

Bradford Grammar Junior School

Behaviour Policy: Rewards and Sanctions

This policy applies to the Junior School and is published to parents, pupils and employees. Updated December 2016.

This Policy has regard to Department for Education Guidance: *behaviour and discipline in schools (Jan 2016)*.

Rewards are a vital part of ensuring that pupils achieve the aims of the School.

Rewards aim to:

- express approval of good work and behavior;
- give encouragement;
- reinforce good examples of "citizenship";
- cultivate good behavior;
- recognise achievement;
- positively reinforce the School rules; and
- challenge.

Organisation

There is a variety of ways of rewarding pupils, some of which are:

- through conversation with the pupil(s);
- publicly in assembly celebrating achievements in and out of School;
- presenting certificates in assembly;
- presenting the Head's awards in assembly for good work and behaviour;
- using a celebration book that 'finds the good in everyone';
- awarding house points that go towards the House Trophy;
- smiley face/certificates presented to Year Two and Three pupils;
- the sending of a postcard to the pupil of the week (in Year 3);
- putting comments in books or on paper after marking;
- awarding prizes at the end of the year which are presented at speech day;
- presenting trophies for sporting achievement (both in and out of School);
- presenting trophies for musical achievement (both in and out of School); and
- teachers rewarding children in other individual ways.

Each week employees have the opportunity to record one or two pupils that they have witnessed during the week who have, in some way, demonstrated that they are following School rules or have helped another pupil and generally shown good citizenship to others. Every effort should be made to ensure that different children are

chosen each week so that there is something positive to praise about every pupil. By looking back at previous weeks, it will be possible to see whether a child has been identified already that half term. In this way the School rules are constantly being reinforced throughout School. Children who are in the book will receive a special Head's award. The book is available each week in reception for parents and visitors to peruse.

The House Trophy is presented every half-term, to the House with most house points. These points are given to acknowledge citizenship, achievement and effort in sport, consistent effort over a period of time, good quality of work or other valid reasons.

Pupils carry an individual house point card and teachers use this to award House points. Each week during House meetings these points are transferred onto a House record sheet and it is from this that the House point totals are taken. Pupils in Years Two and Three also contribute to the House point system; they are awarded smiley faces for work, behaviour, attitude and keeping the School rules. Three smiley faces equate to one house point. Form teachers total these and they are then added on to the whole School House point register.

Year 3 Rewards

Star of the Week Postcard – Each week a child is chosen from Year 3 to be Star of the Week. This can be awarded for work in lessons, manners, School rules, being helpful, good friend, etc. A postcard is then sent home so parents are aware of their child's achievement. The children are told they are Star of the Week in a Year 3 mini assembly held on a Thursday afternoon.

Smiley Face Chart - Each child has their own smiley face chart which they look after and are responsible for keeping safe. They collect smiley face stickers for excellent work in lessons. At the end of the week they count how many smiley faces they have and then they are converted into stars and these are displayed in the classroom. When a pupil has a certain number of stars, they then receive a bronze, silver or gold certificate.

Year 6 Rewards in addition to those above

The children in Year 6 are encouraged to develop their organisational skills and the 'Caught Being Organised' system rewards them in their endeavours.

A child is given a 'Caught Being organised' slip when a teacher recognises that they are demonstrating the relevant behaviour e.g. handing homework in on time, having the correct equipment. They write their name on the slip and then place it in their form teacher's box.

Each Monday morning, in form period, the class teacher pulls out a slip and the child chosen is given a small prize.

Sanctions

Teachers have power to discipline pupils for misbehaviour which occurs in School and, in some circumstances, outside of School.

The power to discipline also applies to all paid employees (unless the Headmaster says otherwise) with responsibility for pupils, such as Aftercare supervisors.

The School does not use any form of corporal punishment.

Clock House aims to foster a positive environment where all children are safe and happy.

Much of the following is not applicable to the vast majority of children in Clock House who, after being gently reminded of the School rules, want to do better.

Aims

Some of the aims of applying sanctions are:

- to attempt to correct unacceptable behaviour;
- to reinforce the School's standards and expectations related to academic work;
- to express disapproval;
- to define parameters; and
- as a deterrent.

Organisation

Some situations in which sanctions need to be applied are:

- unacceptable behaviour;
- bullying;
- consistently handing in poor quality work;
- lack of discipline in completing homework on time;
- laziness;
- lack of respect for the property of the School or of other pupils;
- lack of respect for others;
- theft; and
- where malicious accusations have been made against an employee.

