

Birkdale High School



Birkdale
High School

Aspire - Thrive - Succeed

Rewards & Behaviour Policy



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Date of Policy: March 2016
Members of staff responsible: Assistant Headteacher
Review date: March 2017

Principles

The school's policy is based on the premise that good behaviour is essential to learning and that all staff are committed to working together to ensure that the school provides an orderly environment to ensure effective learning. Birkdale High School will provide a safe, secure and caring environment for all students and staff. We aim to produce a calm and purposeful atmosphere where mutual respect is universal and where all students and staff are appreciated as different and valuable individuals. Staff in school have statutory authority to discipline students whose behaviour is unacceptable, who break school rules or who fail to follow a reasonable instruction. All positive contribution is recognised, celebrated and rewarded. There is a clear commitment to high standards and the equal worth and success of every learner.

Aims

- To actively promote, define and model good behaviour
- To create a safe and purposeful learning environment for all
- To focus on the positive at all times and create a sense of community and belonging
- To celebrate diversity in all ways
- To mould responsible, independent, self-motivated learners
- To encourage all students to develop the skills to be ready to contribute to society
- To expect considerate and respectful behaviour inside and outside of school
- To support vulnerable students and staff
- To implement a series of procedures where unacceptable behaviour is challenged with a graduated response
- We will make the curriculum relevant and appropriate to students' needs and abilities in order to inspire and motivate them
- We will make lessons engaging and deploy effective teaching strategies
- We will be pleasant, positive, firm and fair
- We will not allow students to prevent others from learning
- We expect students to listen to the teacher, settle to work quickly and maintain concentration in lessons
- We will not tolerate racist, sexist, homophobic, emotional or physical bullying or behaviour which puts any person's health and safety at risk

- We will support students to improve their behaviour where necessary with a range of strategies. We will utilise both internal and external support and assistance.

This policy provides a framework in which those whose behaviour does not meet the expected standards are dealt with in a firm, fair and reasonable way so as to support students as individuals, yet demonstrate clearly that certain patterns of behaviour are unacceptable. Students are expected and always encouraged to try their hardest and behave well. Commitment, making a positive contribution and good behaviour will be recognised and rewarded.

Communication

The school strongly believes in the importance of working closely with parents and all stakeholders to ensure standards of behaviour remain high and, when poor behaviour does take place, students are dealt with fairly, swiftly and appropriately. The standards and expectations of the school will be communicated via:

- Form time
- Assemblies
- In lessons
- Teacher supervision
- All staff teaching and non-teaching
- School Website
- The Wednesday Letter
- Student behaviour guide and contract
- Emerge application
- Meetings with students and parents

Students have the expectations of their behaviour and the reasons for such expectations explained clearly and all within the school community will contribute towards the establishment of a caring environment in which the values of kindness, honesty and service to others are considered as normal.

A code of Behaviour for Students

Belonging to a community has many advantages and students join Birkdale High School because they and their parents appreciate the benefits of being a member of the school community. As a member of the community, all students have responsibilities; in particular, they are expected to behave responsibly, safely, politely and with respect and common sense at all times, and to take full responsibility for all their actions.

Central to good behaviour are five core expectations to which all students are expected to adhere: respect for learning, respect for self, respect for others, respect for the school and respect for others

Respect for Learning

- Attending each day and arriving on time for school and lessons
- Bringing everything we need to lessons
- Listening to and follow all instructions promptly
- Do your best and taking pride in all class and homework
- Contribute to an effective learning environment making it easy for everyone to learn and for the teacher to teach

Respect for Self

- Being honest with ourselves and to others
- Making good use of our time
- Make appropriate life choices that support your mental and physical wellbeing
- Take responsibility and ownership of your actions and behaviour
- Develop resilience to succeed

