

Behaviour Policy

Junior Department

Rewards and Sanctions

Rewards - Staff are encouraged to use the reward system liberally to reinforce good or appropriate behaviour and in preference to applying sanctions for poor behaviour. Rewards are seen as an essential part of raising our children's self-esteem. Displayed prominently around the school is the sequence of rewards. **Praise, star, silver star, gold star.**

Star badges - Each child has a star chart in their classroom. Children use the charts to record stars received in their class or in other lessons. 45 stars are equivalent to a star badge which is presented in assembly and which also gains a house point for the recipient's house. Stars are awarded by staff who mark them in the child's diary, initialing them. If stars are awarded in the child's own class, they may be marked directly on the star chart without being entered in the diary. Children may be awarded a silver star (5 star equivalent) or gold star (10 star equivalent) for outstanding pieces of work. These stars are indicated in the diary as x5 or x10, plus teacher's initials and actual gold and silver stars stuck on charts by the class teacher.

A Response Cost system is a further option, particularly for children with ADHD. Children are given 3 stars on their sweatshirts, losing one if they do not meet agreed targets for behaviour. Any stars retained at the end of the day are added to the child's star chart. This is effective with children who never seem to manage to meet targets and therefore never experience the reward. Giving the reward first may motivate them better.

Good work – The Head of the Junior Department is always pleased to see children who need recognition for a piece of good work. Stickers are often awarded.

Certificates - Certificates are given out in assembly to children who have completed the touch typing or tracking program or who require special recognition.

House Points – Each child belongs to one of 4 houses: Thames, Nile, Amazon and Ganges. Children stand for election to be chosen by their peers as House Captain. House competitions are held, with house points awarded. Staff enter house points themselves through the school intranet. The themes of the competition are designed to promote desirable behaviour. House points can be lost for undesirable behaviour e.g. being unkind when the theme is kindness. Star badges, Star of the week and certificates earn house points in Assembly. Sports day is an inter-house competition. The winning house receives the house shield each term, collected by the house captain.

House Competitions – Autumn Term – Healthy Living
Spring Term – Good Manners
Summer Term – Kindness/Respect

Cups – Cups are awarded not only to the winning house each term, but also to individuals to recognise outstanding achievements. There is

- A cup for the child who has made the greatest contribution to the Junior school
- A cup for overall effort
- A Sports cup for the greatest individual contribution to sport
- A Swimming cup, often for the child who has tried the hardest
- A CDT cup for outstanding achievement in this subject
- A Music cup for outstanding achievement in this subject
- A Drama cup for outstanding achievement in this subject
- A Literacy cup for outstanding achievement in this subject
- A Project cup for outstanding achievement in this endeavour
- An Information and Communication Technology cup for outstanding achievement in this subject

Class Captains- A class captain who carries messages and takes the foremost responsibility within the class is chosen each half term by the class teacher. A class captain's badge is presented in Assembly.

Junior Assembly – This is a whole school assembly held weekly to celebrate achievement. It has the explicit purpose of raising self-esteem for children who have often received little recognition in their previous school. Each class teacher fills out a Mentions pro-forma on the computer. Each teacher nominates a star of the week, a child in the class who has overcome a difficulty or performed especially well, either academically or in terms of behaviour. This child receives a 'Star of the Week' sticker in assembly, presented by the Head of Department in front of the whole school. Star badges are also awarded in assembly and the names of children receiving them should be listed on the Mentions pro-forma. Certificates are awarded in assembly and should be placed in the Mentions folder in the Office. Classes bring good work or projects to show. It is part of the speaking and listening policy to encourage children to describe or explain the work they are showing and to require attentive listening from other children.

Newsletter – The Star of the Week is published in the weekly newsletter.

School Council – Discusses issues of concern to the children and is taken seriously by the adults at school. Taking part in School Council helps children develop responsible behaviour and raises self esteem. It gives children a sense that their opinions matter.

