



## BEHAVIOUR & REWARDS POLICY

PHASE	JUNIOR ACADEMY Aughton Junior Academy
POLICY LEAD	KATY WRIGHT (EXECUTIVE PRINCIPAL)
DATE OF APPROVAL BY LOCAL GOVERNING BODY	OCTOBER 2021
FREQUENCY DATE	EVERY TWO YEARS
NEXT REVIEW DATE	OCTOBER 2023

**This is the Behaviour & Rewards Policy of:**

**Aughton Junior Academy  
Turnshaw Avenue  
Sheffield  
S26 3XQ**

## **Mission Statement**

*'Montez Toujours' - Always Aspire*

*We value our pupils by creating a safe, supportive and healthy environment, and by meeting every single challenge positively.*

*At Aughton Junior Academy we are proud of our caring, conscientious, hard-working staff and our welcoming family atmosphere.*



## Every minute is for learning ...

In our academy we strongly believe that high standards of behaviour lie at the heart of a successful school, and our children's needs are at the heart of our provision.

High expectations and standards of behaviour are essential in order for Aughton to achieve its vision of being a place where children can achieve their full potential, and where partnerships between teacher and child are based upon trust, respect and an ethos of mutual care and consideration.

To achieve this vision we must work as a community, and that specifically involves ensuring that partnerships with parents and carers are strong. It is our shared belief that behaviour management is everyone's concern and responsibility.

Our aim is to ensure that strategies employed in school do not simply reward children for good behaviour and punish them for bad, but help them to learn from their mistakes and teach them how to make better choices should they find themselves in similar circumstances again.

Good, fair and consistent behaviour management strategies teach children that they are in control, and that the power to make a good or bad choice is within them and not something that they should look to someone else for. Every individual has the right to feel safe in school; this will happen when every individual takes responsibility for making the right choices.

We know that by working together we can inspire our children to become successful in all they do and to develop a life - long thirst for learning.

## **Introduction**

A well-ordered environment 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 his/her 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, 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 practices

## **General Academy Aims**

- To create a caring, stimulating and enjoyable environment for pupils and staff.
- To develop a caring and considerate attitude towards others and to promote habits of self-discipline 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-discipline 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 expects.
- To value the rights of the individual.
- To raise pupil's 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 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 emerge from difficulties 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 effective mechanisms are in place for the monitoring and evaluation of this policy.

## **Promoting Good Behaviour**

Underlying 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 an orderly 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, and fair, and followed by all.
- Rules are reviewed regularly with staff and pupils.
- There is a shared understanding and subscription to the **responsibilities** and **rights** of all members of the academy community.

## **Responsibilities and Rights**

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

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

### **Responsibilities**

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

<ul style="list-style-type: none"> <li>• To meet the educational, social and behavioural needs of the pupils</li> <li>• To provide an appropriate curriculum</li> <li>• To provide a clean, pleasant and safe environment in which pupils can work</li> </ul>	<ul style="list-style-type: none"> <li>• To behave in a way that allows other pupils to learn</li> <li>• To do as instructed by all members of staff (teaching and support staff)</li> <li>• To observe the Code of Conduct at all times</li> <li>• To keep the academy clean and pleasant</li> </ul>	<ul style="list-style-type: none"> <li>• To communicate to the academy any necessary information that will help to support the education of their child</li> </ul>
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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
- attend a clean and pleasant academy

## **REWARDS POLICY**

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

### **Purpose**

- To reward and thus promote good behaviour and a strong work ethic
- To celebrate positive behaviour regularly through class and whole school incentives and celebrations
- To make good behaviour the norm
- To enhance achievement and attainment by highlighting the positive
- To celebrate achievement, attainment and involvement in academy life
- To build confidence and self-esteem through acknowledgement of achievement

### **What should be rewarded**

- **Achievement** – working at or above the expected level of an individual pupil
- **Effort** – recognition of commitment in order to achieve or succeed
- **Community** – recognising an individual's service 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 formal reward system and by informal but 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
- Rewarding pupils with house points
- 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

### **Show and Shine Assemblies**

Every week we will celebrate the children's achievements in an assembly. This special assembly will give the children the chance to be the best role models and to inspire others pupils from across the academy with their achievements.