Respect for Others

- Being courteous, cooperative and friendly
- Showing consideration for other people's feelings and points of view
- Not discriminating against someone else because of their gender, race, disability or belief
- Supporting others to achieve and being pleased when they do
- Taking care of other people's property
- Moving around the school safely and sensibly

Respect for the School

- Wearing the correct uniform appropriately at all times including to and from school
- Taking good care of all property and the environment, in and around the school
- Making sure we always give the right impression of the school
- Playing an active part in helping improve the school

Respect the Community

The school is part of the wider community and we want our pupils to earn its respect. You can do this by:

- Behaving sensibly on the way to and from school including public transport
- Showing consideration for our neighbours and their property
- Promote yourselves and the school in a positive image
- Keeping your surroundings clean and litter free
- Show courtesy and consideration to members of the public such as the elderly and younger children

Staff Responsibility

All staff have a responsibility to encourage respectful behaviour in their own classrooms and in any area of the school. Maintaining a safe working environment where students can develop and flourish free of intimidation, negative criticism and distraction is a priority. Staff should endeavour to build positive relationships with students based upon trust and fairness. Certain students do not respond in the same way as the majority for a number of reasons and are classed by the school as vulnerable. Staff should consider these students and plan in their lessons to support them and use strategies to engage them. Support will be given from SEN Department, the learning mentors, wellbeing officers and the pastoral staff. We work closely with external agencies to help support and nurture our students where appropriate.

It is essential that all students can learn without distraction and that staff can teach free from disruption. Each student must be able to learn in a safe and positive classroom environment where praise and reward is dominant and inappropriate behaviour is challenged.

Many issues impact upon behaviour in the classroom and the teacher should plan for the class and individuals within it. The planning and delivery of engaging and stimulating lessons is essential to lower the likelihood of behaviour issues.

In all interactions with students staff should aim to remain positive and prevent escalation. All members of staff have a professional armoury of classroom management skills, which each teacher should seek to continuously develop and reflect upon.

The consequence ladder must be applied consistently across the school by all members of staff to help maintain an effective and conducive learning environment.

Good behaviour should be praised and poor behaviour challenged as all staff go about their daily work. Each member of staff is responsible for student behaviour in their area. All scheduled duties should be carried out in an active manner ensuring a degree of positive interaction with students. Members of the Senior Leadership Team will undertake duties outside school and the local area to ensure students are safe and to support the local community.

The School takes the behaviour of its students very seriously. Students are representing themselves and the school when travelling to and from school. If poor behaviour is brought to our attention by a member of the public, parent or student in the school then the School will take the appropriate disciplinary measures.

Sanctions

The use of sanctions must be consistent overall but it must be appreciated that certain individuals within our vulnerable list cannot respond in the same way as others. The teacher must use strategies to plan to minimise behaviour issues from such boys.

Staff are advised to use sanctions sparingly as frequent use can escalate the inappropriate behaviour and reduce the teacher's authority. Where sanctions are imposed they are to be dealt with by the relevant teacher.

Sanctions are to be organised into a hierarchy and should be fair and reasonable for the level of misdemeanour. The response to frequent behaviour issues should be graduated with increasingly senior teachers becoming involved.

It is recognised that sanctions alone rarely modify a student's behaviour. Any verbal criticism should clearly correct the unsatisfactory behaviour and detentions are best used to engage in constructive dialogue and teach the student what kind of behaviour is required. Sanctions should be corrective and not simply punitive.

The school has various support mechanisms which can be accessed when Heads of Year, the SENCO or SLT deem it necessary. These include teaching assistants, learning mentors, wellbeing officers and outside agencies.