The sanctions which are applied depend on the nature of the incident involved and the age of the child. Generally, the punishment should suit the misdemeanor so that children who have created a mess or dropped litter should be asked to tidy the classroom etc.

Where a malicious accusation has been made against an employee, alongside the

appropriate sanctions, all employees will be informed and advised on appropriate action to take to avoid vulnerability towards repeat accusations.

In line with the Equality Act 2010, a behavioural issue involving a child with special educational needs or a disability will receive a reasonably adjusted sanction as appropriate. The Learning Support Coordinator (LSO) may be involved with addressing the issue.

Sanctions may include one, or a combination, of some of the following:

- removal of privileges, for example not being allowed on the playground at break times;
- completing extra, or alternative, work;
- tidying the School or other supervised work;
- being placed on a formal detention over one or two lunchtimes.

Or in serious cases:-

For more serious offences, bullying, consistently poor effort or a poor attitude to work and homework a full detention should be set. A pro-forma letter is completed explaining to parents the reason for the detention, its date and time (see Head's Secretary for letter). Two copies should be taken; one copy should be placed in the pupil folder and one in the detention folder kept in reception. Parents have to return a signed reply slip acknowledging receipt of the letter. It is advisable to contact parents by phone to tell them of the detention prior to the letter being sent home. The signed reply slip should be kept in the pupil's file. Full detentions not only require the information to be sent home and filed, but also that work should be set over three lunchtimes. The detentions will be served and supervised by a member of the Junior Leadership Team.

Suspension or expulsions are seen as last resorts and it is hoped that problems can be resolved before reaching this point. Stealing in most cases will automatically incur a suspension. This allows time for reflection by the School, the pupil and their parents. Violent behaviour and persistent bullying may also lead to suspension.

There is close liaison with parents and they are informed by teachers of sanctions which have been applied, other than those involving minor incidents. Poor work, behaviour or homework issues can be monitored using the School diary which parents see and sign.

Children who are placed on detention lose five House points for their House. The pupil is not publically identified in front of the other children but the teacher on duty in the House removes the five house points from the total.

Serious Incident Form

This is to be filled in for **any** bullying incident (see separate policy on Anti-Bullying) or where it is felt an incident is of a serious nature. Further follow up meetings are arranged with the pupil to ensure that the situation is being carefully monitored.

Transition

The smooth transition from one year group to another, as well as from a different School to Clock House, is key to achieving a high standard of behaviour in the School.

New pupils are monitored closely by their Form Teacher in terms of academic performance and behaviour in and out of the classroom. They are paired up with class buddies who will support them and will also model the high standards of behaviour that the School expects. In order to create a positive start, admirable behaviour is particularly sought in new pupils, in order to present these children with a Head's award.

Employees liaise with each other before the start of the academic year to pass on relevant information to their class's new Form Teacher, such as behaviour patterns and effective class organisation. The Summer Supper and Autumn Social events give parents the opportunity to talk to their child's new Form Teachers and subject teachers. All classes enjoy a "moving up" afternoon in the summer term to meet new pupils in their class and experience being in their new form with a new Form Teacher. In the summer term Year 6 have the opportunity to ask the Head of Year 7 and Year 7 pupils questions about life in senior School. They attend a day in senior School as part of their transition into senior School.

Bullying

Bullying is behaviour by an individual or a group, repeated over time, that intentionally hurts another pupil or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer - it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email.)

All bullying is treated as serious, both physical and emotional (which may cause psychological damage).

All pupils are told that they must tell a teacher or a supervisor whenever bullying occurs and this is repeated through PSHE, assemblies and during form periods. Employees are aware of the procedures to follow and that all bullying is treated seriously and should be listed in the serious incidents folder and on the pupil's file. It should be easy for children to report bullying, including cyber-bullying and bullying

outside School and records are kept to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.

In order to get the message that bullying will not be tolerated and that all bullying should be reported the School uses educational elements such as personal, social, health and economic education (PSHE), assemblies, projects (computing cyber bullying), drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice-based language;

The School will implement disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect. Strong sanctions such as exclusion may be necessary in cases of severe and persistent bullying.

The School has clear policies communicated to parents, pupils and employees, and creating an environment of good behaviour and respect, with helpful examples set by employees and older pupils and celebration of success.

The School also involves parents as required and makes sure that pupils are clear about the part that they can play to prevent bullying, including when they find themselves as bystanders.