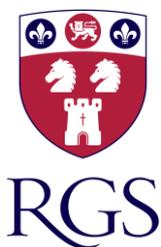




**JUNIOR SCHOOL  
BEHAVIOUR,  
REWARDS AND  
SANCTIONS  
POLICY**



RGS



# JUNIOR SCHOOL BEHAVIOUR, REWARDS AND SANCTIONS POLICY

Newcastle upon Tyne Royal Grammar School

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## INTRODUCTION

Good behaviour is necessary for the safety and wellbeing for everyone in school. Promoting positive behaviour in school is a joint responsibility of all the staff and this policy is set out to ensure consistency of approach cross the school.

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## PRINCIPLES

- To create an environment that encourages and reinforces good behaviour;
  - to define acceptable standards of behaviour;
  - to encourage consistency of response to both positive and negative behaviour;
  - to promote self-esteem, self-discipline and positive relationships;
  - to ensure that the school's expectations and strategies are widely known and understood;
  - to encourage the involvement of both home and school in the implementation of this policy; and
  - to clarify rewards and sanctions, and their application.
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## STANDARDS OF BEHAVIOUR

The children bring to school a wide variety of behavioural patterns based on differences in home values, attitudes and parenting skills. At school, we endeavour to work towards standards and behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those that reflect these principles. We measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

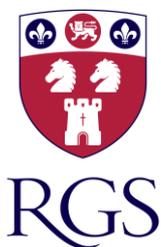
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## SCHOOL ETHOS

All adults who have contact with the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should aim to:

- Create a calm atmosphere in which children can learn effectively;
  - create a positive climate with realistic expectations;
  - emphasise the importance of being valued as an individual within the group;
  - promote, through example, honesty, courtesy, kindness, respect and understanding of the needs of others;
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- help children develop an understanding of their behaviour appropriate to different settings;
- provide a caring and effective learning environment;
- ensure fair treatment for all regardless of age, gender, race, ability, disability and sex;
- show appreciation of the efforts and contribution of all;
- promote high expectations of learning, conduct and self-discipline; and
- promote correct use of digital technology.

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## **CLASSROOM MANAGEMENT**

We aim to provide a learning environment that is conducive to good behaviour. Resources and materials are organised in such a way as to minimise disruption. Children are encouraged to be independent learners and who can then take responsibility for their learning.

- By providing a welcoming environment in the school through the display of children's work, children see that their work is valued.
- Collaboration through paired and group work is actively encouraged.
- Teaching routinely incorporates activities designed to promote pupils' social skills and emotional development.
- Appropriate behaviours are taught and reinforced on a regular basis.
- Pupils are taught to share and co-operate, make informed choices and understand consequences.
- Pupils are encouraged to reflect upon and identify their own strengths and to recognise and value diversity within the classroom.
- Instances of positive behaviour are quickly acknowledged and celebrated by staff and peers.

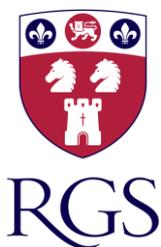
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## **RULES AND PROCEDURES**

Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures are:

- Kept to a minimum;
- positively stated, telling the children what to do rather than what not to do;
- discussed and promoted at the beginning of the year;
- displayed in the classroom and may be adapted during the year;
- consistently applied and reinforced; and
- used to promote the idea that every member of the school has responsibilities towards the whole school.



## **JUNIOR SCHOOL CODE OF CONDUCT**

The **JUNIOR SCHOOL CODE OF CONDUCT** (see appendix) is communicated to staff, children and parents through the Family Handbook, school planner and they are posted on the wall in each classroom. It is also referred to in assemblies.

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## **REWARDS**

Our emphasis is on rewards to reinforce good behaviour, rather than singling out or highlighting a student's failure. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Teachers reward pupils in a variety of ways, including:

- Positive reinforcement through comments/conversation;
- merits and Headmaster's Merits are awarded to all children (book tokens for the students with the highest number of merits each term are awarded by the Head in the end of term assembly);
- tokens are awarded to classes for positive attitude and behavior;
- prizes are awarded at Prize-giving for sporting, creative and academic success and endeavour;
- recognition and celebration of achievements gained both in and outside of school (in assemblies and in the Bulletin); and
- representing the school on sporting fixtures, creative art events and school trips.

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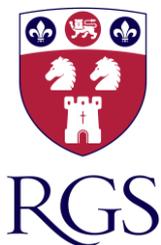
## **SANCTIONS**

Although rewards are central to the encouragement of good behaviour, we recognise there is a need for sanctions to register the disapproval of unacceptable behaviour.

- For all misdemeanours, staff should talk to children about the situation and the circumstances which lead to the issue;
- in discussion with the child, advice/guidance should be given to a better course of action;
- it must be clear why the sanction is being applied;
- it must be made clear what changes in behaviour are required to avoid future punishment;
- the sanction must be appropriate to the level of misdemeanour; and
- children may be given a warning followed by a sanction if the behaviour does not improve.

Sanctions may be required for, but not limited to, the following:

- Unacceptable conduct including consistent low-level disruption;
- for hurtful behavior including physical violence;
- if children demonstrate a lack of respect for the property either school or personal



property;

- insolence;
- when children consistently produce poor quality work/are not working to their full potential;
- failure to complete homework;
- bullying/cyber-bullying;
- incidents where terrorism is supported or extremist attitudes are demonstrated;
- racism or intolerance of different faiths;
- disrespect/rudeness/deliberate insolence to members of the school community;
- vandalism;
- theft; or
- deceit.

