



Jubilee L.E.A.D. Academy  
A L.E.A.D. Academy

# Jubilee L.E.A.D. Academy Behaviour Policy

**Date of Policy:** September 2021

**Review frequency:** Annually

**Approval:** Headteacher

## **Policy Statement**

### **Introduction**

This statement sets out the legal framework, the definitions and our policy expectations.

The L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies.

The policy makes the expectations for behaviour management explicit in order to ensure consistency of practice across the network of academies. The L.E.A.D. Academy Trust aim is for the academy community to flourish in an atmosphere of mutual respect and an agreed code of conduct.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each academy.

**Cross Reference:** Exclusions Policy, Safeguarding and Child Protection

### **Legislative Links that have informed guidance**

- Education Act 1996
- School Standards and Framework Act 1998
- Education and Inspections Act 2006
- School Information (England) Regulations 2008
- Equality Act 2010
- The Education (Independent School Standards) (Amended) (England) Regulations 2014
- Education Act 2011
- Schools (Specification and Disposal of Articles) Regulations 2012
- The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

### **Associated resources and DfE guidance**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Procedures for behaviour management implemented by individual academies will be operated in a positive way, reflecting the high expectations on all within the academy community.

All staff are responsible for promoting and establishing positive behaviour across Trust academies. It is important that all staff are consistent and proactive in rewarding good behaviour, and in dealing with unacceptable behaviour.

### **Acceptable and Unacceptable Behaviour**

The chart on page 4 gives examples of behaviour the L.E.A.D. Academy Trust defines as 'acceptable' and 'unacceptable'.

We expect each academy to:

- have a whole-school behaviour policy which details its approach to behaviour management
- involve all pupils in the creation and review of academy codes of conduct
- provide a purposeful learning environment conducive to promoting high standards of pupil conduct and positive attitudes to learning
- involve parents/carers by communicating well to ensure their support

- make positive recognitions of pupil achievement
- ensure that if things go wrong, pupils are given the opportunity to put things right.

Each academy, in order to instil good behaviour, should therefore:

- provide an environment conducive to effective learning for all pupils and staff
- raise and promote self esteem in all members of the academy community
- promote consideration and respect for others and the academy environment
- encourage a shared responsibility between home and the academy
- provide guidance for staff, pupils and parents, enabling everyone to know what is expected of them.

Positive recognition motivates pupils to observe the rules. Whilst consistently dealing with disruptive behaviour, teachers are expected to focus positively on pupils who are behaving well, ensuring that praise is well utilised in classrooms and around the academy site. If this strategy is used consistently, it will have the following effects:

- encourage all pupils to behave appropriately
- increase pupil self-esteem, self-confidence and reflectiveness
- dramatically reduce behaviour problems and confrontational situations
- create a positive classroom environment for both pupil and class teacher
- help to teach behaviour and establish positive relationships.

### **Consequences**

In addition to positive recognition, there must be systems for dealing with disruptive behaviour when pupils choose not to follow the rules. Systems should have staged interventions with a clear scale of escalation to cope with repetition. It is important that this staged intervention is designed to allow all pupils the opportunity to choose to change his/her behaviour within an identified framework.

Detailed records are kept of both positive recognition and consequences.

When a pupil is experiencing difficulties with behaviour and normal classroom sanctions have not worked, it will be necessary to consult the Headteacher and inform the Inclusion Lead. Following consultation with the appropriate staff and parents a plan of support will be agreed. If the pupil is at risk of exclusion, the local authorities R2i programme will be followed to ensure that a proactive approach is taken to understand the needs of the individual pupil.

An early help plan may also be considered if it is felt that there are other issues affecting the pupil's behaviour which could be better addressed through a multi-agency action plan. Jubilee L.E.A.D Academy will refer to Nottingham City Council's processes and procedures and Nottingham City Children and Families arrangements.

### **Exclusion**

Ultimately a pupil who refuses to behave in an acceptable way may be excluded, for a Fixed Term period or this may be a Permanent Exclusion, from the academy, for, for example, violent assault on another pupil or an adult, verbal abuse/threatening behaviour against a pupil or an adult, bullying, racial abuse, drug or alcohol related offences or persistent disruptive behaviour.

