

St Andrew's CE High School for Boys

Behaviour and Rewards Policy



Review Body:	Governors
Leadership Group Responsibility:	Headteacher/Asst Head i/c Behaviour
Type of Policy:	Statutory
Reviewed:	September 2018
Next Review:	September 2021

As a Rights Respecting School we recognise Article 28 'The right of every child to a good quality education' and Article 19 'All children have the right to be protected from danger' from the UN Convention of the Rights of the Child.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure so that people can work together with the common purpose of enabling everyone to learn.

Aims and expectations

- Have a consistent approach to behaviour throughout the school
- Provide clear boundaries of acceptable behaviour clear to ensure safety
- Encourage students to have high expectations of their own behaviour
- To emphasise that everyone has rights and responsibilities and to encourage students to take responsibility for their actions
- Encourage increasing independence and self-discipline so that each student learns to accept responsibility for his own behaviour
- Raise awareness about appropriate behaviour and promote it through positive reinforcement.
- Foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued

It is important that all adults working in school accept responsibility for behaviour throughout the school and act appropriately when misbehaviour is noticed.

This policy aims to help students to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The Rights Respecting School programme is central to the development of positive behaviour in the school. The whole school community has identified the following articles as priorities which are displayed in our Rights and Respecting School Charter:

- Article 19 – You have the right to be protected from being hurt or mistreated, in body and mind
- Article 23 – You have the right to education and care, as well as all the other rights, regardless of disability
- Article 24 – you have the right to the best health care possible, safe water to drink, nutritious food, a clear and safe environment and information to help you stay well

- Article 28 – Every child has the right to an education. You should be encouraged to develop your talents and abilities, to learn to live peacefully and to respect the environment and other people
- Article 31 – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Roles and Responsibilities

- The Governors determine the policy statement for the school.
- The Headteacher is responsible for the day-to-day management of the school and to ensure that there are suitable procedures for behaviour management.
- The Headteacher will nominate senior staff and heads of year to manage the day-to-day implementation of particular aspects of the work of the school. The Headteacher will ensure that all staff are made aware of the arrangements.
- Heads of Department, Heads of Faculty and Subject Leaders are responsible for teaching and learning in their department and are expected to be proactive about behaviour within their department. They are expected to ask senior staff for support as necessary and identify any training or support requirements for members of their department
- All staff should implement school procedures, make referrals and ask for support as appropriate.

Student responsibilities

- Readiness to learn – students should arrive on time and be properly equipped for lessons so that they do not delay the learning for themselves or for others.
- The right to learn – students should respect everyone’s right to learn, both staff and students, by not interrupting the teacher and not disrupting other students.
- Uniform – students should wear full uniform with pride to show respect to our school community.
- Electronics – electronic equipment such as mobile phones should be on silent and should not be out in lessons as they dis-tract both you and others from their education. Mobile phones must not be visible throughout the school day.
- Striving for the best – students should focus on their learning and attempt at least one task above their target level in every lesson so that everyone can achieve their very best.
- Taking responsibility for Learning – students should complete tasks in lessons and/or at home to the best of their ability so that students can strive to be the best that they can be.
- Resilience – students should remember what they are working towards and realise that this won’t always be an easy journey, and to ask for help when they need help.

Staff responsibilities

- Challenge and engage – staff should plan lessons that engage all types of learner and differentiate to challenge every student at their own level. Staff should group their students to best fit their learning needs.
- Effective use of learning objectives – staff should set appropriate learning objectives for each individual class that are effectively referred to throughout the lesson.
- High expectations of students – staff should consistently set the same high expectation of every student taught regardless of ability. Staff should challenge students to be prepared for learning throughout the day and ensure they make excellent progress.
- Positive learning atmosphere – staff should purposefully communicate with students to facilitate good working relationships which should include encouragement, trust, praise and reward.
- Opportunities to build resilience and confidence – staff should ensure opportunities are actively planned into lessons to enable students to develop both individual and collaborative working skills. Students should have the opportunity to take control of their learning and build resilience when challenged.

- Dedicated improvement and reflection time [DIRT] – staff should specifically plan in purposeful reflection time to ensure students take ownership over their progress. Students will use this time to make corrections and respond to their EBI's, and Staff should check and record they have achieved this.
- Literacy – staff should take responsibility to raise standards of literacy in every lesson.
- Assessment for learning – staff should monitor learning throughout the lesson to ensure students are making excellent progress and adapt to the needs of each individual class and adjust future learning accordingly.

Parents' responsibilities

- To be aware of the school rules and expectations and to support the school in the implementation of this policy
- To follow the Home/School agreement as appropriate
- To foster good relationships with the school
- To encourage good attendance
- To ensure homework is completed
- To make students aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in all that their child does in school
- To alert the school as soon as there are any concerns.

What we do to encourage positive behaviour?

- We work with local primary schools to support transition from Year 6 to Year 7 before the students arrive at St Andrew's, this could be by supplying appropriate staff and support
- We make clear our expectations of good behaviour and discourage unsociable behaviour by promoting mutual respect
- We encourage students to take responsibility for their own actions and behaviour
- We praise good behaviour and effort
- We encourage students to make the right choices and consider the consequences of their actions
- We use Learning Mentors to work with identified students for a period of 6 weeks (as appropriate).
- We provide a competency based curriculum for Year 7 students
- We provide value assemblies
- We refer to the Home/ School Agreement, non-negotiables and Rights Respecting Charter regularly
- We timetable regular PHSE lessons
- We use a consistent whole school Rewards system – using the kudos platform
- We award prizes for 100% attendance.

