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;
- to clarify rewards and sanctions, and their application.

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LEADERSHIP, MANAGEMENT & ROLES OF RESPONSIBILITY

The Head has the overall responsibility to determine the Junior School's behaviour policy; this is done in conjunction with the Assistant Head Pastoral, the leadership team and then with staff, students, parents and governors. This includes setting the standard of behaviour expected of students, the school rules and sanctions.

The Deputy Head is responsible for the organisation of duty rotas to ensure that good behaviour is maintained.

It is the responsibility of all staff in school to apply the school's behaviour policy fairly and consistently, and to model the behaviour they want students to adopt.

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;
- help children develop an understanding of their behaviour appropriate to different settings;

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- 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.

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 students' social skills and emotional development.

Appropriate behaviours are taught and reinforced on a regular basis.

Students are taught to share and co-operate, make informed choices and understand consequences.

Students 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.

ZONES OF REGULATION

We believe that supporting and promoting positive mental health and emotional wellbeing is key to helping students make considered choices about behaviour; therefore, from September, Zones of Regulation are being introduced to all Junior School students to help them understand and regulate their emotions.

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 SUPERPOWER CODE AND LEARNER EXPECTATIONS

The Superpowers were born during lockdown as a way of binding the school community whilst separated. They provide the core of our school values and every policy and procedure has the theme running through it. They are part of our DNA and every child knows them well. The superpower code has provided some definition so all the children and staff can recognise which power they are using and when. We have a non-verbal hand signal which means 'engage superpower' which we also use as a hands up signal when we want the class to return to silence in order to listen.

Superpower Stickers are awarded in conjunction with our Supermerit system.

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At the end of the year, each student uses their pupil voice to vote for one recipient of each superpower award in their year group and give a reason why, giving the chance for each student to sit and think about who to appreciate and why this has been such a brilliant thing.

In terms of poor behaviour, each incident should allude to a superpower and which one they might have used instead, in order to have made a better choice.
The *Superpowers* and the *Learner expectations* (see appendix) are communicated to staff, children and parents through the Family Handbook, school planner and are posted on the wall in each classroom. They are 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. Praise should focus on good behaviour and the effort put into work, as well as the outcome of it.

Teachers reward students in a variety of ways, including:

- Positive reinforcement through comments/conversation;
- Supermerits are awarded
- Additional prizes are awarded each half term in 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.

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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;
- 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 student'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.

NUDGES AND STRIKES

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The negative behaviour chart and disciplinary guide (see appendix) show the stages of negative behaviour and how each can be delt with.

For low level incidents of negative behaviour, students will first receive a warning and then will receive a 'nudge'. This sits at the lowest level of the negative behaviour chart which shows that, whilst it is perhaps disruptive and unhelpful, it is far from serious. Nudges are recorded by staff on a spreadsheet. If a child receives 3 nudges in a day or 6 nudges a week, an email will be sent home. The aim of this is to prompt a discussion at home.

Incidents that result in a strike are recorded on CPOMS along with the relevant consequence. The strike is also recorded by staff on the spreadsheet.

STUDENT WITH SEND AND ADDITIONAL NEEDS

We understand that some students require additional support in their learning. For these students, a range of support is put in place to help anticipate and support likely triggers of misbehaviour. This may include regular movement breaks for those who find it difficult to sit still for longer periods; adjustment of uniform requirements to assist with sensory issues or skin conditions; adjusting seating plans for students with visual or hearing impairments, or for those with anxiety.

These measures take into account the specific circumstances and requirements of the student concerned.

MULTI-AGENCY ASSESSMENT

The school will request multi-agency assessment if a student'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.

We believe it is important to maintain a close relationship with parents to help promote positive/discuss negative behaviour in a timely manner. Communication will include:

- Notes in the student's planner;
- Phone calls;
- Emails;
- A face-to-face discussion.

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 parents, 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.

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RECORDING OF INCIDENTS OF UNACCEPTABLE BEHAVIOUR

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

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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. It should be scanned and added to the child's CPOMS records, with the Assistant Head Pastoral being alerted to this. The original should be kept by the teacher. All after school restorative sessions should be logged on the after school sessions record by the Assistant Head Pastoral.