### **Impeccable Star Awards**

Every half term we will hold a celebration assembly where we will celebrate our positive behaviour in school. Impeccable pupils from the previous term are recognised and reminded about the incentive of the impeccable star pin badge. The pupils who have not received a behaviour card over the course of the week will have a chance to shine in this assembly.

Building on this, pupils will receive an impeccable star pin badge at the end of a half term if their behaviour has been impeccable, both in lessons and during unstructured times of the day. Pupils are identified for this reward if they have not received any purple or red cards within the half term period, and the impeccable star pin badges are presented each half term in an assembly.

Over the course of an academic year, impeccable pupils will have the opportunity to be rewarded with six different coloured impeccable star pin badges – one for each half term. Children who receive all six pin badges can trade them in for a gold star pin which they can wear at the start of the new term to showcase their impeccable achievements. An opportunity will be given to pupils, parents/carers and staff at the end of the academic year to provide feedback and identify any actions that may need to be considered regarding the consistency and adherence to policy.

### **Display of pupils' work**

This gives recognition to pupils for their efforts in lessons. House points will be awarded for children's work that is displayed in school.

### **Awarding of House Points**

House points can be awarded for positive contribution to academy life made by a pupil. A house point is a small token which can be given as a reward by any member of staff. Children place these into the relevant house collection box and houses with the most points are rewarded every week in assembly and through a range of rewards.

Reasons for awarding a house point could be:

- Being an independent learner
- Demonstrating resilience
- Sharing their learning
- Excellent piece of class work
- Making a particularly good contribution to lessons
- Having a go when asked questions
- Sharing with others what they have learnt in a lesson
- Achieving a mark / level which is above target
- Excellent support of other pupils/staff
- Keeping an excellent planner

## **House of the Week/Term/Year Competition**

The children are divided into four houses, Verelst, Darcy, Melton and Furnival. Children can gain house points for good work, effort and behaviour, and house points are awarded weekly in recognition of particular effort and achievement. Pupils can also gain house points for other things such as helping at academy events, taking part in extracurricular activities etc.

### **Aughton Houses**

**Verelst Green Crest**

**Darcy Blue Crest**

**Melton Yellow Crest**

**Furnival Red Crest**

The house reward is awarded on a weekly basis in recognition of the house with the highest number of house points each week. A house of the term award is also given to the House with the highest number of merits across academy at the end of the Autumn and Spring Terms. The House of the Year award is given at the end of the Summer Term.

### **PUPILS' CODE OF CONDUCT**

Acceptable 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 younger pupils reading record as well as in the older children's pupil planner.

#### **CODE OF CONDUCT**

1. Respect other people's points of view.
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 academy. Never run or barge, but be ready to help, open doors, and stand back to let people pass.
4. Always speak politely to everyone. Shouting is usually discourteous. Swearing and bad language are not acceptable.
5. Keep the academy clean and tidy so that it is a welcoming place of which we can all be proud. 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. Do not indulge in unsociable behaviour such as spitting and chewing gum.
7. When going to and from academy, or when out on an academy trip, continue to behave with courtesy and consideration.

## **Behaviour for Learning at Aughton Junior Academy**

**R**eady to learn

**E**ngaged

**S**uitably dressed and equipped

**P**rogress is made

**E**xcellent standards of behaviour

**C**onsideration for others

**T**idy environment

### **Finally, but most importantly**

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.

Breaking either of these basic rules will be treated as a very serious matter.

### **SANCTIONS**

For any pupil who does not uphold their **responsibilities** and does not comply with the academy's Code of Conduct, there will be certain **consequences**. The pupil's behaviour will then be monitored closely, both 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 should be adopted to support pupils in improving their behaviour during lessons.

Incidents of unacceptable behaviour should be recorded in the SIMS behaviour log for the pupil, giving a brief description of the incident and the action taken as a result. The Principal will monitor the entries onto the system to identify pupils who require further intervention.

