

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

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- 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 ParentMail message or a personal phone call;
- ParentMail 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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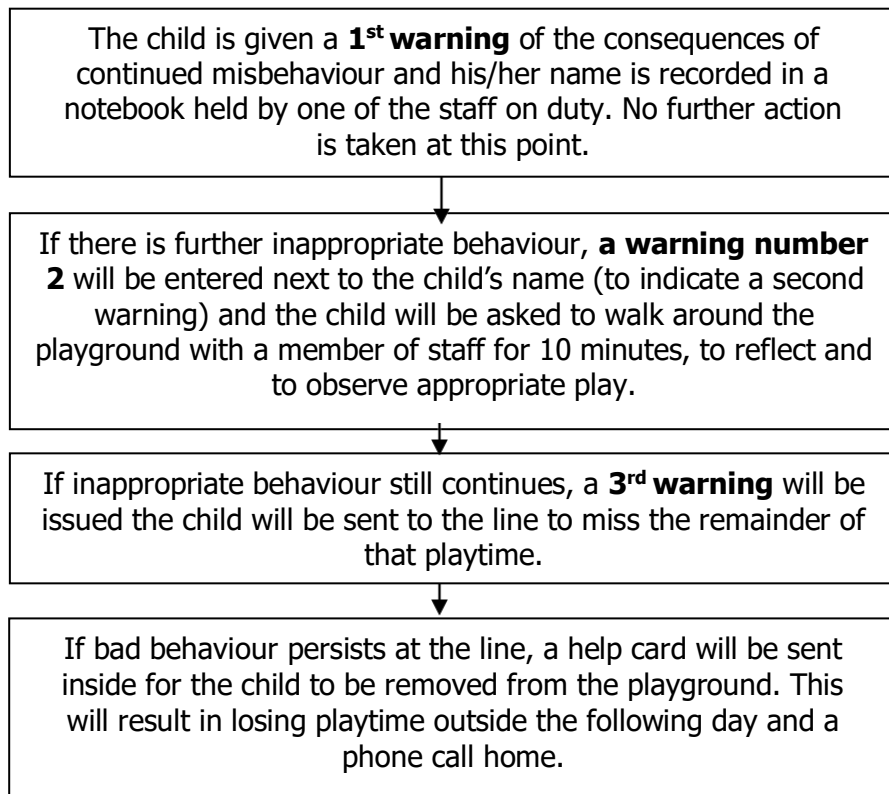
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Sanctions

- 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.

Dealing with serious misconduct

Serious misconduct, in or out of the classroom will be referred to the Head Teacher.

Serious misconduct includes stealing, hurting other children, child on child abuse in any form, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying.

Incidents will be recorded in CPOMS and investigated by the SENCO and/or Head Teacher.

Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Peer on peer (or child on child) abuse, will always be taken seriously and swiftly acted upon, under the appropriate policy e.g. safeguarding, bullying and a risk assessment completed as required. Students will be encouraged to report any concerns freely.

It will not be dismissed as 'banter' or 'part of growing up'. These issues will be part of PSHE /RSE lessons and discussions. Victims will be supported through the school's pastoral system.

Serious one off breaches or repeated breaches of the school rules may lead to a fixed term exclusion.

If property has been damaged, then school may ask parents to provide replacements.

Children who persistently breach the school rules will have individual support plans and drawn up and may follow different steps of interventions and sanctions.

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Physical restraint/reasonable force

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by Wakefield County Council; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Parental permission may be sought in advance if deemed necessary

Refer to our intimate care policy:

Statement on the use of Physical Interventions

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

1. to comfort a pupil in distress (so long as this is appropriate to their age);
2. to gently direct a pupil;
3. for curricular reasons (for example in PE, Drama etc);
4. in an emergency to avert danger to the pupil or pupils;

If hand holding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Reasonable force can be used to

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom or school site where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and restrain a pupil at risk of harming themselves through physical outbursts.

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Reasonable force cannot be used

- as a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded on CPOMS and our bound book. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Confiscation, banned item and Searching Pupils

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

The head teacher and teaching staff have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff will be present. Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- drugs
- stolen items
- knives
- weapons
- cigarettes
- pornographic material
- anything else perceived to pose a threat to pupils at the school
- fireworks

Jerry Clay Academy reserves the right to take, examine and search users devices in the case of misuse as set out in the E-safety Policy.

Discipline beyond the school gate

When there is a case of poor pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- continued bullying of a pupil outside of school
- use of cyber bullying outside of school
- inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform
- behaviour that poses a threat to another pupil or member of the public
- behaviour that could have repercussions for the orderly running of the school
- behaviour that could adversely affect the reputation of the school

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Exclusion

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time or permanently. If such action is taken, the head teacher will inform the Chair of Governors and the Local Authority (the Education and Access Specialist). A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements (see Pupil Discipline Committee Constitution and procedures). Examples of types of behaviour which may result in exclusion:

- physical assault
- bullying
- cyber bullying
- possession of drugs
- possession of weapons
- serious breaches of this behaviour policy
- in such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Focus Weeks/ behaviour hotspots

From time to time we will have a week when there will be a focus on one particular type of behaviour, e.g. coming into assembly quietly, playing with someone you don't usually play with, leaving the cleanest table, saying please and thank you. This will be positively reinforced by all staff naming and acknowledging children who demonstrate that behaviour.

Pass and alert cards

Staff will send a red card to a member of the SLT staff who will a member of the Pastoral team to alert them to a need for immediate support and also check that the site is secured.

Monitoring

- The Head Teacher monitors the effectiveness of this policy on a regular basis. She also makes reports to the governing body on the effectiveness of the policy and if necessary, makes recommendations for further improvements
- The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor and major classroom incidents where a child is giving cause for concern on CPOMS. We keep a record of any incidents that occur at break or lunch time. Lunch time supervisors give written details of any incident in the incident books.
- The Head teacher keeps a record of any pupil who is internally, fixed term or permanently excluded
- It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently
- The governing body reviews the policy every year. The governing body may however review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improve

Review date: September 2022