriate learning behaviours/behaviour and should aspire to move up the ladder, showing super or exceptional learning behaviours and behaviour. The consequence ladder is only used to reinforce expectations and to swiftly tackle unacceptable behaviours including poor learning behaviours.

Where a pupil has a specific need, personalised use of the system will be developed to support their needs whilst maintaining high expectation of behaviour.

Consequence ladder

Positive reinforcement should be used throughout learning. Good learning behaviours should be reinforced at the start of every lesson and through lessons as needed – referring to the agreed chart.

Minor behaviours - Warning

- Minor disruption to the lesson or mild inappropriate behaviour results in a warning.
- If behaviour continues, 1 - 2 dojo/s lost - pupil moves down to yellow, additional formal warning, expectations reinforced, pupil refocused on learning. Any loss of learning time to be caught up during break or lunch time.
- If appropriate behaviours are then shown, pupil can move back up to green; class teacher to make the reason for this explicit.
- If the inappropriate/disruptive behaviour persists - this will result in pupil moving to stage orange.

Major behaviours - classroom isolation

- Major disruption (this includes persistent disruptive behaviour) - pupil moves to classroom isolation; learning and behaviour expectations reinforced.
- Break / lunch time pupil remains isolated - outside on a designated seat or moving with the adult - to remain in silence; inside (wet play) - pupils sit on a designated pupil chair on the corridor and remain in silence.
- Parents must be informed - phone call or in person and incident must be logged on SIMS.
- If appropriate behaviours are displayed, pupil can move back up to yellow and rejoin the class - parents must still be informed.
- If major disruption continues/defiance towards adults continues - pupils move to red, SLT are requested using the red year group card.

SLT isolation

- Pupil is instructed to leave the classroom by SLT - internal isolation takes place outside of the pupils' classroom.
- Learning should be taken/sent.
- Pupil is spoken to at the earliest opportunity by SLT.
- Pupil remains isolated for the remainder of the day.
- Pupil starts the next day in classroom isolation - earning the right to re-join the class.
- Class teacher to inform parents.
- Class teacher to log on SIMS.
- 3 or more red level incidents - formal parental meeting held with SLT/inclusion.

Principal isolation & suspension

- Not following SLT direction will lead to grey level involvement from the Principal; pupil will be instructed to leave SLT isolation by the Principal.
- Pupils displaying physical or verbal abuse with targeted intent - reach grey immediately.
- Isolation of pupil from all other pupils.
- Parents contacted - formal meeting held to agree way forward.
- Decision made around suspension/exclusion based on pupils' behaviours taking in to account any previous misbehaviours.

