



**Aston Community
Education Trust**

AJA Positive Behaviour and Rewards Policy

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POLICY LEAD: Toni Tomlinson

APPROVED BY: Local Governing Body



Excellence



Equity



Empowerment



Esteem

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V1	October 2023	Policy Creation	
V2	October 2024	Policy name changed from AJA Behaviour Policy to AJA Positive Behaviour and Rewards Policy. Update to Our Vision. Addition of Class Dojos in Rewards section.	

Introduction

A well-structured environment, familiar routines and good behaviour are necessary for effective learning and teaching to take place. Good behaviour and behaviour management should help every child to succeed and to achieve their full potential.

It is important to recognise that the majority of the pupils at Aughton Junior Academy are well behaved, courteous and show respect for each other and the adults with whom they interact. Our academy behaviour policy actively promotes the responsibilities of all members of the academy to ensure self-discipline, self-respect, honesty, fairness, politeness and working together harmoniously.

Promoting positive behaviour requires a shared understanding and commitment by all staff and pupils, parents/carers, governors and all stakeholders in collaboration with outside agencies and the wider community. Consistency of practice is needed across the academy to ensure that pupils know and understand the standards of behaviour expected of them. This policy aims to provide the means of ensuring:

- A shared set of understandings
- A framework for consistent approaches and practice

Our Vision

Every minute is for learning – learning academically, as an individual and as part of the community.

At Aughton Junior Academy we provide a caring, stable environment where we nurture and promote good behaviour whilst helping children manage the frustration they experience in the world. We believe that all children have the right to be educated without disruption and to learn without fear of harm.

We aim:

- For children to be respectful to others, themselves and their environment.
- For children to co-operate and be responsible for their actions.
- For children to be tolerant towards those who are different to themselves.

We know that good behaviour and academic achievement go hand in hand. With our behaviour systems in the academy, we want to empower our pupils to make responsible choices, which will allow them to succeed and achieve their full potential.

We achieve these aims through the establishment of rules, good class management, and positive recognition of good behaviour, clear consequence and by involving parents.

We believe that success is judged not by the absence of problems but the way in which we deal with them.



General Academy Aims

- To create a caring, stimulating, safe and enjoyable environment for pupils and staff.
- To develop a caring and considerate attitude towards others and to promote habits of self-regulation and acceptable behaviour.
- To ensure that the academy routines and practices actively protect the rights of the individual and ensure equal opportunities for everyone.

The Aims of our Behaviour Policy

- To develop in pupils a sense of self-regulation and an acceptance of responsibility for their own actions.
- To develop an awareness of and adherence to acceptable and appropriate behaviour with proper regard for authority.
- To encourage pupils to value the academy environment and its routines.
- To create a caring, stimulating and secure environment in which pupils can work and play safely.
- To define the standards of behaviour the academy wants to achieve.
- To value the rights of the individual.
- To raise pupils' self-esteem.
- To promote and develop empathy and respect for self and others and prevent all forms of bullying among pupils.
- To develop a sense of politeness and consideration for others.
- To ensure that pupils are confident of their right to be treated fairly.
- To acknowledge that the maintaining of good behaviour within the academy is a shared responsibility.
- To ensure good behaviour is always recognised and celebrated.
- To empower staff with the confidence, skills and knowledge to determine and request appropriate behaviour from everyone and to respond in a consistent, effective way to challenging and difficult situations, thereby :
 - Reducing conflict and uncertainty in encounters between pupils and staff.
 - Enabling pupils and staff to learn and reflect on incidents with a positive sense of themselves and their purpose.
- To ensure the policy is fully understood and is consistently implemented throughout the academy.
- To ensure that there is effective implementation, monitoring and evaluation of the policy.

Promoting Good Behaviour

Our policy is a belief that the academy should provide every pupil with the opportunity to reach their full potential in an environment which encourages co-operation, understanding and tolerance. We want to create a calm, structured and caring environment where teachers can teach and every child can learn freely and fully. We believe that this can be achieved when:

- Staff praise pupils for good behaviour.
- Expectations of work and behaviour are high and clearly understood by all.
- Staff inform parents of exemplary behaviour and achievements.
- Rules are clear, consistent, fair according to the needs of the pupil and followed by all.
- Rules are reviewed with staff and pupils.
- There is a shared understanding of the rights and responsibilities of all members of the academy community.

Rights and Responsibilities

The understanding of the rights and responsibilities of all is fundamental to the education process.

All members of the academy community at Aughton Junior Academy have certain rights and responsibilities.