Disruptive behaviour during lessons will not be tolerated – every child has the right to an education and the school will not accept behaviour by a minority of students that prevents others from learning. Where appropriate, the school is committed to working with other agencies in order to support students to bring about improvements in their behaviour. All teachers and other staff have statutory authority to discipline students whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Students can be disciplined at any time whilst in school or outside school under the charge of a member of staff (for example, whilst on a school trip). A sanction may also be imposed for poor conduct beyond the school premises when a student is not under the supervision of a member of staff (for example, whilst travelling to and from school). Students who use technology such as

the internet and mobile phones to cause harm, distress or humiliation to others will be dealt with very seriously. This also applies to such behaviour which takes place outside school. The school seeks to make all students aware of the consequences should they choose to misbehave. Understanding probable consequences is important in guiding students to make the right decisions and is intended to promote good behaviour. Where a student has misbehaved, the matter will be investigated and, if necessary, a sanction may be imposed.

In most cases, the most effective sanctions are completed expeditiously and as soon after the event as possible. A sanction will never be humiliating or degrading and blanket punishments will not be imposed. When issuing a sanction, a student's prior conduct may be taken into consideration.

Disciplinary action taken against a student will not be discriminatory and the school will promote equality at all times.

Applying sanctions

This authority to discipline students applies to all paid staff with responsibility for students. Teachers can discipline students at any time the students are in school or elsewhere under the charge of a teacher, including on school visits. Teachers can also discipline students for misbehaviour outside school. Teachers have specific legal power to impose detentions after school hours. Teachers can confiscate students' property (please refer to the schools search and confiscation policy)

Staff may discipline a student for any misbehaviour when the young person is:

Taking part in any school-organised or school-related activity, or travelling to or from school, or wearing school uniform, or in some other way identifiable as a student at the school

Or misbehaviour at any time, whether or not the conditions above apply, that

Could have repercussions for the orderly running of the school, or poses a threat to another pupil (eg bullying) or member of the public, or could adversely affect the reputation of the school.

Sanctions will be reasonable and proportionate, and will consider the individual circumstances of the student. To achieve proportionality a graded system of sanctions operates and a student who misbehaves may be sanctioned as follows:

EXAMPLES OF MINOR BREACHES OF SCHOOL RULES

- Creating unnecessary noise
- Dropping litter
- Forgetting to bring books/equipment to class
- Homework not done or incomplete
- Incomplete/untidy uniform
- Misuse of equipment
- Inattentive in class
- Lack of good manners/lack of respect/over-familiarity
- Late for class/registration/assembly

To be dealt with by all staff, as appropriate, by use of some of the following sanctions:

- Verbal correction
- Sanction on SIMS
- Note in Student Planner for parent/guardian to sign
- Detention

EXAMPLES OF SERIOUS BREACHES OF SCHOOL RULES

- Repeated incidences of Minor Breaches of School Rules
- Disruption to class or refusal to obey instructions
- Fighting (not amounting to assault)
- Gross indifference/apathy or refusal to work
- Insolence/cheek to teachers
- Bullying behaviour eg name-calling, hitting, exclusion or extortion
- Non-conformity to previous sanctions
- Smoking
- Truancy from class
- Leaving school during the day without teacher permission
- Use of foul language
- Vandalism
- Abuse of ICT facilities
- Use of mobile phones during the school day

To be dealt with by all staff, as appropriate, by use of some of the following sanctions:

- Movement of pupil to another part of the classroom
- Withdrawal of pupil to another room
- Referral to Head of Department
- Loss of access to facilities eg Internet
- Withdrawal of privileges
- Note in Student Planner for parent/guardian to sign
- Referral to Form Teacher/Head of Year
- Detention
- Telephone call or letter to parent/guardian
- Internal Centre for Exclusion (pupil withdrawn from classes and required to complete set work under supervision)
- On Daily Report
- Mobile phones confiscated
- Temporary withdrawal of pupil from school

EXAMPLES OF MAJOR BREACHES OF SCHOOL RULES

- Repeated incidences of Serious Breaches of School Rules
- Possession or use or being under the influence of drugs including alcohol
- Physical violence (amounting to an assault on a fellow pupil)
- Physical violence to a member of staff
- Verbal abuse or threat to a member of staff
- Behaviour which threatens the safety of pupils and/or staff
- Theft or serious vandalism of property, including intentional damage to computer systems
- Misuse of mobile phones
- Bringing the school into disrepute

