



# TJA Behaviour and Rewards Policy

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## **Mission Statement**

‘Joir en bien’ – take joy in good.

At Thurcroft Junior Academy, we are committed to providing high-quality learning and teaching, enabling everyone to reach their full potential, whatever their age, ability, gender or ethnicity.

We believe that every person is unique and we work together in an inclusive environment of mutual respect and consideration, valuing everyone’s contribution.

Through our partnership with the local and wider community, we aim to support our young people in successfully taking their place in society.

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

## **Introduction**

A well-ordered, inclusive environment and good behaviour are necessary for effective learning and teaching to take place. Good behaviour and effective behaviour management should help every child to succeed and to achieve their full potential.

This policy outlines the procedures that Thurcroft Junior Academy will follow to ensure that our pupils are well-behaved, courteous and show respect for each other and the adults with whom they interact. We recognise that pupils’ behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil’s SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND, but our mission is for all children to be the best that they can be. Our 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.

Fundamental to the behaviour across Key Stage 2 are our four school rules:

- 1) Be kind
- 2) Speak out
- 3) Do as adults ask
- 4) Bounce back

Fundamental to the behaviour within Foundations:

- 1) Be kind
- 2) Be careful
- 3) Be helpful

This policy aims to provide the means of ensuring

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

### **The Aims of our Behaviour Policy**

To create a caring, stimulating and secure environment in which pupils can work and play safely.

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 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 regard for authority.

To encourage pupils to value the academy environment and its routines.

To define the standards of behaviour the academy wants to achieve.

To value the rights of the individual.

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 academy is a shared responsibility.

To ensure good behaviour is recognised and praised.

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.

To ensure the policy is fully understood and is consistently implemented throughout the academy.

To ensure that parents are involved and understand the academy's aim for all pupils

To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.

To ensure suitable support is put in place for pupils with individual needs.

### **Promoting Good Behaviour and Wellbeing**

Underlying our policy is a belief that our 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 verbally and via postcards home.
- 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 our community.

### **Responsibilities and Rights**

The understanding of and subscription to the responsibilities and rights of all is fundamental to the education process. At Thurcroft Junior Academy, we will value each child as an individual and monitor behaviour to help identify individual needs. All members of the school community at Thurcroft Junior Academy have certain responsibilities and rights.

If all members of our 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 school

## **Responsibilities (Staff / Pupils / Parents / Carers)**

- To lead by example
- To be consistent in dealing with behaviour
- To encourage the aims and values of the academy among the pupils
- To have high expectations of all pupils
- 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 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 meet the educational, social and behavioural needs of all pupils
- To provide an appropriate curriculum
- To provide a clean, pleasant and safe environment in which pupils can work
- 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 keep the academy clean and pleasant
- To communicate to the academy any necessary information that will help to support the education of their child.

## **REWARDS**

Rewarding positive behaviour and celebrating success is a fundamental part of this policy and will be carried out in the following ways:

- To reward fairly and promote good attitudes towards learning
- To make good behaviour the expectation
- To celebrate achievement, attainment and involvement in school life
- To build confidence, self-esteem and resilience through acknowledgement of achievement
- To treat all children as individuals and celebrate their unique success

## **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 school or the wider community
- **Others** – Attainment, Attendance and Punctuality
- **Respect** – Celebrating similarities, differences and Fundamental British Values

### **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. We provide regular positive feedback for good behaviour, effort and achievement; we give this as often as possible and this may include:

- Verbal praise and encouragement
- Positive comments on work or in a pupil's planner
- Stickers from members of staff
- Moving 'upwards' on behaviour charts
- Postcards home

### **Display of pupils' work**

We take great pride in our displays, this gives recognition to pupils for their efforts and encourages children to take pride in their work.

### **Sparkle and Shine**

Every Friday, during Sparkle and Shine, each class teacher nominates one child who has made them proud that week. This can be for a number of reasons, such as, positive attitudes towards learning, resilience, politeness, effort and achievement, and many others. These children will have a certificate presented to them in assembly, which they then take home. At lunch time, these children attend the Shine and Dine Lunch with Mrs Stone.

### **Awarding of DOJO Points**

Dojos are awarded to create a positive culture. This is an in-school reward that once received cannot be taken away. Reasons for awarding a Dojo (either 1, 2 or 5) can be:

- Being in school on time
- Excellent piece of classwork
- Making particularly good contributions to lessons
- Achieving a mark/level which is above target
- Excellent support of other pupils/staff
- Keeping an excellent planner
- Completing homework
- Being ready to learn
- Using initiative
- Taking part in extra-curricular activities

This is not an exhaustive list. Class teachers may reward pupils in their class who have earned the most dojos weekly or half-termly. This is at their discretion.

## **House Teams**

There are 4 houses:

- Beckwith
- Marrian
- Massarella
- Mirfin

These names have been chosen as they link Thurcroft Junior Academy with the heritage of its local community. Beckwith, Marrian and Mirfin are the names of former owners of Thurcroft Hall. The Massarella family are the current owners of the Hall. For sporting events and other celebrations/events throughout the year, pupils will compete in these teams. The winning team will receive a trophy with the team colours.

Pupils earn Dojos to support their house team. The House Cup is awarded on a weekly basis in recognition of the House with the highest number of Dojos each week. A House of the Year Award is given to the House with the highest number of merits across school at the end of Summer Term 1.

## **Postcards Home**

In some instances, post cards are sent home when a pupil has shown outstanding effort/achievement during a lesson or throughout the day. These are sent directly to pupils' homes or handed out during the school day.

## **Class Awards**

During the weekly Sparkle and Shine assembly, various trophies are awarded to the classes who have performed the best in reading at home, accessed Spelling Shed, Maths Shed, Times Table Rockstars and for attendance. An attendance trophy is awarded on a weekly basis to the class with the highest percentage attendance for the previous week. This is to recognise and reward good attendance and to encourage the academy community to support children whose attendance needs to improve.