Responsibilities

Staff	Pupils	Parents/Carers
<ul style="list-style-type: none">• To lead by example.• To be consistent in dealing with pupils.• To encourage the aims and values of the academy among the pupils.• To have high expectations of the pupils.	<ul style="list-style-type: none">• To support and care for each other and to treat others fairly and with respect.• To respect each other's property and work.• To listen to others, respect their opinions and recognise their efforts.	<ul style="list-style-type: none">• To be aware of the academy's value and expectations• To support the values and expectations of the academy• To ensure that pupils arrive on time each day in full academy uniform and with equipment

<ul style="list-style-type: none"> • To meet the educational, social and behavioural needs of the pupils • To provide an appropriate curriculum • To provide an engaging, welcoming and stimulating environment in which pupils can work. 	<ul style="list-style-type: none"> • To behave in a way that allows other pupils to learn • To do as instructed by all members of staff (teaching and support staff) • To observe the Code of Conduct at all times • To respect the academy environment. 	<ul style="list-style-type: none"> • To communicate to the academy any necessary information that will help to support the education of their child
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If all members of the academy community take responsibility for their actions then all pupils will have the right to:

- learn to their full potential
- have their efforts recognised
- be and feel safe
- expect their property to remain safe
- be treated fairly and with respect
- access an engaging, welcoming and stimulating environment.

PUPIL'S CODE OF CONDUCT

Behaviour in Aughton Junior Academy is that which promotes courtesy, co-operation and consideration from all pupils in terms of their relationships with other pupils, staff and visitors to the academy.

The academy has a Code of Conduct which gives clear guidance to pupils about the kind of behaviours that are acceptable at Aughton Junior Academy. A copy of the Code of Conduct is in the planner;

1. Always treat others the way you would like to be treated.
2. In class make it as easy as possible for people to learn and for the teacher to teach. Arrive on time with everything you need for that lesson, begin and end the lesson in a courteous and orderly way, listen carefully, follow instructions,

help each other where appropriate and behave sensibly at all times.

3. Move sensibly and quietly around school. Never run or barge, but be ready to help, open doors, and stand back to let people pass. Always keep to the left hand side when moving around the academy.
4. Always speak politely to everyone. Shouting is usually discourteous. Swearing and offensive language are never acceptable.
5. Keep the academy clean and tidy so that it is a welcoming place we can all be proud of. Put your litter in bins, keep walls and furniture clean and unmarked and take great care of displays, particularly of other people's work.
6. Never indulge in unsociable behaviour such as spitting and chewing gum.
7. When going to and from school, or when out on a school trip, continue to behave with courtesy and consideration.

The Code of Conduct is shared with pupils and parents/carers in the home school diary on page 6.

REWARDS

Rewarding positive behaviour and celebrating success is a fundamental part of this policy.

Purpose

- To promote good behaviour and a strong work ethic.
- To make good behaviour the expected standard.
- To enhance achievement and attainment by celebrating positive behaviours.
- To celebrate achievement, attainment and involvement in academy life.
- To build confidence and self-esteem through acknowledgement of achievement.

What should be rewarded

- Achievement – striving to achieve their full potential
- Effort – recognition of determination and resilience
- Community – recognising an individual's contribution to the academy or the wider community
- Others – Attainment, Attendance and Punctuality

How are pupils rewarded?

The academy recognises and promotes good and improved behaviour of pupils through a reward system and by regular feedback to pupils.

This includes:

Praise and positive feedback of good behaviour, effort and achievement

- Giving immediate verbal feedback where appropriate as often as possible.
- Praising good behaviour as well as academic achievement.
- Positive comments on work or in pupil's planner.
- Positive reinforcement of good behaviour by any member of staff.

Display of pupils' work

This gives recognition to pupils for their efforts and celebrates their success.

Awarding of House Points/Class Dojos

House points and Class Dojos can be awarded for positive contribution to academy life made by a pupil. A house point is a small token which can be given to the pupil by any member of staff. House points are then posted into the relevant House collection box in each classroom. Class Dojos can be given on the Class Dojo communication tool used between home and school. Dojos can be given for our academy values and displaying positive behaviours in the academy.

Reasons for awarding a house point/Dojo could be:

- Excellent piece of class work
- Making a particularly good contribution to lessons
- Excellent support of other pupils/staff
- Keeping an excellent planner
- Sharing learning
- Being an excellent role model

House of the Week/term/year competition

Pupils can also gain house points for other things such as helping at academy events, taking part in extra-curricular activities etc.

A House reward is given on a bi-weekly basis in recognition of the House with the highest number of house points each week. A House of the term reward is given to the House with the highest number of house points across academy and again an appropriate reward given.