### **Use of outside agencies**

The following outside agencies are available to support parents/carers/pupils who are experiencing difficulty

- Education Welfare Officer (EWO)
- Community Public Health Nursing Service (5-19)
- Educational psychologist
- Police
- Family doctor
- CAMHS
- Behaviour support team
- Speech therapist
- Visual impairment services
- Families Information Service
- Parent Partnership

The Inclusion Lead and the Headteacher will advise teachers and parents on which service would be most appropriate and how to contact them.

### **Equality statement**

All behavioural strategies are applied equally to both girls and boys throughout the academy, regardless of age, gender, sexuality, race, nationality or ability.

### **Monitoring, evaluation and review**

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

The Inclusion Lead will monitor numbers of pupils at various stages of the behaviour plan. This will be done on a half termly basis.

The governing body, via the SEN Link Governor, will review progress made and the effectiveness of the policy on an annual basis.

The Trust Board scrutinises the exclusion data and any issues reported in the Quality Assurance (QA) visits made by the Director of Schools.

<b>Pupils should</b>	<b>Pupils should not</b>
Show respect for each other regardless of race, culture, gender, sexuality or religion	In any way verbally or physically mistreat anybody else
Show respect for adults including following instructions when asked	Show disrespect towards adults
Be polite to others	Engage in bullying and/or teasing
Show respect for property belonging to others and to the academy	Damage other people's property, including that belonging to the academy
Show respect for people's right to learn	Disrupt the learning of others
Wear the full academy uniform	Wear make-up or more than one pair of silver studded earrings in the lobe
Be punctual to the academy and to lessons	Be late to the academy and lack punctuality when on academy premises
Ask permission from a member of staff before leaving a classroom	Leave classes without permission
Hand in all work on time	Fail to hand in homework on time

Attend the academy ready to learn with the correct equipment	Eat or drink during lessons including the chewing of gum
Work to the best of their ability during lessons	Bring mobile phones, ipods/ipads or other electrical items to the academy without the permission of the headteacher
Use academy ICT facilities sensibly and safely	Access other pupils' files and documents on the academy ICT network premises
Bring in notes explaining any absences from the academy	Smoke in or near the academy
Look after all academy property	Steal or vandalise academy property or that of other pupils
	Engage in any other activity in or out of the academy which could bring the academy in to disrepute



**To be read in conjunction with:**

Anti-bullying policy  
Acceptable Use policy  
Exclusion Policy  
Use of reasonable force policy  
Safeguarding and Child Protection Policy

**Aims:**

At Jubilee L.E.A.D. Academy, it is our aim to support our children in the best possible way, in relation to their behaviour, in order to allow Teachers to Teach and Children to Learn. The policy makes the expectations for behaviour management explicit in order to ensure Jubilee L.E.A.D. Academy is a calm and disciplined environment, where everyone follows the rules.

We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with SEND.

In our school we aim to:

- ✓ Create a secure, orderly environment in which effective learning can take place.
- ✓ Create a school in which there is mutual respect between adults and children.
- ✓ Develop a sense of self-discipline, fair play and responsibility for our actions.
- ✓ Create a genuine concern for life and the environment.

**Approach:**

Good behaviour is essential for creating an environment in which all members of the school community can thrive, feel respected, safe and secure. It is important not to assume that all children who attend our school will have the strategies to know how to behave appropriately. It is the responsibility of all adults within school and parents to support the children in working towards our code of conduct.

Children with social mental and emotional health needs on the SEND register will be expected to work towards our code of conduct with the support of an Individual Profile Plan and from ALL staff.

**Code of Conduct:**

Our code of conduct is based around a set of values decided on and agreed by all children and staff.

**R**espect  
**E**xpectation  
**A**ttitude  
**C**o-operation  
**H**onesty

A 'REACH' display in every class room is a constant reminder of our expectations.

In addition to this, each class will have their own agreed set of class rules that will be sent home as part of our **home school agreement** in keeping the rules in our school. These rules will be reviewed at the start of each new term and displayed in every classroom and around school.

## Adjustments as a result of COVID -19

At Jubilee L.E.A.D. Academy, leaders have used government and L.E.A.D. Trust advice to develop our own plans for reengaging pupils in their return to full time education following the COVID-19 pandemic

We aim to:

*Create a safe and calm environment, in which pupils and staff feel safe, therefore allowing staff to be empowered to safely enable the transition for learning to take place.*

All staff will welcome back our pupils in September and re-establish our high expectations of pupil's behaviour.