Major Breaches of School Rules will be referred immediately to the Head of Year / Senior Leadership Team to be dealt with by all staff, as appropriate, by use of some of the following sanctions:

- When deciding on a sanction, the pupil's previous behaviour record will be taken into account.
- Detention
- Parental meeting
- On Daily Report
- Mobile phones confiscated
- Internal Centre for Exclusion (pupil withdrawn from classes and required to complete set work under supervision)
- A suspension/exclusion from school may be considered in accordance with the School Policy.

Procedures for school detention

- Staff should issue detentions in accordance with the school's consequence ladder.
- When issued with a school detention, the student will be informed of the date, time and location. The behaviour that resulted in the detention will be recorded in SIMS and parents can view this by using the EMERGE App.
- Detentions that are issued for an evening that are more than 10 minutes long require 24hrs notice to be given to parents and carers. Students will be issued a detention slip and it is the student's responsibility to give this to the parents. A carbon copy of the detention slip will be retained for the staff member's records.
- The student should arrive punctually and well prepared for the detention, wearing correct school uniform.
- Should a student fail to attend a detention then the student can expect to face additional consequences.

Internal Centre for Exclusion - ICE

Head of Years and SLT monitor behaviour and decide whether students should go into ICE. Students may be placed into ICE if:

- all classroom and departmental behaviour management strategies have failed and the continued presence of the student would endanger effective learning in the classroom.
- they are on a high risk list such as the red list and they are not amending their poor behaviours
- being sent to remove twice from lessons in the space of a week or a remove history which is deemed too frequent
- for single incidences of gross misconduct

Exclusion

Students are likely to be excluded under the following circumstances:

- any violent assault or threat
- swearing at a member of staff

In all other cases every effort is made to ensure that significant support has been put in place before the decision to exclude is made.

If, despite the support, intervention and guidance provided, a student does not improve their behaviour then a student may also face exclusion for:

- repeated refusing to comply with a series of reasonable requests from a range of staff
- repeated issues raising concerns such as bullying, intimidation, poor behaviour in or outside the classroom that has not improved despite the behaviour systems and support in place

These issues would normally result in fixed term exclusion up to five days, the length depending on the severity of the issue. Permanent exclusion is a last resort which would only be used for gross misconduct or consistent undermining of the school's behaviour code.

Managed Moves and alternative education

It may be deemed appropriate that if a student fails to improve their behaviour despite significant support being in place that they are offered the chance of a new school environment. The consideration of offering an alternative school does not come lightly but if it is deemed to be in the best interests of the student concerned this option will be investigated.

The school has authority to direct students to alternative educational providers where they deem it necessary. In such circumstances attempts to remedy the student's behaviour, in liaison with parents prior to making this decision, would have been investigated and exhausted.

Rewards

We will work from the basic premise that all human beings respond better to praise rather than criticism. It is important that good behaviour is rewarded and that a culture of praise develops. A high frequency of rewards helps to maintain positive relationships between staff and students and makes the school experience more enjoyable. Students are then encouraged to repeat the desired behaviour and their confidence in the system rises.

It is important that good behaviour is recognised and rewarded to help establish a positive climate for learning and a culture of praise within the school community. A high frequency of rewards helps to maintain a positive relationship between staff and students and facilitates a learning experience that is positive and fruitful. The rewards system should be used to reinforce good behaviours and applied consistently across the board for all students. However, any system must also be mindful of being inclusive for all so that all are able to achieve and be recognised for their positive behaviours. As such, rewards may at times, at the discretion of the Pastoral Team and school staff, be tailored to meet individual needs so as to be inclusive.