Sanctions – It is the aim of the behaviour policy to circumvent or prevent trouble by, for example:

- interesting teaching
- avoiding confrontation with children
- pre-empting problems if possible e.g. separating children who are having a disagreement
- making polite requests to children
- providing a clear structure for what is expected (e.g. the going home procedure)
- reminding children of the rules regularly e.g. by rewarding a child who is following the rules

However, if children break the rules, there are clear sanctions. The system, displayed prominently around the school is **reminder, warning, yellow card** with a loss of 10 minutes of Golden Time for each yellow card received in a week. Withholding a proportion of Golden Time can also be an effective sanction and is not necessarily linked to a yellow card. Additionally, children may lose playtime if the offence is serious and a yellow card or loss of golden time seems an insufficient sanction. Children may be sent to sit outside the staff room or may stay in the teacher's classroom during playtime, preferably doing some sort of community service (e.g. tidying equipment).

Yellow Cards – Yellow cards are filled out by the teacher, specifying child's name, teacher's name, date and what the child has done that is wrong, phrased in terms the child can understand. The child signs the card to indicate (s)he knows what it says.

Yellow cards are given for:

- breaking school rules after a reminder and a warning
- hurting someone else
- fighting
- swearing
- refusing to follow a teacher's instructions
- rudeness

Yellow cards cannot be redeemed. Only children who have not received any Yellow cards during the term can earn a 'No Yellow Card' certificate at Prize giving. If a child receives a yellow card, it is entered on the child's Rewards and Sanctions file and the class teacher will write a note in the diary to parents.

Five yellow cards – If a child receives 5 yellow cards in one term, a letter is sent to the parents from the Head of Department, detailing what has gone wrong. A copy of the child's Rewards and Sanctions file (see below) is enclosed with the letter. Depending upon the seriousness of the misbehaviour, a meeting may be held with parents to seek solutions.

Fifteen yellow cards – If a child receives fifteen yellow cards in one term (s)he is automatically suspended for a day. Suspension is notified in writing and is subject to appeal to the governors.

Red cards – Red cards are given for extremely serious misbehaviour:

- deliberately hurting someone very badly
- stealing
- swearing at a teacher

Parents are notified and the child is normally suspended for a day. Suspension is notified in writing and is subject to appeal to the governors. Suspension is recorded in the school's Record of Sanctions for Serious Disciplinary Offences and all related correspondence is retained.

Rewards and Sanctions Computer Record – Each child has an individual rewards and sanctions file on the computer. Class teachers are asked to hand yellow cards to the office who will record them on the computer, as well as any rewards (star badges, cups, prefects, certificates). This record enables us to build up a full picture of a

child's behaviour, positive or negative. It also enables us to look at patterns of misbehaviour, such as being in trouble at playtime or in certain subjects. It allows us to be very specific when talking to parents about behaviour. A printout of the record is placed on the child's office file and may be added to the child's ROA if the child wishes to demonstrate rewards gained.

Behaviour Modification

This section refers to the occasional child in the school for whom normal rewards and sanctions are inadequate.

Star charts – A star chart may be given to a child by the Head of the Junior Department if some aspect of behaviour at home or school needs monitoring. Instructions are on the chart, which returns home each evening with the child so that school/home contact is regularly maintained.

Coloured stars are given if the goal has not been achieved. Silver stars are given if the goal is partially achieved. Gold stars are awarded if the goal is fully achieved.

A star chart continues until the behaviour is considered to be consistently satisfactory. These star charts will normally be seen by the Head when sufficient progress has been achieved for the children to discontinue the exercise.

Timetable monitoring – If there is considerable concern about a child's behaviour s(he) may be issued with a blank timetable to carry to all lessons, so each teacher can record a comment. This often has the effect of modifying behaviour, but if not, it allows us to monitor exactly what is happening.

Alternatively, a specific target may be set and its success monitored through the timetable system. A clear target such as 'Repeat instruction in each lesson' would only need a tick and initials to indicate success. However, some targets may require a comment. The timetable will have explicit instructions for teachers at the top.

At going home time, the Head will see children's timetables and award a star for a good day or targets met. Timetables are normally sent home for parents to initial each day to encourage home-school liaison. Parents are normally informed when a child begins timetable monitoring.

Occasionally this system operates without the child's knowledge. In this case, staff put comments into a timetable blank on the computer, rather than the child carrying the timetable from lesson to lesson.

Autumn 2003
September 2005
January 2008
December 2009