

JUNIOR SCHOOL BEHAVIOUR, REWARDS AND SANCTIONS POLICY



RGS

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Newcastle upon Tyne Royal Grammar School

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.

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;
 - 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.

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;
- 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, sex, race, ability, disability, sexual orientation, religion or belief;
- show appreciation of the efforts and contribution of all;
- promote high expectations of learning, conduct and self-discipline;
- promote correct use of digital technology.

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.

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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.

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;
- 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* and the *Classroom expectations* (see appendix) are communicated to staff, children and parents through the Family Handbook, school planner and is posted on the wall in each classroom. It is also referred to in assemblies.

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. Praise should focus on good behaviour and the effort put into work, as well as the outcome of it.

Teachers reward pupils in a variety of ways, including:

- Positive reinforcement through comments/conversation;
- merits and Head Teacher'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 behaviour;
- prizes are awarded at Prize-giving for sporting, creative and academic success and effort;
- recognition and celebration of achievements gained both in and outside of school (in assemblies and in the Bulletin);
- representing the school on sporting fixtures, creative art events and school trips.

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;
- children may be given a warning followed by a sanction if the behaviour does not improve.

Further details and guidance can be found in appendix 2. (The child-friendly positive behaviour poster, the classroom expectations and the negative behaviour chart should be displayed together in each 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.

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.

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 Headteacher, Assistant Head Pastoral and all relevant staff so that strategies can be discussed and agreed before more formal steps are required. This information will also be recorded on CPOMS.

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.

RECORDING OF INCIDENTS OF UNACCEPTABLE BEHAVIOUR

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Incidents should be recorded on CPOMS by the member of staff dealing with the incident, copying relevant staff into that communication.

Staff issuing an after school restorative session should complete the necessary form. Before the form goes home, the Head should be notified and the Assistant Head Pastoral should be consulted to arrange a suitable date and time for the session. When the form is returned to school, the original should be placed in the child's file and a copy should be sent to the Assistant Head Pastoral.

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

STUDENT VOICE AND FAIRNESS:

Any student who feels unfairly treated has the right to discuss their concerns with any member of staff. Students are able to report concerns anonymously by using the worry boxes posted in Lambton and Brandling House, to speak in confidence to the school counsellor, nurses or doctor and can email trusted adults in school if they feel they don't want to talk face to face.

CONTACT DETAILS

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Tel: 0191 281 5711

General enquiries: hm@rgs.newcastle.sch.uk or communications@rgs.newcastle.sch.uk
www.rgs.newcastle.sch.uk



Actions:

Helping each other
Giving your best effort to everything you do
Being polite and friendly to others
Being kind and considerate
Following the code of conduct



Consequences:

Happy Staff + Happy Children = Happy School
Feel good / others feel good
Tokens for the class (form breakfasts)
Merits
Mentioned in the bulletin
Make more friends
Positive comments from staff
Mentioned in assembly



APPENDIX 1

RGS Junior School Code of Conduct At the RGS Junior School, we are:

Able Strong Calm Kind



I am **responsible** for myself and **curious** about the world



I am keen to show my **individuality** and to embrace **failure** in pursuit of **progress**



I **pause** before reacting and compare myself only to myself



I am **caring** and **compassionate** towards myself and others

Signed: _____ Date: _____

J N Miller

Headteacher



Classroom Lesson Expectations

Be respectful in all you do



- When entering the classroom, please do so calmly and go straight to your workspace
- Whilst waiting for the teacher, you must be gainfully occupied
- Show you are listening carefully
- Follow instructions carefully & promptly
- Be organised with the correct equipment
- Focus on the task
- Always do your best



RGS JS Disciplinary Guide (updated September 2022) To be used in **strong association** with teacher judgement. Consideration **MUST** be given to individual circumstances