## **Extra Responsibilities**

There are a number of responsibilities in the academy that pupils can apply / be nominated for. These include Head Boy and Head Girl (both from Y6), Prefects (from Y6), School Council representatives (1 from each class), Eco-warriors, Play Leaders, Librarians etc.

## **Sanctions**

Class teachers and support staff, with support from the senior leadership team, are responsible for promoting positive wellbeing through managing any behaviour which does not support the academy's ethos. Many strategies are used by staff within the academy to manage behaviour: use of positive language/rewards, de-escalation techniques, consistently high expectations and restorative conversations. For those pupils who do not uphold their individual responsibilities and do not comply with the schools' Code of Conduct or their personalised behaviour expectations, there will be certain consequences, which follow the Staged Referral System (outlined below). These will be proportionate and fair responses, which may vary according to the age of the pupils, and any other circumstances that affect the pupil's conduct. The pupil's behaviour will then be monitored closely by the class teacher with support from the senior leadership team. Incidents of unacceptable behaviour should be recorded in the SIMS behaviour log and will be monitored by the Principal to identify pupils who require further intervention.

At Thurcroft Junior Academy, the safety and well-being of our pupils is non-negotiable. Where there is a concern that children may be at risk, school staff should follow the academy's safeguarding procedure and policy. They should also consider whether continuing disruptive behaviour might be the result of an unmet educational or other need.

### **The Staged Referral and Intervention System**

A staged referral system is necessary to ensure early intervention at the appropriate level of response. Staged referral systems are used in all classrooms (either visually or discretely). It should aim to correct unacceptable behaviour and provide pupils with support to address the causes behind the behaviour. Any 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 they 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 higher levels of referral, it is expected that parents/carer will be informed of the type of intervention and involved in the support process. The following staged structure is not definitive and a pupil may not work systematically through every stage. Examples of severe behaviour will warrant immediate higher levels of intervention. For some children, this system needs to be bespoke and those children will not follow the approach outlined below.

### **The System**

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

#### **Ask**

Verbal warning – a quiet word with the pupil to let them know that their behaviour is not acceptable ('an ask')

#### **Tell**

If a second verbal warning is needed, the child has a further reminder that their behaviour is not acceptable and the consequences are clearly explained ('a tell')

#### **Reflection Time**

If a pupil continues to display inappropriate behaviour, 5 minutes of 'reflection time' will be given and this will be logged on SIMS by class teachers/support staff (as reflection time, short two word description). Reflection time should be used at the start of a break time as an opportunity for pupils to reflect and rectify their behaviour. Some specific pupils may require their reflection immediately in order for it to be effective.

#### **Purple Card**

Should a pupil continue to a fourth warning, further adult support is required in order to deal with the disruptive behaviour that is being displayed. The member of staff should seek support from a member of the senior leadership team or the inclusion team. At this point, a pupil will miss all of their break time and will need to explain their actions to a member of the senior



leadership team. Once a child receives a purple card, their parents/carers will be informed. All purple cards should be logged on SIMS by class teachers with a brief description.

### **Red Card**

If the pupil does not respond to the issue of a purple card, then the member of staff will take the child to a member of the senior leadership team or inclusion team for them to issue a red card. The pupil will then lose the privilege of their next 2 break times. All red cards should be logged on SIMS by class teachers with a brief descriptions and parents/carers informed.

For serious cases of inappropriate behaviour, a member of the senior leadership team or inclusion team may deem it necessary to issue a red card immediately, rather than moving through the full monitoring system. Such instances would need to be discussed with the Principal to ensure that the pupil has been treated fairly.

### **Playtimes**

The ask, tell, reflection time structure should also be used during play times as required to support behaviour during unstructured times. Reflection Time does not need to be reported to class teachers, unless this behaviour is becoming frequent (happening more than a couple of times each week). If a child refuses reflection time, they should be immediately be brought in to either their class teacher, a member of the inclusion team or the senior leadership team. In some instances of more sever behaviour, children should immediately be bought inside so that the incident can be appropriately investigated and dealt with by the inclusion team or senior leadership.

### **Internal Exclusion**

Internal Exclusion is staffed by members of Leadership Team or the Inclusion Team. Pupils can be placed in Internal Exclusion by the Principal. A letter is sent home explaining the reason for the sanction and the number of days the pupil will spend in Internal Exclusion. Pupils are completely isolated from the rest of the school and they are expected to display high standards of behaviour at all times. Failure to do so will result in an extension to the number of days to be spent in Internal Exclusion.

### **Fixed Period Suspension/Permanent Exclusion**

The Principal can decide to issue a fixed period of suspension from school or in the most serious cases a permanent exclusion in line with the ACET Suspension and Permanent Exclusion policy.

### **Dealing with Racist Incidents**

Racist incidents are always investigated by a senior member of staff upon receipt of a 'Reporting a Racist Incident' form. All incidents of a racial nature are recorded, 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. The number of racist incidents in school is reported to governors.

It is standard practice in school that perpetrators involved in a racial incident are spoken to about the seriousness of their actions and as a consequence, receive a minimum of a red card (which amounts to missing break the following day to spend some time reflecting on the inappropriateness of their actions with a member of staff).

Please see the Equality Policy for more details.

## **Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

See ACET Anti-Bullying Policy

## **Sexism**

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

### **Monitoring this policy**

This policy will be reviewed by the Principal and Local Governing Body at least bi-annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

### **Links with other policies**

This policy is linked to the following policies:

Suspension & Permanent Exclusion Policy

Child protection and safeguarding policy

Anti-Bullying Policy

E-Safety Policy

Violence to Staff Policy