Incidents of bullying should be logged on CPOMS using the 'allegation of bullying' tag. The Assistant Head Pastoral and the Head should be alerted to these.

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PUPIL 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.

MOBILE PHONES

The use of smartphones (those which can run apps) is not permitted in Junior School. Feature phones (phones with only a text and call functionality) are allowed, particularly for those children who use public transport.

Students who bring a mobile phone to school are required to sign a mobile phone contract (see appendix). This includes rules that stipulate that the phone must be handed in on arrival at school and will be returned at the end of the day or when the child finishes after school clubs.

MANAGING TRANSITIONS

Transitions are an important time to introduce and reinforce positive behaviour.

The main points of entry to the Junior School are Year 3 and Year 5, although there are also individual students who may join in Year 4 and Year 6. In order to introduce parents and students to the school's ethos a range of events are in place:

- parents and students are invited to a New Parents' Evening where they can meet the students' form teacher;
- all new families are given a copy of the Family Handbook;
- a Welcome Day is held in the Summer 2 half-term so all students can spend time with their new teacher;
- new students are sent a series of videos about various aspects of the school;
- in September, the first day of term is a New Students' Morning;
- all new students are assigned a school buddy;
- staff are made aware of any students with specific needs or circumstances at the point of transition and these are taken into account when applying the behaviour policy;
- if necessary, relevant staff will meet with parents to discuss specific needs.

At the end of Year 6, students move to the Senior School. The Assistant Head Pastoral, Year 6 form teachers and the Head of Year 7 liaise to ensure a smooth transition. This includes:

- sharing information on children who have additional needs and strategies in place to support this;
- individual needs are taken into account when establishing Year 7 classes;
- the Head of Year 7 meets with Year 6 to discuss new routines and behaviour expectations;
- a Welcome Day takes place where current Year 6 students meet those students joining from other schools as well as their new teachers;

SERIOUS DISCIPLINARY ISSUES:

In some instances some misconduct may warrant approaching as a serious disciplinary issue, where the circumstances may result in a strike 5, or suspension, or expulsion from the school. Please refer to the school's Serious Disciplinary Issues procedure.

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The school respects a student's right to privacy under Article 8 of the Human Rights Act and will carry out any search of a student's possessions in a way which is justified and proportionate. The school will search a student's possessions when it has reasonable grounds to believe that a student is in possession of a prohibited item e.g. dangerous weapon, drugs, tobacco or indecent images. Searches will be carried out with consent except where it is necessary and permitted to search without consent in accordance with the DFE guidelines Searching, Screening and Confiscation – advice for schools Jan 2018. Please also see the Drugs policy.

BEHAVIOUR OUTSIDE OF THE SCHOOL GROUNDS:

The school takes the conduct of its students outside of school grounds extremely seriously and, wherever possible the school wishes to celebrate the successes of its students that take place outside of school.

Where a report of poor behaviour outside of school is reported, appropriate action will be taken. Where the incident was not witnessed by school staff, an evidence-based approach and/or discussion with witnesses will be adopted before identifying sanctions.

This applies to:
- all school-related activities and school-organised events
- misbehaviour when a student is travelling to or from school, wearing our school uniform or in some other way is identifiable as a member of our school community
- misbehaviour at any time that could have repercussions for the orderly running of the school
- misbehaviour that poses a threat to another member of our community
- misbehaviour that could adversely affect the reputation of the school

CONTACT DETAILS

Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne NE2 4DX

Tel: 0191 281 5711

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

Positive behaviour at RGS

Actions:

Helping each other
Giving your best effort to everything you do
Being polite and friendly to others
Being kind and considerate
Use the superpowers
Follow the learner expectations

Consequences:

