



Town Junior School



Behaviour and Rewards Policy

2019-2020

Policy updated: September 2019

Mission Statement

At Town Junior School, we provide a safe and caring environment where children continue to work towards becoming good citizens.

We do this by giving children support, by teaching respect and by providing the very best learning experiences, to enable pupils to become lifelong learners.

At Town Junior school we show we value positive behaviours by:

- Giving positive verbal praise
- Showing gestures like a 'thumbs up'
- Praising individuals and groups openly in class, corridors, assemblies, hall
- Ensuring all adults are positive about what they wish the children to do
- Making class rules or contracts at the beginning of each school year

We also use:

- House points
- Merits
- Prize Day Friday tickets
- Golden Time
- Weekly Merit Certificates
- Special Merits
- Lunchtime tokens
- Manners Award

School behaviour targets

As members of Town Junior School we show respect by:

- following an instruction given by an adult
- using kind and friendly words
- using kind and friendly hands and feet
- showing good sitting
- showing good listening by looking at the speaker
- making the right choices about our behaviour and allow our class to learn

These behaviour targets are to be displayed clearly in each class.

As a school we will seek to promote and maintain these rules through explicit teaching of them, participation in P.S.H.E, (through the Jigsaw scheme,) Assembly themes, Circle Time activities and class rules or contracts.

These activities will deliver a model for high expectations of behaviour. Consideration for the needs of others, respect for cultural differences and opinions and the development of positive interactions, with all members of the community, will be the focus of our daily curriculum.

Every classroom should display:

- *School rules which are revised at the start of the school year*
- *Town Junior School behaviour targets*
- *Hierarchy of Sanctions*
- *A Golden Time chart*
- *Reward systems*
- *'Help' cards*
- *Behaviour policy*

TOWN JUNIOR SCHOOL REWARDS:



- **House points** - are awarded for effort, good work, help or good manners around school. Children can earn up to 3 house points at one time. Golden tokens (house points) will be given out and stored in the classroom in 'house' pots. House captains will collect the golden tokens each week and a cup awarded to the winning house.
- **Merits** - 1 merit point will be awarded for an exceptional piece of work. The merit points will be recorded by teachers - (on occasion the Deputy head or Head Teacher) on Merit Point Record Sheets. Extra rewards will be given for 10 merits (bronze award,) 20 merits (silver award,) 30 merits (gold award) and 40 merits (diamond award.)
- **Prize Day Friday tickets** - Tickets will be given out by members of staff. Names will be written on the back of the ticket and placed in the Prize Day Friday box, in class. In Celebration Assembly, names will be drawn out, from all classes, with prizes presented to these children.
- **Golden Time** - is on a Friday afternoon for all children whose behaviour has met school targets. X two repeated verbal requests from class teachers will result in the loss of 5 minutes Golden Time. The pupil's name will be moved to the appropriate place on the outer edge of the Golden Time in each classroom. Only in exceptional circumstances should children miss all of their Golden Time.
- **Weekly Merit Certificates** - to be awarded to 1 child each week for outstanding work in any subject or for notable behaviour. We aim to give every child a Merit Certificate over the academic year.
- **Special Merits** - one child will be awarded a Special Merit at the end of every term. The merits are for children who always work hard, show excellent effort and make progress. The merits can be awarded to children of any ability
- **Lunchtime tokens** - one child from each class will be given a Lunchtime token and invited in to lunch first, to sit at the Top Table on the following day.
- **Manners Award**

Supportive interventions

There are some types of behaviour which are not positive and do not show consideration towards others. Some of these behaviours will be dealt with at classroom level by the class teacher using the classroom reward systems to encourage change. These behaviours might be:

High incidence/Low impact

These behaviours will be dealt with by the *class teacher*:

- Fidgeting
- Calling out
- Talking at inappropriate times
- Not listening
- Answering back
- Unkind words or names

Early identification of high incidence behaviours will be supported by:

- involving parents at an early stage
- supportive actions by the class teacher/teaching assistants /school/home/pupil e.g setting up a daily or weekly reward chart
- a Report Card may be used to monitor behaviour and progress.
- ITP actions will be written by the teacher, TA and Head teacher and then shared with parent and child
- a copy of the ITP and its review will be given to the deputy head teacher.

Low incidence/high impact

These behaviours may be dealt with by the Head Teacher, Deputy Head Teacher and senior staff:

- Fighting
- Discrimination
- Swearing
- Stealing
- Running out of school
- Deliberate damage to school or personal property
- Name calling which is persistent and targeted
- Throwing objects
- Bullying

At this stage a Report Card will be used to monitor behaviour and progress. ITPs may be introduced with specific targets relating to any of the above behaviours.

Hierarchy of Sanctions

Each class teacher is responsible for every child's behaviour during class time and must ensure that positive strategies are used in order to keep every child safe and secure (with Teaching Assistants in a supportive role.)

'Help' cards are to be displayed clearly in each classroom. These are to be sent to office staff, the Deputy or Head Teacher. The cards signify that help is needed in class or that a pupil has left the classroom and has not returned.

In order to support good behaviour management in class, a system of consequences has been put in place. The following Hierarchy of Sanctions is displayed clearly in each class, to act as guidance if a child chooses the wrong behaviour.

* 'Time Out' classes:

- Discoverers for UKS2 (except Y6 who are sent to Y5)
- Adventurers for LKS2

*Any safeguarding issues:

- refer to yellow form
- see DHT, Mrs Gilmour

Whole School Student Support System

Town Junior School reserves the right to implement the system on an individual basis.

	<p>A verbal request to change behaviour. If a pupil makes poor behaviour choices, his or her name is recorded on the board in any lesson, over the course of one day. If there is one additional 'strike' further sanctions are listed below.</p>
	<p>There will be a loss of 5 minutes Golden Time - which will be recorded on the class Golden Time chart. Should poor behaviour persist:</p>
	<p>Time Out. 15 minutes in the phase leaders' class. If behaviour continues to persist on the same day, the pupil will be sent to work with the HT/DHT for an agreed period of time. Each day is a fresh start, however, continued poor behaviour will then result in a class teacher speaking to parents and strategies re rewards/sanctions agreed on e.g. a sticker chart for an agreed period of time. Should this be unsuccessful behaviour management will progress to:</p>
	<p>Green Report Card. (Class teacher informs parents) 2 weeks on a green report card. Reassess behaviour: If an improvement is noted pupil will be taken off the green report card and revert back to a sticker chart for an agreed period of time. Should behaviour not improve behaviour management will progress to:</p>
	<p>Yellow report card. (Class teacher informs parents.) 2 weeks on yellow report card which will be reviewed by class teacher/phase leader/parents over a two-week period. Reassess behaviour: If there is an improvement in behaviour children will be given a fresh start. Should behaviour have not improved behaviour management will progress to:</p>
	<p>Red report card. ITP/1 -page profile provision established and agreed with child and parents. If an improvement in behaviour is noted pupil will return to the green report card for a 2-week period as a means of support. Should behaviour not improve on the red card after an agreed period the following behaviour management strategies will progress: Meeting with HT of Town Junior School and/or Plantsbrook Learning Trust.</p>
	<p>Assess need for outside agency support</p>
	<p>Look in to Managed Move possibility after part exclusions</p>
	<p>Permanent exclusion</p>



Town Junior School Behaviour Targets

- ✓ I can follow an instruction given by an adult.*
- ✓ I can use kind and friendly words.*
- ✓ I can use kind and friendly hands and feet.*
- ✓ I can show good sitting.*
- ✓ I can show good listening by looking at the speaker.*
- ✓ I can make the right choices about my behaviour and allow my class to learn.*