



TEMPLE NORMANTON JUNIOR ACADEMY BEHAVIOUR AND REWARDS POLICY			
DOCUMENT CONTROL			
Policy Level	Academy		
Approved by	Local Governing Body		
Approved Date	September 2023		
Next Review Date	September 2025	Frequency	Every Two Years
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Version Number	Date Issued	Updated Information	
1.0	September 2023	Updated policy	

Mission Statement

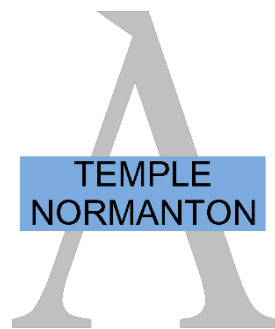
'EXCELSIOR' – Ever upwards.

At Temple Normanton 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.



In our academy we strongly believe that high standards of behaviour lie at the heart of a successful school, and our children's needs are at the heart of our provision.

High expectations and standards of behaviour are essential in order for Temple Normanton to achieve its vision of being a place where children can achieve their full potential, and where partnerships between teacher and child are based upon trust, respect and an ethos of mutual care and consideration.

To achieve this vision, we must work as a community and that specifically involves ensuring that partnerships with parents and carers are strong. It is our shared belief that behaviour management is everyone's concern and responsibility.

Our aim is to ensure that strategies employed in school do not simply reward children for good behaviour and punish them for bad, but help them to learn from their mistakes and teach them how to make better choices should they find themselves in similar circumstances again.

Good, fair and consistent behaviour management strategies teach children that they are in control, and that the power to make a good or bad choice is within them and not something that they should look to someone else for. Every individual has the right to feel safe in school; this will happen when every individual takes responsibility for making the right choices.

We know that by working together we can inspire our children to become successful in all they do and to develop a life-long thirst for learning.

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 majority of the pupils at Temple Normanton 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 expects.
- To value the rights of the individual.
- To raise pupil's 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 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 cooperation, 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 Temple Normanton Junior Academy have certain responsibilities and rights.

Responsibilities

Staff	Pupils	Parents/Carers
To lead by example.	To support and care for each other and to treat others fairly and with respect.	To be aware of the academy's value and expectations.
To be consistent in all interaction with pupils.	To respect each other's property and work.	To support the values and expectations of the academy.
To encourage the aims and values of the academy among the pupils.	To listen to others, respect their opinions and recognise their efforts.	To ensure that pupils arrive on time each day in full academy uniform and with equipment.
To have high expectations of the pupils.	To behave in a way that allows other pupils to learn.	To communicate to the academy any necessary information that will
To meet the educational, social and		

<p>behavioural needs of the pupils.</p> <p>To provide an appropriate curriculum.</p> <p>To provide a clean, pleasant and safe environment in which pupils can work.</p>	<p>To do as instructed by all members of staff (teaching and support staff).</p> <p>To observe the Code of Conduct at all times.</p> <p>To keep the academy clean and pleasant</p>	<p>help to support the education of their child.</p>
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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.
- Recognising and celebrating good behaviour as well as academic achievement.
- Recognising pupils' efforts and behaviour through verbal praise, stickers or merits.
- Positive comments on work or in pupil's planner.
- Celebration assemblies.
- Positive reinforcement of good behaviour by any member of staff.
- Sharing good behaviour, efforts and achievement with parents.

Wall Of Wonder Assemblies

Every week we celebrate the children's achievements in a WOW assembly. This special assembly gives the children the chance to be recognised for their behaviour, efforts and achievements. Pupils recognised in these celebration assemblies receive certificates to take home and share with their families and are also added to the Wall of Wonder in the school hall.

Impeccable Behaviour Assemblies

Every term we will hold an Impeccable Behaviour Assembly where we will celebrate our positive behaviour in school. Pupils whose behaviour has been impeccable both in lessons and during unstructured times of the day will receive a reward in recognition. Pupils are identified for this reward if they have not received any purple, yellow or red cards within the half term period. Pupils who have been impeccable over the whole year are invited to a special event at the end of the school year.

Display of pupils' work

This gives recognition to pupils for their efforts in lessons and encourages children to take pride and feel proud about their learning. House merits are awarded for children's work that is displayed in school.

Awarding of Merits

Merits can be awarded for positive contribution to academy life made by a pupil. Merits are available in four different colours, each representing the house that a pupils belongs to. Merits can be given as a reward by any member of staff for pupils to post into the relevant House collection box in their classroom. Children can gain merits for good work, effort and behaviour as well as for other things such as helping at academy events, taking part in extracurricular activities etc.

House merits are collected and counted weekly by the Head Boy and head Girl and weekly and running totals are shared in assembly each week. At the end of each half term, the house with the most merits receives a reward. At the end of the school year, the House with the most merits receives the House of the Year Award.

Reasons for awarding a merit could be:

- Excellent piece of class work or homework.
- Making a particularly good contribution to lessons.
- Having a go when asked questions.
- Sharing with others what they have learnt in a lesson.
- Showing perseverance and resilience.
- Achieving a mark / level which is above target.
- Excellent support of other pupils/staff.
- Excellent manners.

Temple Normanton Houses

The children will be divided into four houses; Hardwick, Cavendish, Allwood and Arkwright.

Hardwick - Green Crest

Cavendish - Blue Crest

Allwood - Purple Crest

Arkwright - Red Crest

Pupils' code of conduct

Acceptable behaviour in Temple Normanton 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 at Temple Normanton Junior Academy. A copy of the Code of Conduct is in the pupils' planner.

