



**Aston Community
Education Trust**

Temple Normanton Junior Academy Behaviour and Rewards Policy

DATE: October 2024

POLICY LEAD: Principal

APPROVED BY: Local Governing Body



Excellence



Equity



Empowerment



Esteem

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BUSINESS LEAD	LEICA CARTER	AUTHOR	LEICA CARTER
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V1	September 2023	Updated policy	
V2	January 2024	Re-wording of rewards	
V3	October 2024	Re-wording of staged referral. Addition of anti-bullying section.	

Mission Statement

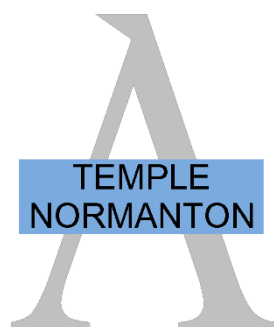
'EXCELSIOR' – Ever upwards.

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.



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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 their 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.

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 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.

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

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 help to support the education of their child.
To meet the educational, social and behavioural needs of the pupils.	To do as instructed by all members of staff (teaching and support staff).	
To provide an appropriate curriculum.		
To provide a clean, pleasant and safe	To observe the Code of Conduct at all times.	

environment in which pupils can work.	To keep the academy clean and pleasant	
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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.

Rewards

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

The purpose of rewards is:

- To 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 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 Dojos.
- 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 Stamps

Pupils who demonstrate high standards of behaviour and who have not received any reflection or consequence points throughout the week, will receive a stamp on the 'Impeccable Behaviour' page of their planner.

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 Dojos are awarded for children's work that is displayed in school.

Awarding of Dojos

Dojos can be awarded for positive contribution to academy life made by a pupil. Dojos can be given as a reward by any member of staff for good work, effort and behaviour as well as for other things such as helping at academy events, taking part in extracurricular activities etc.

Children earn Dojos both for themselves and for their House team. The children are divided into four houses; Hardwick, Cavendish, Allwood and Arkwright. Weekly and running totals of dojos earned are shared and celebrated in assembly each week. At the end of each half term, the house with the most Dojos receives a reward. At the end of the school year, the House with the most Dojos receives the House of the Year Award.

Other Rewards

Other rewards given throughout the week or term include those for home reading, accessing Times Tables Rockstars and Spelling shed, and for attendance.

Extra Responsibilities

There are a number of responsibilities in the academy that pupils can apply / be nominated for. These include Head pupil roles, School Council representatives, Eco-committee, iVengers, Mini-Leaders, Librarians etc.

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 by the class teacher with support from the leadership team.

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. They should also consider whether continuing disruptive behaviour might be the result of unmet needs.

Incidents of unacceptable behaviour should be recorded on SIMS, giving a brief description of the incident and the action taken as a result. The Principal will monitor the entries 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.

Pupils should be able to move up and down the continuum. If a pupil responds positively to support at any particular Stage, 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 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. Some children may require a more bespoke system and 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 reminders about what is expected of their behaviour and for the vast majority of pupils, the following reminders will be sufficient;

Ask – 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.

Tell - the pupil has a further reminder (now a 'tell') that their behaviour is not acceptable. Pupils are told to 'stop and think' and the potential consequences are clearly explained. Pupils are encouraged and supported to make positive changes.

Reflection – If a pupil continues to display inappropriate behaviour after a 'tell', 'reflection time' will be given. Pupils will miss part of their break time and have to explain their actions to a member of staff. Reflection Points will be logged on SIMS and parents will be informed. Reflection time should be used as an opportunity for pupils to reflect on and rectify their behaviour. The issue of reflection time will be monitored and, in the case of repeated issue of points, parents/carers will be informed and a discussion about next steps will take place.

Consequence - If a child continues to display disruptive behaviour following reflection, they will receive a consequence and will need to explain their actions to a member of the leadership team. This will be

recorded on SIMS and parents will be informed. The potential of consequences will have been clearly explained at the 'Reflection' stage and may include, but are not limited to, the following:

- Time learning outside the classroom in another class
- Time learning outside the classroom with a member of SLT
- Time at break/lunch to catch up on missed learning
- Time at break/lunch to hold restorative conversation with an adult
- Removal of roles of responsibility
- Fixing/repairing mess/damage
- Lost privilege of engaging in break/lunch activities with peers

For serious cases of inappropriate behaviour, a member of staff may deem it necessary to issue a consequence immediately rather than moving through the system. Such instances will be discussed to ensure the pupil has been treated fairly. This will be recorded on SIMS and parents informed.

Report Card (Y1-Y6)

A child who requires those constant reminders of how to behave, but is still receiving a number of 'reflection' sessions, may, after consultation with parents/carers, be placed on a report card. This has measurable targets that the child can work on achieving and the card is sent to/from home every evening. This will be logged on SIMS.

Internal Exclusion

Internal Exclusion is staffed by Senior Leaders. Parents/carers are informed about Internal Exclusion, the reasons why, and the number of days the pupil will spend in Internal Exclusion. The pupil will be provided work by the class teacher to ensure curriculum entitlement is maintained. Pupils are completely isolated from the rest of the academy and they are expected to display high standards of behaviour at all times. This will be logged on SIMS.

Suspension / Permanent Exclusion

The Principal, or Vice Principal in their absence, can decide to issue a suspension from the academy. Parents/carers will be contacted and will be expected to make immediate arrangement for the collection of their child from the academy premises. A letter will be given to the parent/carer that same day. This will be logged on SIMS.

Pupils, parents and staff will be consulted with at parents' evenings and other time throughout the year to gain feedback and identify any actions needing to be taken regarding the consistency and adherence to policy.

Anti-Bullying

Temple Normanton Junior Academy is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied.

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.

- Pupils who bully need to learn different ways of behaving.

We recognise that many children and young people will experience conflict in their relationships with other children and young people, and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

We discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying behaviour can cause harm to an individual or group either physically or emotionally. It can happen face to face or online.

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"> ● 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)

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as RSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off

argument. An annual 'Anti-bullying Week' is held to further raise awareness. Online safety is an important part of the curriculum and information is shared with parents through newsletters and the academy website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Reporting bullying

In our school, pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to an adult in school whether the bullying is happening inside or outside of school. Parents are also encouraged to report concerns to an adult in school. This is normally the class teacher or principal.

When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Responding to Bullying

All cases of alleged bullying should be reported to the Principal or senior member of staff. In any case of alleged bullying, either the class teacher, the principal, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Principal or senior leader should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should be fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on SIMS and My Concern, and parents of both parties informed. If the situation does not improve, the Principal or senior leader should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved.

Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

All incidences of alleged and actual bullying are reported to the LGB.

Links with other policies

This policy is linked to the following policies:

- Suspension & Permanent Exclusion Policy
- Child protection and safeguarding policy
- E-Safety Policy
- Violence to Staff Policy

Policy review date: September 2025