Class teacher responsibility

At a class teacher level staff should reward students within their classroom for contributing in a positive manner towards the classes learning experiences. Likewise, opportunities should be sought to ensure a student's individual work and effort are recognised and justly praised and rewarded. When setting homework, clear success criteria should be given so that students know the expectations placed upon them and a clear system of rewards should be applied when marking the homework set.

When seeking to reward students' class teachers have a number of possible rewards to choose from to identify an aspect of a student's conduct and/or work that deserves recognition.

Form Tutors

It is the responsibility of the Form Tutor to refer to the daily record for their form in relation to merits and sanctions as reported in SIMS on the staff member's homepage. Form Tutors should also refer to the Form Records on a weekly basis to inform them of discussions that may be required with the form and/or individuals to promote positive behaviours. Where necessary, Form Tutors will place students on a Form Report to address inappropriate behaviours but more importantly to bring the student's sanctions to merit ration into a positive balance.

Pastoral Leaders

The Pastoral Leaders have an overview for their Year Group and key Stage. Trends and patterns in individuals and groups are identified and measures put in place to remedy any concerns to bring the student's sanctions to merit ration into a positive balance. It may be deemed necessary to place a student on a Head of Year or a Head of Key Stage Report to help bring about a positive behaviour to merits residual. Where there are concerns regarding a student's behaviour to merits ratio parents will be contacted to inform them of the concern and the measures being taken to remedy. It is the responsibility of the pastoral Leaders to reinforce positive behaviours during assemblies as well as identifying students at timely points within the school year for rewards.

Whole School Responsibility

Where a student's good and appropriate behaviour has been sustained over a period of time every effort must be taken to reward this. At strategic times throughout the year opportunities will be sought to maintain high standards via the rewards system. The system must be timely and achievable but likewise, demanding enough upon the students to ensure that they are aware that rewards are of value. Milestones are important for students to work towards but it is also important to reset these milestones so that if a student fails to meet a specific milestone then there is still an opportunity to achieve at other times of the year. *(please refer to the rewards schedule to see how this is applied)*

Monitoring and Reporting Behaviour and Rewards

To provide students with the best opportunity of achieving rewards systems are in place to monitor on a daily, weekly, half termly and termly basis. This is to enable to pastoral team to be pro-active in addressing any behaviour concerns and ensuring that positive behaviours are achieved and sustained.

SLT Pastoral Lead

It is the responsibility of the SLT Pastoral Lead to review the rewards system on an annual basis to ensure it is impactful and secures the best outcomes for all students. At specified times throughout the year the SLT Lead needs to ensure that parents are fully informed about the behaviours of their son matched against the criteria of the end of Year Rewards trip.

<h3><u>Monitoring and Evaluation</u></h3>
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The senior leader in charge of the pastoral System will analyse and examine behaviour and rewards data to identify training needs, support those staff that may require it and identify students who might be at risk of exclusion. Pastoral leaders / heads of year are also asked to analyse behaviour data to identify individuals and trends in their year group so that early intervention can be put into place. Form

tutors are provided with weekly behaviour data which they use to guide and advise students about their behaviour.

The effectiveness of the policy will be evaluated regularly by SLT, staff, parents and students.

Training

Where problems with behaviour management arise, training will be sought for staff and support will be provided for students. Corrective measures are the first priority.

Operational Documents

- Break time duty list
- SLT duty list
- Red List Sanction Ladder
- Student Consequences Ladder
- Student Code of Conduct
- Student behaviour contracts
- Rewards Calendar
- Managed Transfer procedures
- Attendance and Punctuality policy
- Uniform Policy
- Search and Confiscation Policy
- Drugs Policy
- Bullying Policy
- Restraints Policy

Dissemination of the policy

Teachers, Heads of Department and Governing Body will have access to an electronic copy of the policy in the staff handbook which is available in the shared area. Parents will have access to a copy on the school's webpage.

Policy review

The policy will be reviewed annually by the Assistant Headteacher. A report with any recommendations will be considered by the Governing Body