Code of Conduct

1. Always treat others the way you would like to be treated.
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 school. Never run or barge, but be ready to help, open doors, stand back to let people pass. Always keep to the left hand side when moving around the academy.
4. Always speak politely to everyone. Shouting is usually discourteous. Swearing and offensive language are never acceptable.
5. Keep the academy clean and tidy so that it is a welcoming place we can all be proud of. 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. Never indulge in unsociable behaviour such as spitting and chewing gum.
7. When going to and from school, or when out on a school trip, continue to behave with courtesy and consideration.

Behaviour for Learning at Temple Normanton Junior Academy

The five 'R's

We encourage the children to demonstrate positive attitudes and behaviours which are necessary to ensure they feel safe and happy, and are able to learn effectively. Children are encouraged to be:

- Respectful
- Responsible
- Resilient
- Reflective
- Ready to learn (**R**ight-minded, **E**quipped, **A**lert, **D**etermined, and ready to say **YES!**)

These behaviours and attitudes are promoted and celebrated through assemblies and displays and through recognition in pupils.

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.

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 the SIMS behaviour log 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 multiagency 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.

Working with Parents

The school strongly believes in working in partnership with parents to ensure that all members of the school community contribute to the creation of a positive learning environment.

Parents are asked to:

- Treat all members of the school community with respect and kindness.

- Support and work with the school to ensure that the school's policies are upheld and followed.
- Allow school appropriate time to investigate and concerns parents/carers raise.
- Be willing to attend meetings together with their child at a mutually convenient time.

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;

Step 1 - Verbal warning – a quiet word with the pupil to let them know that their behaviour is not acceptable. Pupils are positively encouraged and supported to change their behaviour.

Step 2 – Second Verbal Warning – the pupil has a further reminder that their behaviour is not acceptable and the potential consequence of a purple card is clearly explained. Pupils are encouraged and supported to make positive changes.

Step 3 – **PURPLE CARD** – if a pupil continues to display inappropriate behaviour a purple card will be issued. The card is given to the child as a visual reminder that their behaviour is not acceptable and pupils will have a reflective conversation with their teacher in their next break time. A record of the behaviour card will be recorded on the academy behaviour log and the class teacher will inform parents at the end of the day.

Step 4 - If a pupil does not respond to the Purple Card then the member of staff will issue a **YELLOW CARD** which will be recorded on the academy behaviour log. Pupils will miss the privilege of a morning break. This is the last opportunity for a pupil to modify their behaviour before a red card is issued. The class teacher will inform parents at the end of the day.

Step 5 - If a pupil does not respond to the issue of yellow card, then the member of staff will issue a **RED CARD**. The pupil will then lose break times for a day and will be sent to see the Principal or member of the Leadership Team. The class teacher will inform parents at the end of the day and a record of the conversation will be made on SIMS.

For serious cases of inappropriate behaviour, a member of staff may deem it necessary to issue an instant Red card, rather than moving through the full monitoring system.

If further adult support is required in order to deal with disruptive behaviour, the member of staff should seek support from the Principal.

Back on Track (Sticker/Reward Chart)

A child who requires constant reminders of how to behave, and is still receiving a number of cards could be, after consultation with parents, placed on a behaviour chart. The chart will have specific targets for the child and will be completed to show whether these have been achieved or not within lessons and unstructured times of the day. The chart will be sent home each evening and the parent/carer will be expected to support the monitoring by checking the chart each day. Sanctions for failure to improve will be applied and pupils who fail to achieve agreed targets should expect these. Pupils who successfully improve and complete their 'Back on Track' chart, will be removed from the monitoring system. Pupils who do not succeed will be moved to the next level.

Need to Improve Booklet

This will be issued by the Principal/Assistant Vice Principal as a result of persistent unacceptable behaviour in class or at unstructured times of the day as evidenced through the behaviour log, failure to improve on the 'Back on Track' sticker/reward chart or as a result of incidences of serious misbehaviour. Parents/Carers will be informed and expected to support the behaviour monitoring by checking and signing the report each day. The Need to Improve Booklet will contain clear targets that have been discussed with both the child and parents/carers.

The pupil's behaviour will be graded each lesson by the teacher according to the following criteria:

- 1 = Impeccable behaviour met during the lesson. All instructions followed and targets met.
- 2 = Verbal warning or purple card given or targets partially met.
- 3 = Yellow or Red card issued or targets not met.

Persistent failure by a pupil to achieve 1 or 2 on the 'Need to Improve' report or for serious incidents where a pupil fails to follow the code of conduct, the Leadership Team will call a meeting with Parents or Carers.

Support to Succeed (Personalised Timetable & Multi-Agency Involvement)

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 to external agency intervention.

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

Isolation

Isolation is staffed by the Principal or member of the Leadership Team. Pupils can be placed in isolation for one day for reasons which may include non-compliance with uniform,

calming down period after an incident with another pupil, refusal to follow instructions, disrespectful behaviour towards staff / another pupil(s).

Internal Exclusion

Internal Exclusion is staffed by Senior Leaders. Pupils can be placed in Internal Exclusion by the Principal. A letter is sent home explaining the reason for the Exclusion and the number of days the pupil will spend in Internal Exclusion. Pupils are completely isolated from the rest of the academy 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.

Suspension/Permanent Exclusion

The Principal can decide to issue a suspension from academy or in the most serious cases a permanent exclusion.

Dealing with Racist Incidents

Racist incidents are always investigated by the Principal upon receipt of a 'Reporting a Racist Incident' form. All incidents of a racist nature are reported and reported to the Local Governing Body. 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.

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, receive a minimum of a red card which amounts to missing break times the following day to spend some time reflecting on the inappropriateness of their actions with a member of staff.

Dealing with Sexist Comments or Incidents

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. **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.

Please see the Equality Policy for more details.

All enquiries regarding behaviour, including complaints should be made to Leica Carter, Principal, Temple Normanton Junior Academy.

Policy review date: September 2025