Category	Likely Behaviours	Possible Sanctions	Action Taken
Strike	<ul style="list-style-type: none"> Talking in line after break Low-level disruptions in lessons Homework not completed/handed in Inappropriate dress 	<ul style="list-style-type: none"> strike 	<ul style="list-style-type: none"> strike automated email home after 3 strikes in a day follow-up discussion with form teacher
Minor	<ul style="list-style-type: none"> Unacceptable / unruly behaviour at lunch Unsafe behaviour Unkind behaviour at play 	<ul style="list-style-type: none"> Verbal Warning Missed break time (supervised by the teacher witnessing the behaviour) School/peer benefit activity Polite note written in planner alerting parents to the event Form teacher informed 	<ul style="list-style-type: none"> Worthy punishment for discretion Form teacher made aware
Moderate	<ul style="list-style-type: none"> Repeats minor behaviour more than once within a short time frame Persistent unsafe behaviour Name-calling Continual disruption to others Consistently producing poor quality work/not working to full potential Anti-social behaviour towards others 	<ul style="list-style-type: none"> Member of staff dealing with issue enters into CPOMS & alerts form teacher Assistant Head Pastoral (AHP) informed Student completes reflection sheet/letter of apology School/peer benefit activity Parents informed via call home, email or chat with parent collecting the child at the end of the day Redoing poor quality work/completing alternative work Incidents mentioned in Friday morning staff pastoral meeting 	<ul style="list-style-type: none"> CPOMS AHP informed Form Teacher made aware Parents made aware Appropriate sanction given Mentioned in pastoral meeting
Severe	<ul style="list-style-type: none"> Disrespectful and abusive language and gestures Threatening comments Deliberate defiance of authority Repetition of moderate behaviour on more than one occasion 	<ul style="list-style-type: none"> Member of staff dealing with issue enters into CPOMS & alerts form teacher Matter then referred to AHP pupil to complete reflection sheet/letter of apology Parents contacted. Removal of a privilege (e.g. missing an activity/sporting fixture, playtime, etc) After school detention Incident mentioned in Friday morning staff pastoral meeting 	<ul style="list-style-type: none"> CPOMS Matter referred to AHP Form Teacher made aware Parents made aware Appropriate sanction given Mentioned in pastoral meeting
Very Severe	<ul style="list-style-type: none"> Repeats severe behaviour on more than one occasion Deliberate violence towards another person Incidents of cyber-bullying 	<ul style="list-style-type: none"> Member of staff dealing with issue enters into CPOMS & alerts form teacher Matter referred to AHP & Deputy Head or Head. Parents contacted – staff to meet with parents in person Removal of a privilege (e.g. missing an activity/sporting fixture, playtime, etc) Reflective session, during a break with agreed member of staff After school restorative session with AHP Behaviour modification programme (eg: report book, regular meeting with a specific member of staff) Incident mentioned in Friday morning staff pastoral meeting 	<ul style="list-style-type: none"> CPOMS Matter referred to AHP & DH/H Form Teacher made aware Parents made aware Appropriate sanction given Mentioned in pastoral meeting
Extreme	<ul style="list-style-type: none"> Persistent bullying/cyber-bullying Deliberately damaging, defacing or stealing of property Serious incidents of violence towards another person Incidents of racism or intolerance of other faiths, religion, age, disability or gender Incidents where terrorism is supported or extremist attitudes are demonstrated 	<ul style="list-style-type: none"> Member of staff dealing with issue enters into CPOMS & alerts form teacher Matter then referred, via AHP/Deputy Head, to the Head. Face to face meeting with parents (follow-up letter if necessary) Removal of a privilege (e.g. missing an activity/sporting fixture, playtime, etc) After school restorative session with AHP Reflective activity set (eg: a project to complete at home/activity completed in school) Behaviour modification programme Formal suspension or in extreme cases, exclusion, may follow Incident mentioned in Friday morning staff pastoral meeting 	<ul style="list-style-type: none"> CPOMS Matter referred to Headteacher Form Teacher made aware Parents made aware Appropriate sanction given Mentioned in pastoral meeting

Negative Behaviour at RGS and the Consequences

Likely Behaviour	Level	Possible Consequences
<ul style="list-style-type: none"> • Talking in line after break • Homework not completed/handed in • Uniform not correctly worn (eg: no school shoes, shirt hanging out) • Not adhering to Classroom Expectations 	STRIKE	<ul style="list-style-type: none"> • Strike • Automated email home after 3 strikes
<ul style="list-style-type: none"> • Unacceptable behaviour at lunch (eg: messing with somebody's meal) • Unsafe behaviour (eg: pushing and shoving) • Unkind behaviour at play 	ONE	<ul style="list-style-type: none"> • Spoken warning • Missed break time (supervised by the teacher witnessing the behaviour) • Given a job to complete (eg: tidying the classroom) • A note put in your planner • Class teacher told
<ul style="list-style-type: none"> • Continuing to do something from level 1 • Calling people names or threatening somebody • Continual disruption to others • Consistently producing poor quality work/not working to full potential • Anti-social behaviour towards others 	TWO	<ul style="list-style-type: none"> • Mrs Wall and other teachers who teach you will be told • Fill-in a reflection sheet or write a letter of apology • Given a job to do (eg: tidy the classroom) • Your parents will be told (a call, an email or a chat at the end of the day) • Redoing poor quality work/completing alternative work
<ul style="list-style-type: none"> • Disrespectful or rude language/ behaviour used • Deliberate disobeying a member of staff • Misuse of technology (eg: misuse of the internet in a lesson) • Repetition of level 2 behaviour on more than one occasion • cyber-bullying 	THREE	<ul style="list-style-type: none"> • A combination of the sanctions below will be given: • Mrs Wall and other teachers who teach you will be told • Fill-in a reflection sheet or write a letter of apology • Given a job to do (eg: tidy the classroom) • Your parents will be told (a call, an email or a chat at the end of the day) • Removal of a privilege (eg: missing an activity/sporting fixture) • Attending an after school session with Mrs Wall
<ul style="list-style-type: none"> • Continuing to do something from level 3 • Deliberate violence towards another person 	FOUR	<ul style="list-style-type: none"> • A combination of the sanctions below will be given: • Your teacher and Mrs Wall/Mr Miller/Dr Spencer will meet with your parents • Removal of a privilege (eg: missing an activity/sporting fixture) • Reflective session, during a break with agreed member of staff • After school session with Mrs Wall • report book, regular meeting with a set teacher
<ul style="list-style-type: none"> • Persistent bullying/cyber-bullying • Being unkind about somebody's race, religion, age, disability, gender • Deliberately damaging, defacing or stealing of property • Serious incidents of violence towards another person • Incidents where terrorism is supported or extremist attitudes are demonstrated 	FIVE	<ul style="list-style-type: none"> • Form teacher, Mrs Wall and Dr Spencer or Mr Miller alerted • Face to face meeting with parents (follow-up letter if necessary) • Removal of a privilege (eg: missing an activity/sporting fixture, playtime, etc) • After school session with Mrs Wall • Reflective activity set (eg: a project to complete/activity completed in school) • Formal suspension or in extreme cases, exclusion, may follow