As a result of the pandemic additional behaviours that normally wouldn't be sanctioned may now be, for example;

- ✓ Intentionally failing to follow any altered routines as a result of the pandemic
- ✓ Refusing to follow instructions on hygiene, such as handwashing and sanitizing
- ✓ Failing to move around school safely as per specific instructions
- ✓ Inappropriately sharing any equipment or other items including drinking bottles
- ✓ Refusing to follow amended expectations about breaks or play times
- ✓ Following the clear rules about coughing or spitting at or towards any other person
- ✓ Follow clear rules for pupils at home about conduct in relation to remote education

## Rewards and Sanctions

Individually Agreed Rewards

Dip in the box every Friday

A sticker or stamp on the chart for children who stand in assembly

A 'treat' at the end of every half term (half a day fun activities chosen by the children)

Stickers

Lunchtime Awards

Reader of the week

Work of the week

Mathematician of the week

ACE Awards

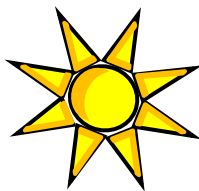
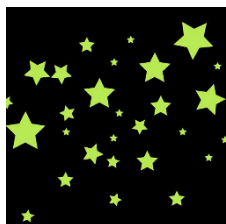
Cleanest classrooms

Attendance cup

On-time Ted

Raffle tickets – get caught doing what you should!

Children who do not break the code of conduct and rules for a week will be awarded a sticker or stamp on a treat-chart in their classroom and their success will be celebrated in assembly each Friday by standing up on our role of honour during an assembly. When the pupil has stood up for an agreed number of weeks (according to the length of the half-term) there will be fun activities to take part in. It must be noted that only those children who have stood for the agreed number of times will be allowed to attend such treats. .



At Jubilee LEAD Academy, we aim to use positive reinforcement to encourage children to express the desired conduct. However, there are times when the behaviour of individual children may require sanctions. These will be addressed in the following way:

Every child will begin on a ray of the sunshine. This is where we expect children to stay as a result of displaying the conduct expected of children in our school. Conduct that exceeds expectation will be rewarded through raffle tickets. However, we are promoting our pupils at Jubilee to reach for the stars and to carry out acts of kindness within the community and to develop their understanding of our code of conduct values.

- If a pupil carries out an act of kindness for an individual or the whole school, they may move up to the rainbow and receive 3 raffle tickets for doing so.
- If a pupil shows Respect, Expectation Attitude, Co-operation, Honesty that is beyond our high standards of expectation our pupils can reach for the stars and receive 5 raffle tickets for their effort.

If a pupil goes through an entire week without moving from the sun, they will be rewarded with a stamp/sticker towards the 'special reward afternoon'. They will also stand up in assembly as a sign of achievement and be entered into the class dip in the box.

A pupil will need to accumulate stamp/sticker over 6 weeks to attend the 'special reward afternoon'.

A pupil with 3 stamp/sticker will not attend the 'special reward afternoon' but will carry these points over to the following 6 week period.

If a pupil breaks one of our agreed rules, their picture/name will be moved from the ray of the sun to the centre of the sun (the pupil will be told which rule they have broken). At this stage, there are no further consequences. Children should recognise that their behaviour must improve.

If a **2<sup>nd</sup> rule** is broken, the pupil's picture/name will be moved to the sun cloud. The pupil will then be moved to a separate location within the class for 5 minutes.

If a **3<sup>rd</sup> rule** is broken, the pupil's picture/name will be moved to the rain cloud. They will then be given a green form and taken to another class for 20 minutes. The pupil must complete the green form, explaining how they will immediately improve their conduct.

If a **4<sup>th</sup> rule** is broken, the pupil's picture/name will be moved to the thunder cloud. The pupil will then be taken to the office where the pupil will telephone their parents/carers to explain their behaviour before returning to their class.

### **Minor Incidents**

- ✓ Minor physical assault e.g. push, shove, kick (childhood play that is not as controlled as it should be)
- ✓ Teasing
- ✓ Name calling
- ✓ Childhood disagreements
- ✓ Low level disruptive behaviours

These will be dealt with through the school behaviour systems. Parent's maybe contacted as a result of a pupil's behaviour at the discretion of the class teacher. Sanctions will be given such as loss of break/lunch time. If a pupil's behaviour towards another pupil may be perceived as bullying, then a bullying allegation form will be completed by staff. (See anti-bullying policy)

If a pupil is involved with major incident then a **blue ABC form** will be completed by the adult. The pupil will be sent to the member of the Senior Leadership Team on duty at that time, who will after investigation contact the parents/carers of all involved and decide on an appropriate sanction. The Head teacher will be informed at all times of any serious incidents.