How do we reward our students

The role of rewards in recognising and promoting St Andrew's values is a key part of developing the potential of young men by giving encouragement and praise. Praise is a key component of good teaching and good staff/student relationships. Good behaviour is also best promoted and developed by drawing attention to and rewarding well behaved and hardworking students. Praise needs to be used appropriately, sincerely and linked to tangible examples of a student's strengths.

How does it operate?

The rewards policy operates within this guiding principle.
The system also links individual recognition and achievement to the house system and develops a healthy competitiveness at house level, fostering a tangible sense of belonging.

The reward system centres on the awarding of House Points.

House points will be based and awarded on the 3 core values of St Andrew's School:

- **Be Proud**
- **Be courteous**
- **Achieve**

House points are recorded on Show My Homework (Kudos). The member of staff will then enter these on the ePortal.

How will it be applied?

Each Faculty needs a display for students explaining how to earn house points in their areas. Different subjects can create their own criteria for the core values.

For example awarded for:

- **strong oral contributions – Be proud**
- **helping another student - Courteous**
- **strong test/homework performance – Achieve**
- **improvement in levels – Achieve**

Teachers

Teachers will be expected to award 1 house point to students, in acknowledgement of hard work, effort, progress, acts of kindness or actions which recognise the 3 core values of the school. Teachers will record house points on Kudos and it is expected that this is open on teachers' computers throughout lessons to reduce admin time.

Tutors

Tutors will award house points for actions which fit into "Courteous". These are to be recorded on Kudos. If there are exceptional acts, these should be forwarded on HOY or SLT for consideration of further recognition.

The value of House points

SLT, HOY's and HOFs can award The Gold House Point (worth 25 house points) for anything above and beyond the normal house point. This will lead to a personalised letter home.

Likewise the Headteacher and Chair of Governors will award The Platinum House Point (worth 50 house points) for strong support for the ethos of St Andrew's, representing the school in some way or to students sent to HT and CofG for special recognition (particularly for excellent academic achievement).

House Points

House points for attendance can only be rewarded by the Head of Year each half term. HOY will be supported by GLA.

- 100% - 10 HP
- 95% and over – 8 HP
- 92% - 94% - 5 HP
- Most improved attendance (for those under – 2 HP)

All other house points can only be rewarded as singular numbers by staff unless it is a HOF/HOY/SLT

All personal house points will be fed into the student's house. The winning house will be announced at the end of the academic year. This is the sole responsibility of the Deputy Head Teacher

Living the vision around the St Andrew's

Staff are entitled to award a student a house point for demonstrating kindness, thoughtfulness or selflessness.

Examples of this type of behaviour might be:

- Picking up litter, maintaining the school environment.
- Helping another student if lost/stuck.
- Helping a visitor.
- Assisting staff with open evenings/school events.
- Contribution to local community – voluntary work, reading at local primary school etc.

What we do if your child makes the wrong choice?

- We raise the issue with them using clear and consistent language
- Where necessary we discuss incidents with the students involved
- Where possible, we encourage students to try to resolve disagreements themselves
- We encourage students to take responsibility for their own behaviour.

Our whole school approach to inappropriate behaviour will be followed consistently by all staff. When unacceptable behaviour is encountered the following actions should be followed:

Consequences of poor behaviour choices

Reminder to make good behaviour choice

Good behaviour in the classroom is maintained by a simple Warn, Move, and Remove process.

1. Removal from class for a period of 2 minutes to calm down/consider behaviour discuss issues with class teacher(C1)
2. Moved seat within the classroom (C2)
3. Removal to Head of Department or other suitable learning environment (C3)
4. lunch time detention
 - a. School
5. After school detention
 - a. Subject
6. Internal Seclusion – a period of between 1 and 5 days from 8:30am – 3:50pm
7. Afternoon provision – 12pm to 5pm providing the five hours of education a student would normally receive
8. Fixed Period Exclusion – a period between ½ and 5 days
9. Permanent Exclusion – following a Fixed Period Exclusion.

What are our Zero Tolerances?

- Swearing directed towards staff
- Physical aggression – students or staff
- Fighting
- Bullying
- Racism
- Homophobia

- Vandalism/Damage to property
- Theft
- Possession of banned material

Where one of these occur one or more of the following consequences will apply:

- Phone call with parents followed by letter
- Involvement of Deputy Headteacher/ Headteacher / School Governors
- Exclusion – lunchtime/temporary/permanent
- Personal Support Programme (where appropriate)
- Involvement of appropriate outside agencies.

Prohibited Items

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or cause personal injury to, or damage to the property of, any person (including the pupil)

If a student is found to be in possession of any of the above prohibited items, the school may recommend a permanent exclusion to the governing body.

In line with the DFE guidance “Searching, screening and confiscation” January 2018. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the school will apply an appropriate disciplinary penalty.

Monitoring

The Headteacher will monitor behaviour and report termly to the Governors.

Policy Review

The Governing Body will review this policy every 3 years, and as necessary due to any changes in legislation or guidance from WSCC.