



**Aston Community
Education Trust**

SJA Behaviour and Recognition Policy

Promoting Positive Behaviour Choices

DATE: October 24

POLICY LEAD: Mrs R Malton

APPROVED BY: LGB



Excellence



Equity



Empowerment



Esteem

DOCUMENT CONTROL		POLICY LEVEL	
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VERSION NUMBER	DATE ISSUED	UPDATED INFORMATION	
1	December 22	Policy rewritten – positive reinforcement approach; consequence ladder developed.	
2	October 24	Recognition instead of reward. Added Vision of the academy and how the policy supports pupils to achieve this.	

Vision and values

Core values of the Academy

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

P . R . I . D . E

Positive, Respectful, Independent, Determined and Empathetic

Vision of the Academy

All pupils will become Readers for Life, Aspirational, Responsible Citizens who have PRIDE in themselves, each other and their community.

Our core values and key drivers (Readers for Life, Aspirational, Responsible Citizens, PRIDE) are embedded within the vision of the Academy. As an Academy, we are passionate that all pupils should develop these skills to become successful, happy and confident young people, ready to excel as adults. Our behaviour and recognition policy promotes positive behaviour choices and supports pupils to develop the life-skills required to be successful young people and adults.

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 their full potential. Development of self-regulation and independence ensure that these behaviours become intrinsic and supports automaticity.

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 and reward policy actively promotes the responsibilities of all members of the academy to ensure self-regulation, self-discipline, self-respect, honesty, fairness, politeness and working together harmoniously are skills which are developed through a child's learning journey.

Promoting positive behaviour requires a shared understanding and commitment by all staff, 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 expectations of behaviour plus why it is important that these are maintained. 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 safe, caring, stimulating and enjoyable environment where all pupils and staff can thrive;
- To develop an empathetic and respectful attitude towards others and to promote habits of self-regulation, 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 and Recognition Policy

- To promote positive behaviour choices;
- To create a caring, stimulating and safe environment in which pupils can learn, play and thrive;
- To define behaviour expectations, including behaviours for learning, so pupils can be successful;
- To value and respect the rights of every individual;
- To develop a sense of self-regulation, self-discipline and an acceptance of responsibility for own actions to ensure pupils are ready to become successful young adults;
- To acknowledge that the maintaining of good behaviour within the academy is a shared responsibility;
- 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.

Promoting Positive Behaviour Choices

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 a safe, calm 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 positive behaviour and attitudes to learning;
- Expectations of learning 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;
- Expectations and routines are clear, consistent and fair;
- Class Charters ensure these expectations are reviewed within classrooms to ensure they meet the age-expectations plus develop a shared understanding and agreement around the responsibilities as well as 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 promoting positive behaviour choices and an environment where all can flourish. All members of the academy community at Springwood Junior Academy have their own 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 courteously. • To display positive learning behaviours at all time to ensure all pupils can learn well. • To demonstrate independence and determination in learning. • To value the academy by taking responsibility for their own learning; and the management of their own equipment and learning spaces. 	<ul style="list-style-type: none"> • To be aware of the academy's vision, core values and behaviour expectations. • To support the vision, 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/ren. • 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.

Rights 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,

- know how to be successful and have their achievements and efforts recognised and celebrated,
- be and feel safe,
- learn in a valued and well-looked after learning environment,
- be treated fairly and with respect,

RECOGNITION POLICY

Recognising and reinforcing positive behaviours and celebrating success is a fundamental part of this policy which supports pupils to learn from themselves and others around them.

Purpose

- To recognise and, in turn, promote positive behaviour choices.
- To celebrate positive learning behaviours and attitudes; in turn promoting high expectations of learning.
- To celebrate achievements and effort promoting the development of self-driven, active life-long learners.
- To support pupils to become confident individuals with a 'can do' attitude and a positive outlook on life; striving to be their very best.

What should be recognised

- Pupils displaying the core values of the Academy – PRIDE (positive, respectful, independent, determined and empathetic).
- Pupils displaying positive learning behaviours and attitudes.
- Pupil effort – recognition of commitment in order to achieve more or succeed further.
- Pupils being consistent role models within the Academy and supporting others to do the same.
- Pupils taking responsibility of their own learning and successes.
- 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 positively recognised?

The academy recognises and promotes positive behaviour choices, good attitudes to learning and positive learning behaviours. Praise, positive feedback – verbal and written, positive reinforcement and the use of a formal reward system (class dojo) are used to recognise success and positive behaviour choices.

Awarding of ‘class dojos’

Class dojos are earned by pupils who demonstrate positive behaviour choices in line with and above the expectations of the academy. There is a clear behaviour ladder to support positive recognition through rewards plus swiftly stop behaviour that falls below the expectations of the academy through the use of consequences/sanctions where required (see appendix 1). Each pupil collects class dojos – working towards a termly class dojo target which leads to a reward event; parents can see when their child/ren have been positively recognised through earning class dojos and parents are encouraged to celebrate these successes at home also.

Reasons for awarding dojos could be:

- High quality piece of class learning;
- Making a strong and positive 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

Consistent positive behaviour choices over time are recognised through achieving Learner Levels. 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 I am a role model for the school.'