### **Major Incidents**

- ✓ Deliberate physical incident which may involve a physical action which has caused injury to other child / adult
- ✓ Clear evidence of bullying
- ✓ Theft of school or others property
- ✓ Vandalism towards pupil, school or adults property
- ✓ Clear evidence of persistent / deliberate racist/culture/homophobic abuse- yellow form
- ✓ Foul and abusive language towards staff



- ✓ Malicious allegations against staff

The consequences of a major incident with clear evidence base may result in a fixed/permanent exclusion from school. The Headteacher and/or Deputy Headteacher should be informed of major incidents, even if they are resolved, in order that they have an overview of the situation.

Should behaviour issues still persist or an extreme behavior occurs, a meeting will be arranged with the parents/carers of the pupil to discuss what the next steps may be if the pupil does not rectify their behaviour.

Some of the options that may be discussed with the parent could be:

- Pupil will go on a report card
- Implementing the local authority's Routes to Inclusion process
- Behaviour contract
- Internal removal (within school)
- Internal exclusion (within the Trust at another school)
- Fixed term exclusion
- Permanent exclusion

### **Exclusion**

At Jubilee L.E.A.D. Academy we work with other schools across the Trust in an attempt to reduce the fixed term or permanent exclusions. Therefore there may be occasions when we isolate a pupil in another keystone within school in the first instance (this could be for 1 or more days). Then we may consider sending them to another school in the Trust with a teaching assistant. (this could be for more than 1 day depending on the severity of the incident)

We do not wish to exclude any pupil from school but sometimes this may be necessary. Our school adopts Government Guidance for the list of reasons for exclusion. We refer to this guidance in any decision to exclude a pupil from school. <https://www.gov.uk/government/publications/school-exclusion>

### **Report cards**

Pupils who continue to have their name moved over a period of a week and collect 6 negative points associated with name moves will be placed on a report card.

Jubilee has 2 different report cards one for Keystage 1 and one for keystone 2 due to cognitively children require alternative formats.

Pupils will be placed on **Green** report to their class teacher for 2 weeks to help focus them on making positive choices. 2 or 3 targets will be set in a positive manner i.e.:

- ✓ I will complete all my work to the best of my ability
- ✓ I will be kind to staff and pupils

If after 2 weeks there is a reduction in name moves they will be removed from report card. If they do not they will be moved to **Orange** report for a further 2 weeks and report to a member of the senior leadership team. If they improve their choices they will go back to a **Green** report. However if they continue to have name moves and choose not to behave in accordance with the high standards at Jubilee L.E.A.D. Academy, they will be placed on a **Red** report to the Head or Deputy Head.

**Green** – On report to class teacher

**Orange** – On report to Inclusion Lead or Assistant Head

**Red** – On report to Deputy Head or Headteacher

### **Why we track behaviour?**

Detailed and objective tracking of behaviour, in and out of the classroom, provides us with a clear picture of behaviour within the school. The results can be used for self-evaluation, to support pupils and develop staff skills. Behaviour will be tracked on a weekly basis and patterns/trends identified and support given via the Inclusion Lead.

### **Supporting students:**

Behaviour tracking allows us to select the most appropriate interventions for an individual, build an action plan and monitor its impact. Detailed and objective information is vital for us to involve all.

Parents have a vital role to play. The expectation is that all parents will work with the school in the implementation of this policy and will meet the schools request to discuss their child's behaviour.

### **Expectations on staff**

If pupils do have to be reprimanded regarding inappropriate or anti-social behaviour, this should be done in a constructive manner; condemning the *behaviour* without humiliating or "putting down" the *pupil*. **Staff should not shout at children**, the only exception to this is if the child or another child is in danger. A raised voice or tone should only be used in exceptional circumstances. The raised hand signal should be used to calm and quieten the children down, raised voices should be avoided.

Using the above techniques most children will respond more co-operatively and with less resentment than if they were constantly being criticised for negative behaviours.

Praise should be used as a reward, in conjunction with the school rewards system. These should be given out for good behaviour, extra effort and co-operative behaviour, not just for work of a high standard. Class teachers will keep a record of poor behaviour that occurred at lunchtime through communication with teaching assistants who are out on duty. Where appropriate, the parents will be invited to discuss their pupil's behaviour and therefore it is essential that records are kept carefully.