Application of sanctions:

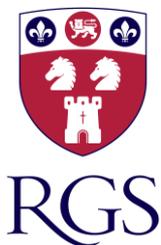
- verbal reprimand;
- completion of extra or alternative work;
- time out in an identified area;
- withdrawn privileges (eg: 'favoured' activities, team selection);
- teacher dealing with the incident contacting parents;
- apologising for the misdemeanour (written or verbal);
- written reflection of the misbehaviour;
- school/peer benefit action (eg: tidying rooms, helping others, cleaning kit);
- for serious offences or repeated offences, an after-school detention will be given;
- for some serious offences, the Head will contact the parents immediately, who may be asked to take the child home;
- pupils sent to speak to a member of the Junior School Leadership Team; or
- behaviour modification programmes may be set up (with support from specialists where necessary eg: SENTASS, behavioural support advisors, occupational therapists).

Wherever possible and appropriate, the punishment should link directly to the negative behaviour demonstrated (eg: pupils who have drawn on desks should be asked to clean them/tidy the classroom).

Empathy should be demonstrated where external factors may have led a child to misbehave in an uncharacteristic manner.

*In determining whether a punishment is reasonable account must be taken of the pupil's age, SEND and any religious requirements affecting them (Education & Inspections Act 2016).*

**CORPORAL PUNISHMENT OR THE THREAT OF IT IS EXPRESSLY FORBIDDEN, INCLUDING FOR THOSE ACTING IN LOCO PARENTIS.**



## **MULTI-AGENCY ASSESSMENT**

The school will request multi-agency assessment if a pupil's behaviour is continuously disruptive and is not improving.

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## **COMMUNICATION AND PARENTAL PARTNERSHIP**

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour.

Parents are expected to monitor and sign their child's planner on a daily basis. Form Teachers also monitor and sign these every day (*signing planners every day will not be possible during the COVID restrictions but daily monitoring will still take place*).

Parents are encouraged to use the planner as a form of communication with school.

Staff are expected to note in the planner if homework is late or has not been completed.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the form teacher, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head, Assistant Head (Pastoral) and all relevant staff so that strategies can be discussed and agreed before more formal steps are required.

The school will communicate this policy and expectations to parents through the website and Family Handbook. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and any further disciplinary action will be discussed with the parents.

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## **RECORDING OF INCIDENTS OF UNACCEPTABLE BEHAVIOUR**

Incidents should be recorded in writing or in typed format and copies should be sent to the Head and the pupil's file. The member of staff dealing with the incident should also maintain a copy.

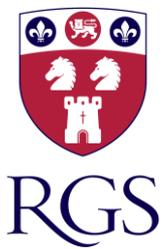
Staff issuing an after school detention should complete a 'pink' detention form. The Head should be notified of the detention before it is given to the child to take home to be signed by a parent. When it is returned to school, a copy should be sent to the Assistant Head (Pastoral) Junior School (who will log the detention on the Detention Register) and the original should be placed in the child's file.

Incidents of bullying should be logged on the bullying register by the Assistant Head (Pastoral).

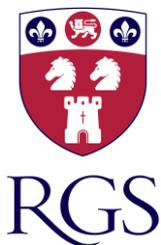
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## **COVID AMENDMENTS**

- Any children who are seen not following the Junior School Charter will be quietly spoken to by the member of staff who observes the situation and reminded what they should be doing.
  - Anybody repeatedly not following the charter will be spoken to by their class teacher and also by the Head of the Junior School or another member of the Junior School Leadership Team.
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- If there is a situation where further action needs to be taken, this will be dealt with on a case by case basis, with each child's individual circumstances being taken into account.
  - Staff will be unable to sign planners every day whilst restrictions are in place but will conduct daily visual checks. Any notices that need to be added by staff will be added on a sticker.
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## APPENDIX 1

### CODE OF CONDUCT – SCHOOL RULES FOR CHILDREN

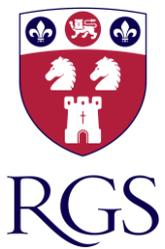
Remember that it is important to treat others as you would like to be treated yourself; show respect to those around you and remember that the impression we give both inside and outside school is important. Be proud of yourself and your school.

As a pupil of the Royal Grammar Junior School, I agree to:

1. be COURTEOUS and CONSIDERATE at all times, open doors for adults and younger children, speak quietly, behave in an orderly manner in and around class and around school.
2. be POLITE at all times, using 'please' and 'thank you'; address people politely and call staff by their name.
3. be CONSIDERATE towards:
  - a) OTHERS. I will treat them as we would wish to be treated and I will always be honest.
  - b) PERSONAL BELONGINGS AND PROPERTY. I will be responsible for property and belongings. If I borrow something I will return it in the same condition that I borrowed it. I will not use other people's property without permission.
  - c) THE SCHOOL BUILDINGS. I must be careful with school property, look after it carefully and take pride in helping to keep the building tidy.
4. be PROMPT to lessons and quiet if asked to line up outside a classroom. If for any reason the class is unsupervised, I shall get a book out and read quietly.
5. be SENSIBLE in the classroom, make good use of our time and always be ready for lessons. I must pay attention in lessons, and make a note of all homework in my Homework Diary.
6. be aware of my CONDUCT around school and during playtime. I will not spoil other children's games.
7. be smart and well-presented and wear my uniform correctly. I shall always try hard and produce neat, accurate work.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

JN Miller  
Junior School Head



## CONTACT DETAILS

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