Pupils can achieve a bronze, silver or gold level each half term; pupils are encouraged to strive to the next Learner Level each half term. Pupils receive a certificate to celebrate their learner level each half term; where a pupil moves to the next Learner Level, they receive their new learner level badge during a celebratory Learner Level assembly (bronze, silver, gold). 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. All gold learners attend an end of year celebration with the Principal to recognise and celebrate their commitment to exemplary behaviour choices and supporting others to do the same.

Stickers

These are given by all class adults, lunchtime supervisors, the vice principal 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 recognises 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 this achievement too.

Display of pupils' learning

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

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 a 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 expectations, including 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 a formal consequence will be monitored closely by the class teacher who will be supported by the inclusion team, vice principal and/or principal as appropriate. Incidents of unacceptable behaviour will be recorded on CPOMs as explained within the formal consequence ladder. Entries on CPOMs will be monitored by the Inclusion team and the principal. Parents will be informed of all 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 expectations including good behaviour choices at the start of every lesson plus use positive reinforcement of behaviours throughout learning to support pupil to be successful.

The Staged Behaviour Ladder and Intervention System

A staged behaviour ladder and intervention system is necessary to ensure an appropriate response to each behaviour and early intervention. It should aim to change unacceptable behaviour, promoting positive behaviour choices. Plus, early intervention will provide pupils with the support needed to address the causes behind the behaviour/s or developed strategies and system required to be successful. 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.

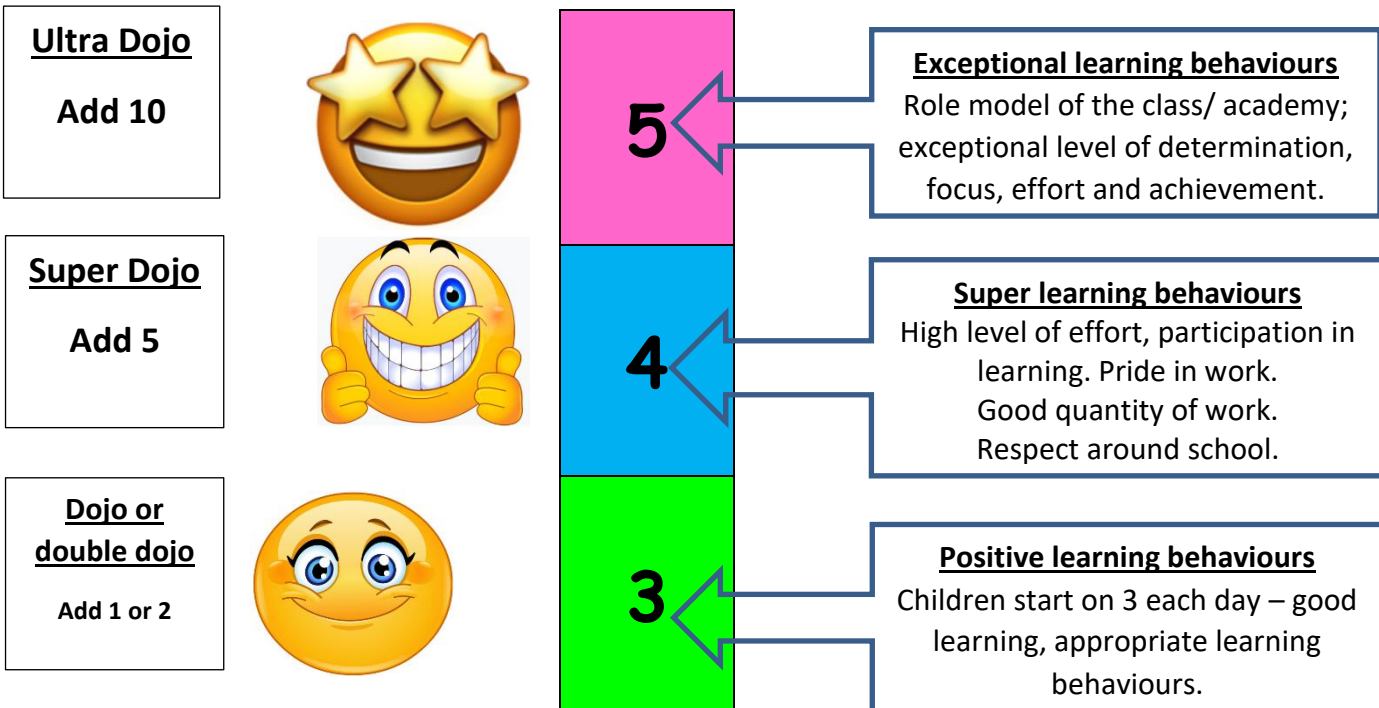
All enquiries regarding behaviour, including complaints should be made to Mrs R Malton, Principal, Springwood Junior Academy.

Policy review date: Dec. 2026

Appendix 1

Recognition and 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 reminder of expected behaviours (positive reinforcement). 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 attitudes to learning and/or disruption to learning.

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.

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 **may** be informed - phone call or in person and incident must be logged on CPOMs.
- 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.
- Parents **must** be informed.
- Class teacher to log on CPOMs.
- 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 **must** be contacted - formal meeting held to agree way forward.
- Decision made around suspension/exclusion based on pupils' behaviours taking in to account any previous misbehaviours.

