

Jerry Clay Academy



**Behaviour Policy
Procedures, Rewards and Consequences**

**'To be the
best that
we can be'**

Our 3 Golden Rules

- We will keep each other safe and happy;
- We will respect our environment & whole school community;
- We will be polite and do as we are asked first time.

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Our 3 Golden Rules

- We will keep each other safe and happy;
- We will respect our environment & whole school community;
- We will be polite and do as we are asked first time.

All of this is to 'be the best that we can be'.

At Jerry Clay Academy there is a whole school commitment to positive reinforcement. There are high expectations and the standard of behaviour exhibited by all children reflects these expectations and the overall success of the policy. Parents are expected to work in partnership with the school's policies and guidelines for behaviour in the interests of their own children and of the whole school community.

There is a whole school commitment to praise; all achievements – including exemplary behaviour, politeness, kindness, tolerance, care and understanding - are acknowledged.

It is the duty and responsibility of all adults in school to model these qualities. Every effort is made to highlight the positive aspects of children's behaviour in order to raise self-esteem and foster pride in themselves. They are encouraged to be responsible, to set examples and to improve their behaviour. We provide them with opportunities to make choices and to positively influence outcomes in order to gain rewards and experience feelings of well-being, pride and satisfaction. They will also be clear about the consequences of unacceptable behaviour and why the behaviour is inappropriate. Everyone in school is treated with respect and valued as individuals who have rights, but who are also expected to accept responsibility for their own actions.

Children who experience difficulties are given support from staff and peers to be empowered to make their own choices.

Rewarding behaviour

Jerry Clay Academy rewards excellent behaviour in a variety of ways. These will be used to highlight aspects of behaviour which we wish to promote, as well as to build self-esteem and pride in the recipient. They may take the form of:

- private words of praise;
- public words of praise;
- merits and star charts;
- Headteacher rewards;
- a sticker or badge;

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- special responsibilities;
- speaking to parents, through face-to-face, a text message or a personal phone call;
- Text message sent home
- Star sent home and returned for our praise tree
- a special mention in assembly;
- A golden ticket to go on the golden table for excellent lunch time behaviour

Praise should always be specific so that the behaviour being rewarded is identified; this will encourage other children to aspire to it.

Dealing with inappropriate behaviour

In the interests of equity and clarity, the whole school community needs to adopt a common system of rewards and sanctions based on the premises that:

- all children have the right to feel safe and happy at school;
- all children need to have clear guidance and boundaries for their own security;
- it is the responsibility of everyone in school to promote and support these rights.

School rules are kept to a minimum and offer broad guidance to ensure the safety and well-being of all:

- we will keep each other safe and happy;
- we will respect our environment;
- we will be polite and do as we are asked first time.

Failure to follow the school rules will result in a hierarchy of consequences:

The consequences of continued misbehaviour are pointed out to the child with a reminder that they have the option to make a better choice at that point.

"I am going to give you a polite reminder to make a better choice"



1st Warning - A warning is noted by the child's name on a record sheet maintained by the teacher. The warning will not be removed off the warning sheet for the whole day. A new sheet will be started the following day.

2nd Warning -If there is no improvement, the child is removed from their place and asked to work at a separate desk (if available) either in or just outside the classroom until the end of the session.

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3rd Warning- If the behaviour continues to disrupt others, the child will be sent to work in a different classroom. Any work not completed as a consequence of this must be finished at the teacher's discretion, either in the child's own time at school, at home. A reflection will be issued for the following 1st playtime. If the 3rd warning is issued in the afternoon, the reflection will carry to the next day.



If the pupil comes back to class and the behaviour does not improve, a member of the SLT will be called and the pupil will be removed from class to work in an SLT designated space. Parents will be contacted immediately to inform them of this. If this continues into other days, a behaviour charter will be considered by the school and parents fully included in the process.

Rewards and consequences in the EYFS

In the EYFS we recognise that our youngest children in school will need extra support, guidance and encouragement to understand what behaviour is expected of them in school. While following the whole school behaviour policy as closely as possible, the following modifications reflect our children's needs to receive more immediate rewards and consequences for their behaviour and be supported by staff they know well to make the right choices.

