

Behaviour and Rewards policy

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POLICY LEAD: Ruth Stone

APPROVED BY: LGB



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Mission Statement

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 at all times. 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 values:

- 1) Be kind
- 2) Speak up
- 3) Do as ALL adults ask
- 4) Be resilient

Fundamental to the behaviour within Foundations:

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



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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:

- Create a safe, caring and inclusive environment where everyone can learn and thrive.
- Promote our school values: Do as All Adults Ask, Speak Up, Be Resilient and Be Kind.
- Encourage respect, responsibility, self-discipline and positive relationships.
- Celebrate and recognise positive behaviour while maintaining high expectations for all.
- Ensure everyone is treated fairly, feels valued and receives the support they need to succeed.
- Work in partnership with pupils, staff and parents to promote consistent expectations and positive behaviour.
- Ensure the policy is understood, applied consistently and reviewed regularly to meet the needs of our school community.

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.
- Values are clear, consistent, fair and followed by all.
- Values are reviewed with staff and pupils.
- Pupils are rewarded for a high standard of behaviour each half term

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 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:

- have their efforts recognised
- be and feel safe
- be treated fairly and with respect
- learn to their full potential



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Responsibilities

Staff

- Model and promote the Thurcroft Values in everything we do.
- Maintain high expectations and respond to behaviour consistently and fairly.
- Provide a safe, inclusive environment where every pupil can thrive.
- Support the educational, social and emotional development of every child.

Pupils

- Live our Thurcroft Values: be kind, speak up, do as all adults ask, and be resilient.
- Show respect for everyone, their opinions, property and the school environment.
- Follow instructions from all adults and behave in a way that supports learning.
- Take responsibility for your behaviour and strive to make positive choices.

Parents and Carers

- Support the Thurcroft Values and work in partnership with the academy.
- Ensure your child attends school regularly, punctually and is ready to learn.
- Communicate openly with the academy to support your child's wellbeing, learning and behaviour.
- Encourage your child to take responsibility for their actions and celebrate their successes

Rewards

Through consistent recognition of positive choices, we aim to:

- Celebrate pupils who consistently demonstrate the Thurcroft Values.
- Promote positive attitudes towards learning, behaviour and relationships.
- Encourage pupils to take pride in their achievements, effort and personal growth.
- Build confidence, self-esteem and resilience through meaningful recognition.
- Foster a positive, inclusive school community where kindness, respect and responsibility are valued.
- Recognise every child's individual strengths, progress and contribution to school life.

Pupils may be recognised through a range of rewards, including verbal praise, Dojo points, certificates, postcards home, celebration assemblies and other whole-school and class-based rewards.



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End of Term Behaviour Reward

To recognise pupils who consistently demonstrate the academy's values and make positive behaviour choices, an end-of-term reward will be provided for pupils who have received no more than three Red Cards or a suspension during that term.

This reward celebrates pupils who consistently contribute to a safe, respectful and positive learning environment and reflects our commitment to recognising sustained positive behaviour alongside academic achievement.

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:

- o Verbal praise and encouragement
- o Positive comments on work or in a pupil's planner
- o Stickers from members of staff
- o Postcards home
- o Dojos
- o Celebration assemblies
- o Being added to the class school values display
- o End of term rewards for all pupils who display exemplary behaviour

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.

Celebration Assembly

Every Friday, during celebration assembly, each class teacher nominates a child who has consistently demonstrated our school values. These children will have a certificate presented to them in assembly, which they then take home along with a treat. Children will also be presented with the class star cushion which they will have the opportunity to sit on for the following week.



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Class Dojos

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:

- Displaying our four school values
- 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
- 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.

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 Bromcom 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 need.



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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/carers 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 Bromcom 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 Bromcom 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



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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 brought in to either their class teacher, a member of the inclusion team or the senior leadership team. In some instances of more severe behaviour, children should immediately be brought 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. If a child has received an internal exclusion, this is communicated with parents 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.



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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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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



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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



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