### **Support Systems for Pupils with Additional Needs**

For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the Local Authority Inclusion Team, Social Care, and CAMHS etc. However, this school recognises that many children with additional needs require the security of boundaries and the same high expectations for behaviour.

### **Pupils with SEND or Social Emotional Mental Health Needs**

At Jubilee L.E.A.D Academy, we understand that the majority of pupils with SEND or SEMH require the same proactive behaviour management as all other pupils, and that many pupils such as those with ADHD and ASD thrive on having clear and precise boundaries.

Pupils with SEND relating to behaviour are given specific targets on their individual pupil profile to support them in making progress in this area. As part of the reasonable adjustments within the classroom teachers may introduce an additional and individual reward system which has been determined by the class teacher and Inclusion Lead, with the involvement of the pupil and parents. They may also receive additional support/outreach from staff in school and also from external agencies. Referrals are made from class teachers and members of the Leadership team.

### **Counselling Service**

The school-based counselling service is dedicated to improving the emotional wellbeing of pupils, their families and our whole school community.

Counsellors give our children opportunities to explore their problems through talking, creative work and play. Sessions enable pupils to cope now and make better-informed decisions about their lives and help prevent emotional and behavioral issues. Counselling sessions also help pupils to develop more effective communication skills and the ability to develop better relationships. A counsellor will listen to pupils, offer advice and strategies reassure them and make a note of their concerns. If any child protection concerns are raised during a session Designated Safeguarding Leads Mrs. McIntyre, Mr Brooks, Miss Swan and Mrs O'Connor are informed and will take the necessary action.

### **Strategies for Promoting Positive Behaviour**

Good quality teaching

Interesting and exciting learning

Clear and consistent high expectations

Praise for good behaviour

Celebrating success (sharing learning in class, with Headship Team, in assembly, with parents)

Class and whole-school assemblies make use of appropriate stories and real-life experiences to reinforce a positive and moral ethos

Children involved in making the rules

Children involved in agreeing consequences

Children are listened to and given the opportunity to discuss issues relating to behaviour so that they can adapt their behaviour in the future and learn from their mistakes

Recognition when behaviour has improved

Giving children responsibility for areas around the school or helping adults

Peer mentoring

### **Dealing with Persistent Unacceptable Behaviour**

No school will ever be free of children who from time to time have problems with unacceptable behaviour. It is school policy to manage such behaviour in a positive and supportive way, involving parents and, where necessary, the educational psychologist and other support agencies.

Reasonable adjustments may be made for children with SEN or disabilities when applying the behaviour policy.

### **Strategies for dealing with persistent unacceptable behaviour may include:**

Regular discussion with children and parents

Instigating the Routes to Inclusion package

Home/school message books, so that children showing persistently unacceptable behaviours are made aware of the importance of liaison between school and parents

Report cards

Tracking the progress of a child's behaviour in school

Structured lunchtimes (lunchtimes are carefully planned with some outside and some inside time with adult support where necessary)

Structured learning time (the day is broken down into small manageable tasks)

Internal seclusions (learning away from other children, on school premises but not in class)

Internal exclusion (learning away from the school site with a member of school staff)

Team of adults working closely together to support the pupil

Knowing individual children well, to understand possible triggers for their behaviour and avoid or manage those triggers

Referral to outside agencies (e.g. CEPS)

Restraint (A group of staff are trained in using 'Positive Handling' techniques. De-escalation is the first strategy and handling children is a last resort. Restraint of children is only used when: a child is at risk of hurting themselves or others; is damaging property or is seriously disrupting the learning of others. Parents are informed.)

Referral to support workshops

Referral to the Nurture group

Reduced timetable

Fixed term exclusion

Permanent exclusion

### **Staff Development and Support**

The school has an inclusion team within school in order to not only support our pupils but to support the staff in the implementation of strategies to promote the schools behaviour system consistently. Staff can request support to the team who will observe practice and offer support and guidance where appropriate.

All staff also have a responsibility to ensure that the following behaviours are exhibited:

Treat all children equally, irrespective of gender, sexuality, race, religion or disability.

Be alert to signs of all forms of bullying and racial harassment and deal firmly with it in line with school policy.

Model the type of behaviour felt to be acceptable.

Play an active part in building a sense of community.