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

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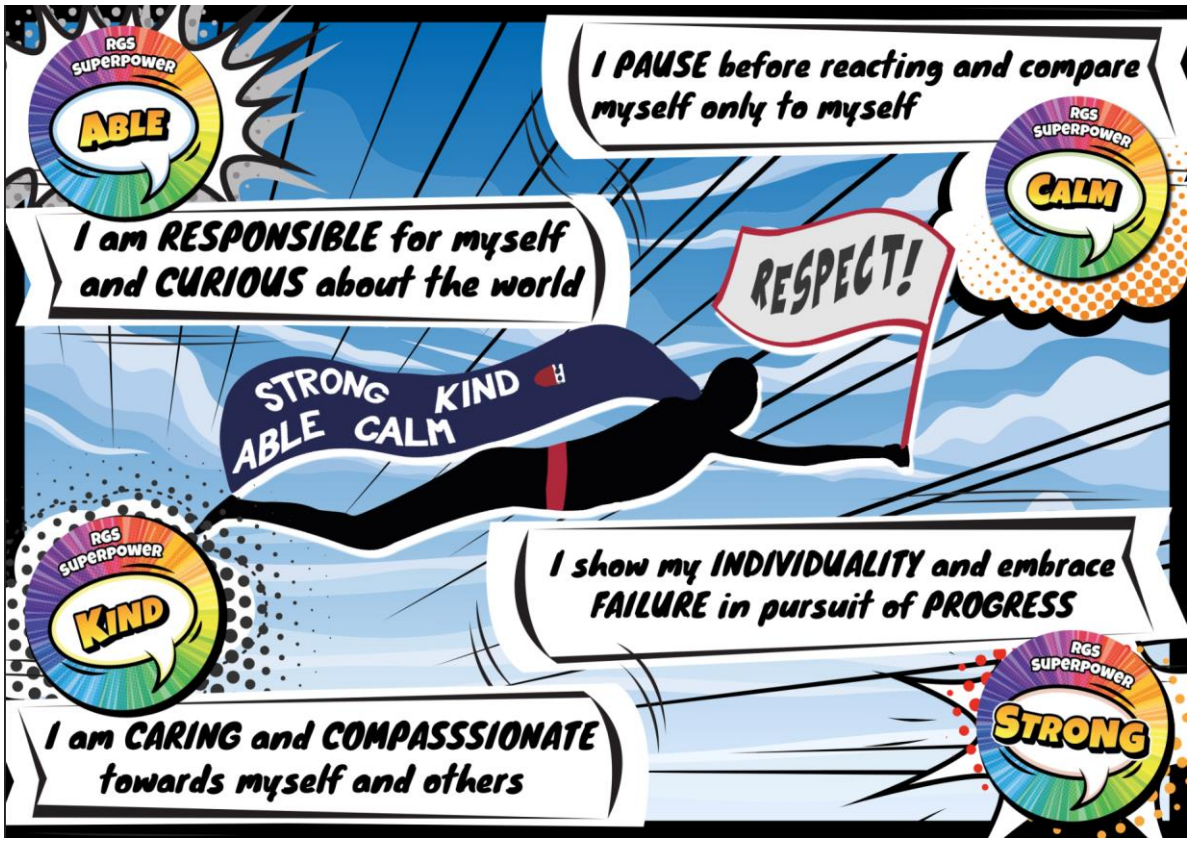
APPENDIX 1

RGS Junior School Superpowers
At the RGS Junior School, we are:
Able Strong Calm Kind



Learner Expectations

Be <u>respectful</u> in all you do

1. **<u>When</u>** entering the classroom, please do so calmly and go straight to your workspace.
2. **<u>Whilst</u>** waiting for the teacher, you must be gainfully occupied.
3. **<u>Follow</u>** instructions carefully & promptly.
4. **<u>Focus</u>** on the task.
5. **<u>Always</u>** do your best.
6. **<u>Be</u>** organised with the correct equipment.
7. **<u>Show</u>** you are listening carefully.

RGS Junior School Mobile Phone Student Contract.

The use of mobile phones is part of our daily lives and it is appreciated that students might have the need to bring phones to school with them; however, it is important that, whilst in school, phones are used sensitively and in accordance with the following rules:

The student agrees that:

1. Only feature phones (phones that only have a text and call functionality) should be brought into school. Smartphones should not be brought to school.
2. As soon as I arrive in school, I will switch off my phone and hand it in to the designated place in my classroom;
3. At the end of school (3.30pm), or at the conclusion of an after-school club (with the teacher's permission), I can contact parents to up-date my travel arrangements but I will not contact other students (when not in use, my phone will be in my pocket);
4. I will not play with my phone in late room or anywhere else in school;
5. I must not lend my phone to anybody else in school;
6. My phone can only be taken on school trips and sporting fixtures at the discretion of the teacher leading the trip. If permitted to take my phone, I know that I must follow rules above.