### **The Staged Referral and Intervention System**

A staged referral system is necessary to ensure early intervention at the appropriate level of response. It should aim to correct unacceptable behaviour and provide pupils with support to address the causes behind the behaviour. The staged intervention should be seen as a continuum from 'a quiet word in the classroom, to a multi-agency approach to help avoid a permanent exclusion'.

Pupils should be able to move up and down the continuum. 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 to a higher level on the referral system, this does not mean that staff relinquish responsibility at a lower level. 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 Pupil Monitoring System**

The majority of pupils follow the code of conduct at all times. 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;

**Step 1** - Verbal warning – a quiet word with the pupil to let them know that their behaviour is not acceptable.

**Step 2** – Second Verbal Warning – the pupil has a further reminder that their behaviour is not acceptable and the consequences clearly explained.

**Step 3** – **YELLOW CARD**– if a pupil continues to display inappropriate behaviour, a yellow card will be issued. The card is given to the child as a visual reminder that their behaviour is not acceptable. As we want all children to self-regulate and take ownership of their behaviour, a child can be moved back off a yellow card to show they have listened and responded positively to the sanction.

**Step 4** - If a pupil does not respond positively to the sanction of a yellow card, the member of staff will issue a **PURPLE CARD** which is recorded on SIMS and reported to parents. This is the last opportunity for a pupil to modify their behaviour before a red card is issued.

**Step 5** - If a pupil does not respond to the issue of a purple card, then the member of staff will issue a **RED CARD**. The pupil will then be sent to see the Principal and lose the privilege of breaks for that day. The pupil's teacher will contact the pupil's parents at the end of the day to inform them of their child's inappropriate behaviour.

The **RED CARD** will also be logged on to SIMS by the member of staff who issued it.

For serious cases of inappropriate behaviour, a member of staff may deem it necessary to issue an instant red card, rather than moving through the full monitoring system. Such instances would be discussed with the Principal to ensure the pupil has been treated fairly.

## **Behaviour Report Book**

A child who requires those constant reminders how to behave, but is still receiving a number of **PURPLE CARDS**, could, after consultation with parents, be placed on a behaviour report book. This will have measurable targets that the school, parents and child can work towards and will be sent home every evening.

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

The issues covered by this report involve:

- Refusing to comply with instructions
- Being argumentative with staff
- Being disruptive in lessons
- Being aggressive and unpleasant to other pupils
- Persistent failure to produce classwork

Sanctions for failure to improve will be applied, and pupils who fail to achieve agreed targets should expect these.

In cases of non-compliance with the uniform code, parents/carers will be contacted and the pupil will 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 improve their behaviour will be removed from the monitoring system. Pupils who do not succeed will be moved to the next level.

## **Isolation**

Isolation is staffed by senior leaders. Pupils can be placed in isolation for one day for reasons which may include non-compliance with uniform, calming down period after an incident with another pupil, refusal to follow instructions, disrespectful behaviour towards staff / another pupil(s).

## **Internal Exclusion**

Internal exclusion is staffed by the senior leaders. Pupils can be placed in internal exclusion by the principal. A letter is sent home explaining the reason for the exclusion and the number of days the pupil will spend in internal exclusion. Pupils are completely isolated from the rest of the academy and they are expected to display high standards of behaviour at all times. Failure to do so will result in an extension to the number of days to be spent in internal exclusion.

### **Fixed Period/Permanent Exclusion**

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

### **Verbal Abuse – Includes name calling and Sexist Comments**

We want everyone to feel included, respected and safe in our academy. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

**Sexist comments** are those which discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Record the incident on file
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction if there is a repeat of the incident, inviting the perpetrator's parents/carers to a meeting with the Principal.

The RHE curriculum educates pupils about what healthy and respectful behaviour towards one another looks like. Staff are trained to identify such behaviour and as incidents arise, information will be shared through briefings in order to update staff about the prevalence of such incidents in the academy and measures in place to address this.

### **Dealing with Racist Incidents**

Racist incidents are always investigated by the principal upon receipt of 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.

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, receive a minimum of a red card (which amounts to missing break 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 Katy Wright, Executive Principal, Aughton Junior Academy.

**Policy review date:** October 2021