Impeccable Behaviour Reward

We define Impeccable Behaviour at Aughton as being demonstrated by pupils as following the rules and expectations of the academy, being a good role model for other pupils while being polite, courteous and thoughtful.

On a daily basis, pupils in FS2 and KS1 have Star of the Day to reward impeccable behaviour from throughout the school day. Impeccable behaviour in KS2 is acknowledged by being added to 'The Wheel', the wheel is an interactive resource where pupils are added to the wheel for demonstrating positive behaviour throughout the day. At the end of the day, the wheel is spun and one pupil is chosen for KS2 equivalent of Star of the Day.

On a weekly basis, pupils receive an impeccable behaviour certificate in their home school diary from page 150.

Pupils will exemplary behaviour over each half term will receive their Impeccable Behaviour Reward at end of the half term. Impeccable behaviour is demonstrated by following the Pupils who receive their Impeccable Behaviour certificate will also have an additional reward such as; extra playtime.

Impeccable Behaviour Rewards will run through the academic year split by 6 for each half term.

Term 1	Green
Term 2	Rainbow
Term 3	Bronze
Term 4	Silver
Term 5	Gold
Term 6	Platinum

A pupil who achieves all of their Impeccable Behaviour certificates will end on the Platinum behaviour. However, pupils who receive 5 yellow cards, a purple card or red card will not receive their impeccable behaviour certificate for that half term. If a child does not achieve one impeccable behaviour certificate across the academic year will earn their Gold Impeccable Behaviour.

Teachers are in the position of parents/carers whilst pupils are in academy. This means in particular that:

- There is no excuse for rudeness, disrespect or insolence towards staff.
- Any reasonable request from a teacher or any other member of staff should be carried out at once and without argument.

SANCTIONS

For any pupil who does not follow the expectations for behaviour of the academy, the behaviour system will be followed with appropriate consequences. The pupil's behaviour will then be monitored closely by the class teacher with support from the Principal.

Class teachers are responsible for dealing with behavioural issues in their classroom with support from the leadership team as appropriate. A range of strategies are adopted to support pupils in improving and maintaining their behaviour during lessons.

The Behaviour System at Aughton

At Aughton, we have a whole school visual approach to behaviour in the classroom. The system has been designed to allow pupils to have reflection time and manage their own behaviour within the lesson.

The behaviour system is fluid, meaning the children can move up and down the behaviour system. For example; if a pupil responds positively to support at any particular level then he/she should be congratulated, even rewarded and consequently monitored at a lower level.

If a pupil is moved upwards on the behaviour system All staff must continue to support pupils displaying behavioural difficulties and continue to make clear their own expectations and involvement in consequences as a result of inappropriate behaviour.

Throughout all levels of referral it is expected that parents/carers will be informed of the type of intervention and involved in the support process.

The following suggested staged structure is not definitive and a pupil may not work systematically through every stage. Clearly, examples of severe behaviour will warrant immediate higher levels of intervention.



The Behaviour System 'Aughton's Impeccable Behaviour'

The majority of pupils follow the code of conduct at all times demonstrating impeccable behaviour. A few pupils may occasionally need reminders about what is expected of their behaviour and for the vast majority of pupils, the following reminders will be sufficient. The Impeccable behaviour chart will be displayed in the classroom and used consistently across the academy to support children in being the very best they can be!

1. On the first occasion a pupil should be quietly reminded of the classroom expectations and an 'Ask' is imposed. (If the incident is deemed to be very serious then a pupil may be removed at this stage – see point 5). If the behaviour does not improve a second 'Ask' will be imposed.
2. At the second stage, if the pupil's negative behaviour continues, it will progress to 'Tell' with a verbal warning.
3. The aim is for the child to use the three opportunities within the 'Ask' and 'Tell' stages to self-regulate their behaviour. If this does not happen the child will be asked to move their green card to yellow on the behaviour chart. If the child responds positively to this and their behaviour improves the child can then move their card back to green with a fresh start and plenty of opportunities to improve their behaviour.
4. If unwelcome behaviour or lack of engagement continues, the pupil will be asked to move their card to the purple 'Stop n Think' card. The language of this card will be discussed with the child and strategies on what they can do to change or self-regulate the behaviour will be shared to support them in succeeding. All purple cards will be logged on SIMS by the class teacher.
5. If unwelcome behaviour or lack of engagement continues, the pupil will be asked to move their card to red and will be taken/sent to the Principal or other senior member of staff for a firm discussion on expectations. A record will be made of their behaviour on SIMS by the class teacher. After this time, the child will be expected to recognise the behaviour causing concern, apologise and return to class and their parents will be informed by the class teacher or principal of the incident.
6. If any child is on this system more than once in a day or there is a pattern of repeated disruption during the week, parents will be contacted and invited into school to discuss steps to improvement.
7. Serious incidents may require immediate intervention by the Principal/wider SLT. Teachers may require immediate intervention by a member of the SLT.
8. Discussions with the SENCO/Inclusion Team to explore alternative support strategies may be deemed appropriate. The aim should be to modify the

pupil's behaviour in order to successfully reintegrate back into the classroom.