NB: Messages from parents to students during the school day (8.30am – 4.00pm) are best directed via the school office on 0191 2818955, who will then pass them quickly on to the relevant class teachers and children.

By signing this contract, I agree to abide by the points above.

Student's name: _____ Class: _____

Signed:_____ Date: _____

Parent's signature:_____

☐ My child currently does not bring a mobile into school, however, if this should change, we agree to the points above.

K. Wall (Assistant Head Pastoral)

RGS JS Disciplinary Guide (updated April 2024) To be used in **strong association** with teacher judgement. Consideration MUST be given to individual circumstances

Category	Likely Behaviours	Possible Sanctions	Action Taken
Nudge	• stationery missing • Homework not completed/handed in • Inappropriate dress • Not adhering to learner expectations • Planner not completed correctly	• Nudge	• Nudges recorded on expectations spreadheet • automated email home after 3 strikes in a day • Automated email home after 6 nudges (per week) • follow-up discussion with form teacher
Minor (Strike 1)	• Unacceptable / unruly behaviour at lunch • Unsafe behaviour • Unkind behaviour at play	• 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	• Worthy punishment for discretion • Form teacher made aware • Strike recorded on expectations spreadsheet
Moderate (Strike 2)	• 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	• 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	• CPOMS • AHP informed • Form Teacher made aware • Parents made aware • Appropriate sanction given • Mentioned in pastoral meeting • Strike recorded on expectations spreadsheet
Severe (Strike 3)	• Disrespectful and abusive language and gestures • Threatening comments • Deliberate defiance of authority • Repetition of moderate behaviour on more than one occasion	• Member of staff dealing with issue enters into CPOMS & alerts form teacher • Matter then referred to AHP • student 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	• CPOMS • Matter referred to AHP • Form Teacher made aware • Parents made aware • Appropriate sanction given • Mentioned in pastoral meeting • Strike recorded on expectations spreadsheet
Very Severe (Strike 4)	• Repeats severe behaviour on more than one occasion • Deliberate violence towards another person • Incidents of cyber-bullying or bullying	• 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	• CPOMS • Matter referred to AHP & DH/H • Form Teacher made aware • Parents made aware • Appropriate sanction given • Mentioned in pastoral meeting • Strike recorded on expectations spreadsheet
Extreme (Strike 5)	• Persistent bullying/cyber-bullying • Deliberately damaging, defacing or stealing of property • Serious incidents of violence towards another person • Incidents of racism or intolerance of protected characteristic (eg: faiths, religion, age, disability, gender, sexuality)	• 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	• CPOMS • Matter referred to Headteacher • Form Teacher made aware • Parents made aware • Appropriate sanction given • Mentioned in pastoral meeting • Strike recorded on expectations spreadsheet

	• Incidents where terrorism is supported or extremist attitudes are demonstrated • Being in possession of a prohibited item (eg: illegal drugs, weapons, indecent images, tobacco)	• Incident mentioned in Friday morning staff pastoral meeting	

Negative Behaviour at RGS and the Consequences

Likely Behaviour	Level	Possible Consequences
• Homework not completed/handed in • Uniform incorrectly worn (eg: no school shoes, shirt hanging out) • Not adhering to Learner Expectations • Planners not completed correctly • Stationery missing	NUDGE	• Automated email home after 3 nudges (per day) • Automated email home after 6 nudges (per week)
• Unacceptable behaviour at lunch (eg: messing with somebody's meal) • Unsafe behaviour (eg: pushing and shoving) • Unkind behaviour at play	STRIKE 1	• 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
• Continuing to do something from Strike 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	STRIKE 2	• 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
• 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 Strike 2 behaviour on more than one occasion	STRIKE 3	• 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
• Continuing to do something from Strike 3 • Deliberate violence towards another person • Bullying/cyber-bullying	STRIKE 4	• 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

• 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 • Incidents of racism or intolerance of protected characteristic • Being in possession of a prohibited item	STRIKE 5	• 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