Rewards

- Merits for good behaviour/good work - each time a child gets a merit they move up our class ladder (all start the day on green and then go up to bronze, silver and gold) - gold deserves words of praise in front of the class at the end of the day and with parents
- Stickers for extra special effort in their work
- Star of the Day
- Proud Wall (photos of children doing something we're proud of or a display of work we are proud of)
- Special Mention (whole school)
- Golden ticket (whole school)

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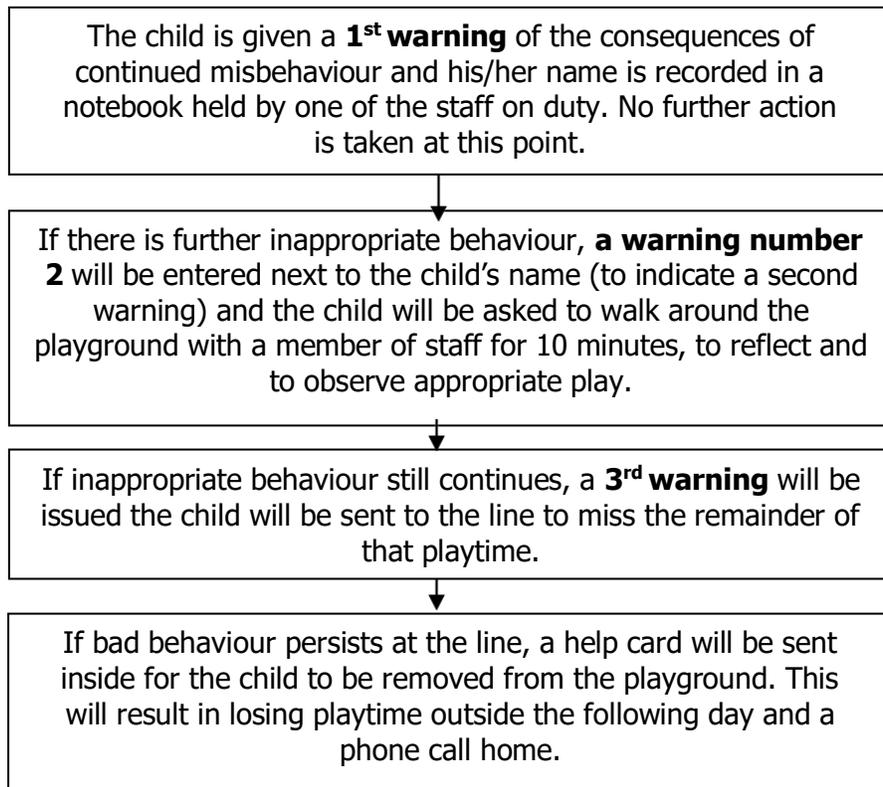
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Sanctions

- Start with a 'polite reminder' the same as whole school
- **1st warning**- move your name down to yellow - no further consequence - a chance to make the right choice
- **2nd warning**- move your name down to orange and lose the right to sit/play where you want for 5 mins (i.e. move them on the carpet to another spot or sit them out of continuous provision for 5 mins)
- **3rd warning**- move your name down to red and do as for orange but for 10 mins and speak to parents at home time

Consequences of inappropriate playground and lunch time behaviour

In order to streamline procedures and to ensure that all adults maintain a fair system, playtime and lunchtime behaviour in the **playground needs to be monitored in a similar way:**



Any incidence of fighting or violent/abusive behaviour will bypass the first stages and the child should be sent inside immediately. They will remain

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indoors for the rest of that day's playtimes/lunchtime and a member of the SLT will inform parents immediately.

The same book should be used every playtime with a new page for each new day. In this way, staff can see at a glance whether the child has been displaying inappropriate behaviour earlier in the day and take the relevant level of action, but at the same time it means that everyone has a 'fresh start' every day. This should also ensure that children recognise that:

- all adults are acting fairly and consistently;
- the school rules are important and are there for everyone's benefit;
- good behaviour is expected by everyone at all times and that any transgression will need some time for personal reflection, which may mean some time off the playground or out of class.

Review date: September 2018