9. This system is in place for playtime and lunchtimes to ensure consistency. Children will be placed on "Time Out" beside a fence on the infant yard or a wall on the junior yard and behaviour reported to the Principal or wider SLT for discussions with the child in their own time and with parents at the end of the day and incidents will be recorded on SIMS by teachers.

There are 3 stages to our behaviour monitoring system: Back on Track

To be issued and monitored by the Principal/SENCo as a result of the frequency of reports received for inappropriate behaviour. The Principal / SENCo will communicate to parents/carers the purpose and reason for the specific 5 day 'behaviour log' monitoring report and will be involved in the supervision of any subsequent sanctions. The parent/carer will be expected to support the monitoring by checking and signing the report each day.

The issues covered by this report involve:

- Refusing to comply with instructions
- Being argumentative with staff
- Being disruptive in lessons
- 'Winding up' other pupils
- Being aggressive and unpleasant to other pupils
- Persistent disruption/disrespect during lunchtimes or break times.

The reports require a simple achieved or not achieved for specific targets and are for monitoring/record keeping only. Sanctions for failure to satisfy the targets on the report will be applied and pupils who fail to achieve the targets should expect these. In cases of non-compliance with the uniform code parents/carers will be contacted and the pupil may be given the appropriate items of uniform to wear which must then be returned to reception at the end of the academy day.

Pupils who successfully complete their 5 day monitoring report will be removed from the monitoring system. Pupils who do not succeed will be moved to the next level.

Need to Improve

This will be issued by the Principal/SENCo as a result of persistent unacceptable behaviour in lessons as evidenced through reports from staff, failure to satisfy the targets on a 5-day monitoring chart or as a result of incidents of serious misbehaviour.

Parents/Carers will be informed and be expected to support the behaviour monitoring by attending school fortnightly and signing a behaviour contract along with the pupil.

Appropriate rewards and sanctions will be put in place with discussion with the parents, pupil and staff including non-attendance at after school clubs, limited break times, and non-attendance on trips if safety is an issue or internal exclusions during lessons or breaks.

When in Internal Exclusion a pupil will work independently during lessons and they will not be allowed to mix with other pupils during break or lunchtime. The length of time spent in Isolation will depend on the seriousness of the incident and the behaviour of the pupil during Isolation.

Support to Succeed

This level of intervention is for pupils who need further support to enable them to succeed in their education. The support may range from group sessions addressing particular behaviours, external agency intervention to alternative provision.

Pupils at this stage remain on the monitoring programme.

Success on any level of report should be recognised and praised. Success should lead to the pupil being either removed from report or put on the next level down. Advice about how to maintain appropriate behaviour once off report should occur.

Internal Exclusion

Internal Exclusion is staffed by the Principal/SENCo/Inclusion Manager in conjunction with class teachers. Pupils can be placed in Internal Exclusion by the Principal. Parents are contacted explaining the reason for the Exclusion and the time the pupil will spend in Internal Exclusion. Pupils are expected to display high standards of behaviour at all times.

Fixed Period/Permanent Exclusion

The Principal, or Senior Leader in their absence, can decide to issue a fixed period of exclusion from academy or in the most serious cases a permanent exclusion.

Dealing with Racist Incidents

Racist incidents are always investigated by the Principal who completes a 'Reporting a Racist Incident' form. All incidents of a racist nature are reported, no matter how trivial they may seem. All parties involved in the incident are spoken to as the basis of an investigation. Parents of the victim and perpetrator are informed immediately

of the incident and the actions taken are then logged with the incident form. Perpetrators who have received more than one racist incident form or perpetrators who have been involved in an incident of a very serious nature are reported to the local authority. The number of racist incidents in the academy is reported regularly to both the governors and Department for Education.

It is standard practice in academy that perpetrators involved in a racial incident are spoken to about the seriousness of their actions and as a consequence, miss break and lunchtime (internal exclusion if repeated or deliberate) the following day to spend some time reflecting on the inappropriateness of their actions with a member of staff.

Please see the Equality Policy for more details.

All enquiries regarding behaviour, including complaints should be made to Toni Tomlinson, Principal, Aughton Junior Academy.