Deal sensitively with children in distress.

Support each other in maintaining good classroom management and be sensitive to each other's needs.

### **Monitoring and Review**

The head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. It will be monitored through using assessment tools, exclusion and attendance data, data that are kept about the use of 'time-out' facilities, or other records that are kept of serious incidents. It will also include consultation within the school and local community about perceptions of behaviour

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### **Dealing with Inappropriate Behaviour of parents, visitors and other adults in school:**

#### **Legal Duty**

The school has a duty to ensure that its premises are a safe place to work and visit so therefore must deal effectively with any rude or aggressive visitors to school, including parents.

#### **Inappropriate behaviour**

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions or requests from staff; e.g. refusing to move from a specified area, to cease behaving in a manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety risk.
- Being verbally aggressive, e.g. swearing, threatening or shouting at others on the premises, including visitors to the site
- Being physically abusive e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including visitors

#### **How can the school respond?**

1. Verbal warning- senior member of staff can ask the person to stop behaving inappropriately or to leave the premises. Although this warning will be given verbally a written report should be made.

2. The police – can be asked to attend school to ask the person to leave, to remove them from the premises or if their behaviour warrants it to arrest them.

3. Warning letter – serious incidents should be followed up by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed

4. Banning letter – if the incident is sufficiently serious or is one of a series of incidents, the Headteacher can ban a person from the premises.

5. Legal proceedings –

a) Civil proceedings

b) Injunction

c) Criminal proceedings

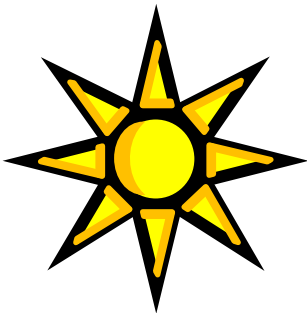
# Jubilee Behaviour System



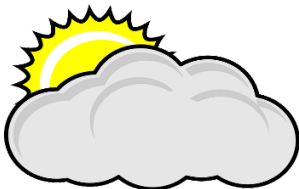
- R.E.A.C.H values: Stars 5 raffle tickets



- An Act of kindness: Rainbow 3 raffle tickets



- Everyone begins on the rays of the sun. This represents the desired behaviour. Standing in assembly.
- 1<sup>st</sup> rule broken: centre of the sun. Standing in assembly.



- 2<sup>nd</sup> rule broken: sun cloud Moved in the class for 5 minutes. Not standing in assembly.



- 3<sup>rd</sup> rule broken: rain cloud 20 minutes in another class with green form thinking about how to change behaviour.



- 4<sup>th</sup> rule broken: thunder cloud Phone home to explain behaviour.

**Jubilee Lead Academy ABC Form**



Jubilee L.E.A.D. Academy  
A L.E.A.D. Academy

Name of Pupil:

Date of incident:

Name of person reporting the incident:

Antecedent: (What happened prior to the behaviour)

Behaviour:(Describe the behaviour)

Consequences:(What happened following the behaviour)

Duration:(How long did it last)

Additional comments:

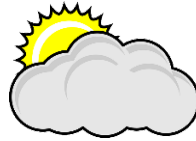
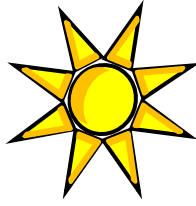
Headteacher's comments:

Date:

Signed:

## Congratulations letter:

Dear Parent/Carer



## Congratulations...

\_\_\_\_\_ has had at least 4 weeks this term without having to move their name from the sun.  
As a result they WILL be participating in the treat afternoon.

We value the importance of good behaviour at Jubilee and aim to ensure that all children become the best that they can be.

Where children have made positive choices, they have been rewarded with raffle tickets allowing them to have a 'Dip in the box' at the end of the week and gives them the chance of winning a fabulous prize at the end of each term.

Any child who did not have to move their name from the sun during a week stood up in our celebration as part of their class 'Roll of Honour'. They were also awarded one point on their weekly chart.

Those children who have had at least 4 weeks without moving their name from the sun will participate in a 'treat afternoon' at the end of the half term.

Those with fewer than 4 points will have to complete their normal class work on this afternoon, away from the children celebrating 'treat afternoon'.

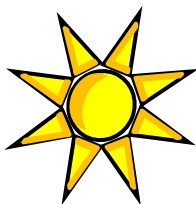
If a child achieved 3 points this half term, as a result of being so close, they will carry those over into next half term. All other children will start again.

