



BEHAVIOUR & REWARDS POLICY

PHASE	JUNIOR Springwood Junior Academy
POLICY LEAD	BEKI MALTON (PRINCIPAL)
DATE OF APPROVAL BY LOCAL GOVERNING BODY	OCTOBER 2021
FREQUENCY DATE	EVERY TWO YEARS
NEXT REVIEW DATE	OCTOBER 2023

Mission Statement

'Semper Sersum' – always aim high

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 a caring and considerate attitude towards others and to promote habits of self-discipline and acceptable behaviour;
- 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.
- To encourage pupils to value the academy environment and its routines.
- To create a caring, stimulating and secure environment in which pupils can work and play safely.
- To define the standards of behaviour the academy wants to achieve.
- To value the rights of the individual.
- To raise pupils' self-esteem.
- 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 ensure good behaviour is always recognised.
- 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 child can learn freely and fully. We believe that this can be achieved when:

- Staff praise pupils for good behaviour.
- Expectations of work and behaviour are high and clearly understood by all.
- Staff inform parents of exemplary behaviour and achievements.
- Rules are clear, consistent, fair and followed by all.
- Rules are reviewed with staff and pupils.
- There is a shared understanding and subscription to the responsibilities and rights of all members of the academy community.

Responsibilities and Rights

The understanding of, and subscription 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 • To be consistent in dealing with pupils • To encourage the aims and values of the academy among the pupils • To have high expectations of the pupils • To meet the educational, social and behavioural needs of the pupils • To provide an appropriate curriculum • To provide a clean, pleasant and safe environment in which pupils can work 	<ul style="list-style-type: none"> • To support and care for each other and to treat others fairly and with respect • To respect each other's property and work • To listen to others, respect their opinions and recognise their efforts • To behave in a way that allows other pupils to learn • To do as instructed by all members of staff (teaching and support staff) • To observe the Code of Conduct at all times <p>To keep the academy clean and pleasant</p>	<ul style="list-style-type: none"> • To be aware of the academy's value and expectations • To support the values and expectations of the academy • To ensure that pupils arrive on time each day in full academy uniform and with equipment • To communicate to the academy any necessary information that will help to support the education of their child

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 efforts recognised
- be and feel safe
- expect their property to remain safe
- be treated fairly and with respect
- attend a clean and pleasant academy

REWARDS POLICY

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

Purpose

- To reward and thus promote good behaviour and a strong work ethic
- To make good behaviour the norm
- To enhance achievement and attainment by highlighting the positive
- To celebrate achievement, attainment and involvement in academy life
- To build confidence and self-esteem through acknowledgement of achievement

What should be rewarded

- **Achievement** – working at or above the expected level of an individual pupil
- **Effort** – recognition of commitment in order to achieve or succeed
- **Community** – recognising an individual's service to the academy or the wider community
- **Others** – Attainment, Attendance and Punctuality

How are pupils rewarded?

The academy recognises and promotes good and improved behaviour of pupils through a formal reward system and by informal but regular feedback to pupils.

This includes:

- Praise and positive feedback of good behaviour, effort and achievement
- Giving immediate verbal feedback where appropriate as often as possible.
- Praising good behaviour as well as academic achievement.
- Positive comments on work or in a pupil's planner.
- Positive reinforcement of good behaviour by any member of staff.
- Display of pupils' work.

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. Each pupil collects a bank of class dojos; they also work together, as a class, to meet a class dojo target.

Reasons for awarding dojos could be:

Excellent piece of class work

Making a particularly good contribution to lessons

Excellent effort within learning

Achieving a mark / level which is above their target

Excellent support of other pupils/staff

Keeping an excellent planner

Display of excellent manners and consideration around the academy

Demonstrating pride

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, 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.

Stickers

These are given by class teachers, lunchtime supervisors, Key Stage leaders, vice principals and the Principal to recognise pupil success and achievement.

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

PRIDE assembly takes place weekly. This is when the class teaching team rewards two children 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.

PUPILS' CODE OF CONDUCT

Acceptable behaviour in Springwood Junior Academy is that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils, staff and visitors to the academy.

The academy has a **Code of Conduct** which gives clear guidance to pupils about the kind of behaviours that are acceptable. A copy of the Code of Conduct is in the pupil planner.

CODE OF CONDUCT	
1.	Respect other people's points of view.
2.	In class make it as easy as possible for people to learn and for the teacher to teach. Arrive on time with everything you need for that lesson, begin and end the lesson in a courteous and orderly way, listen carefully, follow instructions, help each other where appropriate and behave sensibly at all times.
3.	Move sensibly and quietly around academy. Never run or barge, but be ready to help, open doors, stand back to let people pass. When moving around the academy please keep to the left.
4.	Always speak politely to everyone. Shouting is usually discourteous. Swearing and bad language are not acceptable.
5.	Keep the academy clean and tidy so that it is a welcoming place of which we can all be proud. Put your litter in bins, keep walls and furniture clean and unmarked and take great care of displays, particularly of other people's work.
6.	Do not indulge in unsociable behaviour such as spitting and chewing gum.
7.	When going to and from academy, or when out on an academy visit, continue to behave with courtesy and consideration.

Behaviour for Learning at Springwood Junior Academy

Ready to learn
Engaged
Suitably dressed and equipped
Progress is made
Excellent standards of behaviour
Consideration for others
Tidy environment

Finally, but most importantly

Teachers are in the position of parents/carers whilst pupils are in academy. This means in particular that:

- There is no excuse for rudeness, disrespect or insolence towards staff.
- Any reasonable request from a teacher or any other member of staff should be carried out at once and without argument.

Breaking either of these basic rules will be treated as a very serious matter.

SANCTIONS

For any pupil who does not uphold their **responsibilities** and does not comply with the academy's Code of Conduct there will be certain **consequences**. The pupil's behaviour will then be monitored closely both by the class teacher with support from the Principal and/or Vice Principal.

Class teachers are responsible for dealing with behavioural issues in their classroom with support from the leadership team as appropriate. A range of strategies should be adopted to support pupils in improving their behaviour during lessons.

Incidents of unacceptable behaviour should be recorded in SIMs for the pupil, giving a brief description of the incident and the action taken as a result. The Principal will monitor the entries onto the system to identify pupils who require further intervention.

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 correct unacceptable behaviour and provide pupils with support to address the causes behind the behaviour. The staged intervention should be seen as a continuum from 'a quiet word in the classroom to a multi-agency approach to help avoid a permanent exclusion'.

Pupils should be able to move up and down the continuum. If a pupil responds positively to support at any particular level then he/she should be congratulated, even rewarded and consequently monitored at a lower level.

If a pupil is moved to a higher level on the referral system this does not mean that staff relinquish responsibility at a lower level. All staff must continue to support pupils displaying behavioural difficulties and continue to make clear their own expectations and involvement in consequences as a result of inappropriate behaviour.

Throughout all levels of referral it is expected that parents/carers will be informed of the type of intervention and involved in the support process.

The following suggested staged structure is not definitive and a pupil may not work systematically through every stage. Clearly, examples of severe behaviour will warrant immediate higher levels of intervention.

The Pupil Monitoring System

The majority of pupils follow the code of conduct at all times. A few pupils may occasionally need reminders about what is expected of their behaviour and for the vast majority of pupils, the following reminders will be sufficient;

- Across school, classrooms use a visual “behaviour ladder” which starts at green and can go up to blue or pink to reward positive behaviours or can go down to yellow then red linking behaviours with specific consequences.
- Children with specific behavioural needs have an individual plan which is shared and followed with all staff.
- At lunchtime, class dojos can be rewarded, stickers given out, timeouts given and time spent chaperoned by dinner staff.

** For serious cases of inappropriate behaviour, a member of staff may deem it necessary to move a pupil to the red stage of the ladder, rather than moving through the full monitoring system. Such instances would be discussed with the Principal to ensure the pupil has been treated fairly.

There are 3 stages to our monitoring system:

Back on Track Strategy

This is in cases where there is a high frequency of reports received for inappropriate behaviour. It is issued and monitored by the Principal / SENCo and involves a specific five day monitoring period, with daily written reporting. Parents and carers are involved and are expected to support the monitoring by checking and signing the report each day.

The issues covered by this strategy involve:

- Refusing to comply with instructions
- Being argumentative with staff
- Being disruptive in lessons

- 'Winding up' other pupils
- Being aggressive and unpleasant to other pupils
- Persistent disruption/disrespect during lunchtimes or breaktimes.

The reports require a simple 'achieved' or 'not achieved' for specific targets and are for monitoring/record keeping only. Sanctions for failure to satisfy the targets on the report will be applied and pupils who fail to achieve the targets should expect these. In cases of non-compliance with the uniform code parents/carers will be contacted and the pupil may be given the appropriate items of uniform to wear which must then be returned to reception at the end of the academy day.

Pupils who successfully complete their 5 day monitoring report will be removed from the monitoring system. Pupils who do not succeed will be moved to the next level.

Need to Improve Strategy

This will be issued by the Principal/Vice Principal/SENCo as a result of persistent unacceptable behaviour in lessons as evidenced through reports from staff, failure to satisfy the targets on a 5-day monitoring chart or as a result of incidents of serious misbehaviour. Parents/Carers will be informed and be expected to support the behaviour monitoring by attending school fortnightly to discuss progress.

Appropriate rewards and sanctions will be put in place with discussion with the parents, pupil and staff including non-attendance at after school clubs, limited break times, non-attendance on trips if safety is an issue or internal exclusions during lessons or breaks.

When in Internal Exclusion a pupil will work independently during lessons and they will not be allowed to mix with other pupils during break or lunchtime. The length of time spent in Isolation will depend on the seriousness of the incident and the behaviour of the pupil during Isolation.

Support to Succeed Strategy

This level of intervention is for pupils who need further support to enable them to succeed in their education. The support may range from group sessions addressing particular behaviours, external agency intervention to alternative provision.

Pupils at this stage remain on the monitoring programme.

Success on any level of report should be recognised and praised. Success should lead to the pupil being either removed from report or put on the next level down. Advice about how to maintain appropriate behaviour once off report should occur.

Internal Exclusion

Internal Exclusion is staffed by the Principal/Vice-Principal/SENCo in conjunction with class teachers. Pupils can be placed in Internal Exclusion by the Principal. Parents are contacted explaining the reason for the Internal Exclusion and the time the pupil will spend in Internal Exclusion. Pupils are expected to display high standards of behaviour at all times.

Fixed Period/Permanent Exclusion

The Principal, or Vice Principal in their absence, can decide to issue a fixed period of exclusion from the academy or, in the most serious cases, a permanent exclusion.

Dealing with Racist Incidents

Racist incidents are always investigated by the Principal who completes a 'Reporting a Racist Incident' form. All incidents of a racist nature are reported, no matter how trivial they may seem. All parties involved in the incident are spoken to as the basis of an investigation. Parents of the victim and perpetrator are informed immediately of the incident and the actions taken are then logged with the incident form. Perpetrators who have received more than one racist incident form or perpetrators who have been involved in an incident of a very serious nature are reported to the local authority. The number of racist incidents in academy is reported regularly to governors.

It is standard practice in academy that perpetrators involved in a racial incident are spoken to about the seriousness of their actions and as a consequence, miss break the following day to spend some time reflecting on the inappropriateness of their actions with a member of staff.

Dealing with sexism and sexual harassment

We want everyone to feel included, respected and safe in our academy. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

Sexist comments are those which discriminate based on sex, particularly against women.

Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Record the incident on file
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if there is a repeat of the incident, inviting the perpetrator's parents/carers to a meeting with the Principal.

The RHE curriculum educates pupils about what healthy and respectful behaviour towards one another looks like. Staff are trained to identify such behaviours and as incidents arise, information will be shared through briefings in order to update staff about the prevalence of such incidents in the academy and measures in place to address this.

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

Policy review date: April 2023