Kind Regards

Class teacher

Nearly done it letter:

Dear Parent/Carer



You nearly done it....

\_\_\_\_\_ has not managed to have 4 weeks this half term without having to move their name from the sun. Unfortunately, this means that they will not be participating in the treat afternoon this time. We know they can do it, but we expect more effort next half term.

We value the importance of good behaviour at Jubilee and aim to ensure that all children become the best that they can be.

Where children have made positive choices, they have been rewarded with raffle tickets allowing them to have a 'Dip in the box' at the end of the week and gives them the chance of winning a fabulous prize at the end of each term.

Any child who did not have to move their name from the sun during a week stood up in our celebration as part of their class 'Roll of Honour'. They were also awarded one point on their weekly chart.

Those children who have had at least 4 weeks without moving their name from the sun will participate in a 'treat afternoon' at the end of the half term.

Those with fewer than 4 points will have to complete their normal class work on this afternoon, away from the children celebrating 'treat afternoon'.

If a child achieved 3 points this half term, as a result of being so close, they will carry those over into next half term. All other children will start again.

Kind Regards

Class teacher





Class:

Date:

**Number** of pupils in receipt of a treat:

**Names** of pupils not receiving a treat:

Activities planned for treat pupil:

Activities planned for non treaters:  
(MUST BE ON MY DESK BY.....)

Date the treat letters are being sent to parents:

Allergy letters to be sent out if food based treats:

How will you spend your £10:



Thinking about my behaviour....

Name:

Date:

What rule did I break?	What can I do to put it right?
How did it make the other person feel?	How did it make you feel?

**Date of Contract:**

**Pupil's Name:**

I \*\*\* Child's name\*\*\*, am signing this contract to say that I will try my hardest in all areas of the curriculum. I understand that staff and students at Jubilee L.E.A.D. Academy have the right to teach and learn in a safe place.

I understand that I must work hard to follow the academy rules if I want to be successful at Jubilee and reach my full potential.

I come to school to learn and achieve so that I have the best opportunities for my future.

1. I will
2. I will
3. I will

There will always be a consequence for my choices. If I achieve these rules I will receive these positive outcomes:

1. 20 minute reward time of an activity of my choosing e.g. IPAD each Friday if I have met all my targets.
2. Positive daily praise from an SLT member at 2.45pm each day if the targets are met.
3. Rewards through the school behaviour policy e.g. dip in the box, raffle tickets, dojo points etc.

If I do not follow these rules the negative consequences will be:

1. Reduced timetable to ensure that the time spent in school is positive.
2. Internal exclusion at another provision
3. Fixed term exclusion, which could lead to permanent if \*\*\*Child's name\*\*\* chooses not to modify her behaviour within school

Pupil Signature: .....Date:

Parent/Guardian Signature:.....Date:

Headteacher's Signature: .....Date:



Target Card examples:



Teacher target card – keystage 1

Name:  
Class:  
Date:

This target card is to help you make fantastic choices in your classroom. Your teachers and your parents/carers want you to be the best that you can.

Target 1:  
Target 2:

Day		9am – 10.30am	Break	10.45am-12pm	Lunchtime	1pm - 2pm	2pm - 3pm	Reward	Total score
Monday	1								
Day Total:	2								
Tuesday	1								
Day Total:	2								
Wednesday	1								
Day Total:	2								
Thursday	1								
Day Total:	2								
Friday	1								
Day Total:	2								

Parents comment:



Teacher target card

Name:  
Class:  
Date:

This target card is to help you. This is an opportunity to bring about change in your choices. Your teacher will help decide what targets you need to set that will bring about changes in your choices at school.

My teacher will grade how well I have done with each target: 0 = not met at all, 1 = met some of the time, 2 = met most of the time, 3 = met target all of the time

Target 1:  
Target 2:  
Target 3:

Day		9am – 10.30am	Break	10.45 – 12.15	Lunch	1pm – 2pm	2pm – 3pm	Reward	Total score
Monday	1								/18
Day Total:	3								/18
/54	3								/18
Tuesday	1								/18
Day Total:	2								/18
/54	3								/18
Wednesday	1								/18
Day Total:	2								/18
/54	3								/18
Thursday	1								/18
Day Total:	2								/18
/54	3								/18
Friday	1								/18
Day Total:	2								/18
/54	3								/18

Parents comment: