

NEWPORT GIRLS' HIGH SCHOOL ACADEMY TRUST



BEHAVIOUR AND REWARDS POLICY

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Aims

This policy aims to:

- Provide a **consistent approach** to behaviour and rewards management across the school
- **Define** what we consider to be unacceptable behaviour
- Outline **how students are expected to behave** and how we are going to reward the students who always do
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour and rewards management
- Outline our system of **rewards and sanctions**

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [SEND code of practice](#)

Statement of principle

All students are entitled to a safe, secure environment which is conducive to effective learning. Good behaviour underpins the success of a school and we expect all students to demonstrate high standards of behaviour at all times. We recognise that some students experience difficulties and we will do all we can to support them but every student is expected to do their very best. All incidents of unacceptable behaviour will be dealt with in a fair and appropriate way. We will also reward and recognise positive behaviour and achievement. A successful school incorporates the support of all parents and carers in its behaviour strategy and at NGHS this must always be our aim.

Definitions

Our Home/School Agreement sets out our expectations for students, parents/carers and the school. It outlines how the three parties need to work together to ensure success for all of our young people. We ask that parents/carers sign this agreement (this is located in the student planner) to indicate their willingness to work with the school and their child to manage the best outcome for the future.

Our Behaviour Policy is developed using a levels system which identifies the severity of the misbehaviour that is being dealt with. **Serious misbehaviour** is shown on the behaviour table below, it refers to possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspect has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

The School may discipline students for:

Misbehaviour when the student is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school

- Wearing school uniform
- In some other way identifiable as a student at our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

Bullying

Bullying is defined as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online” (Anti-bullying Alliance). There are four key elements to this definition:

- Hurtful
- Repetition
- Power imbalance
- Intentional

Our full and detailed approach to preventing and addressing bullying is found in our anti-bullying policy.

Roles and Responsibilities

The Governing Body

The governing body is responsible for reviewing and approving the behaviour and rewards policy in conjunction with the headteacher as well as monitoring the policy’s effectiveness.

The Headteacher

The Headteacher is responsible for reviewing this behaviour and rewards policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure that rewards and sanctions are applied consistently.

Staff

All staff are responsible for:

- Implementing the behaviour and rewards policy consistently
- Modelling positive behaviour
- Providing a personalised approach to specific behavioural needs of particular students (on the briefing advice of Heads of Year and SENDCO)
- Recording behaviour and house points on SIMS

Depending on the nature of the behaviour incident, **Heads of Faculty, Heads of Year and the Senior Leadership Team** will support staff in responding to behaviour incidents.

Form Tutor

Form time and the contact between the form group and the Form Tutor are very important elements of the school day. It is here that an effective Form Tutor sets the tone for the day:

- Establish the high standard of form conduct and behaviour expected of students which we expect to continue throughout the day
- Apart from routine administrative matters there should be interaction between the Form Tutor and students, developing the group’s identity and cohesion, catching up on news and matters relating to the students’ academic progress, their behaviour, patterns of attendance and punctuality, using the student planner

The Form Tutor is the first and often most important link between students and other members of staff and they should therefore feel confident about this role in order to support and motivate the students in the group.

Form Time Structure:

Morning registration sets the tone for the day, consider:

- Addressing the issue of late comers
- Enforcing positive behaviour on a daily basis and rewarding this

- Carrying out equipment, planner, uniform and appearance check
- Encouraging good attendance and challenging unknown absences

The use of form time structured programme (which is in staff and student planners) should be followed.

Parents / Carers

Parents / carers are expected to:

- Support their child in adhering to the student section of the home-school agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher / form tutor promptly

The Student Home-School Agreement

Students are expected to:

- Adhere to the student section of the home-school agreement
- Follow the NGHS ethos and values
- Keep my family informed about general school matters and my progress
- Speak to staff about concerns or problems that may affect my work

Rewards and Sanctions

This school aims to ensure that a consistent approach to managing rewards and sanctions is adopted by all in school. Full details of the rewards and sanctions will follow but a summary list is included below for information.

List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- House points being awarded on SIMS
- Letters or phone calls home to parents / carers
- Recognising student of the half term in each subject area
- Special recognition in the achievement awards assembly
- Special recognition in the Presentation Event

The school may use one or more of the following sanctions in response to **unacceptable behaviour**:

- A verbal reprimand
- Sending the student out of the class
- Behaviour points being logged on SIMS
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- The setting of written tasks as punishments, such as writing lines or an essay
- Loss of privileges
- Referring the student to Head of Faculty, Head of Year or the Senior Leadership Team
- Letters or phone calls home to parents
- School based community service
- The implementation of a behaviour contract
- Putting a student on a behaviour management report
- Temporary or permanent exclusion

Rewards System

This system is tied into the house point system through SIMS. Students will be rewarded through their accumulation of house points over each half term based on what is added to the school SIMS system by members of staff.

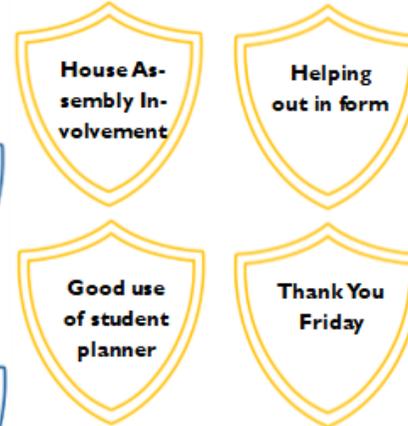
Reasons to reward our students with

HOUSEPOINTS?

Subject Teacher House Points



Form Tutor House Points



Wider Curriculum Leader House Points

- Club Participation
- House Event Participation
- PTA Link Team Participation
- Thank You Friday

SLT House Points

- Receiving no behaviour points during a half term
- Achieving attendance above 97% each month
- Thank You Friday
- Student of the Half Term

Head of Year House Points

- Attainment following reports / data round
- Progress following reports / data round
- Thank You Friday

Rewards System Table

Level	Examples	Response should include the following	Staff responsible for reward	Year Group
FORM TUTOR	<ol style="list-style-type: none"> 1. To access the behaviour and rewards document on the T Drive weekly for FT's and to follow the form time programme to share this information with students 2. HOY will produce termly house point reports which will be passed to FT at the beginning of Rewards Week 3. Thank You Friday Awards as appropriate 	<ol style="list-style-type: none"> 1. FT's to monitor and action weekly any changes to behaviour and rewards for the form group. FT's to share behaviour and reward information with students weekly in line with form time programme 2. FT's to issue the appropriate HP stickers to students for their planners 3. Send names of nominees for Thank You Friday to KMO 	<ol style="list-style-type: none"> 1. KMO and FT's 2. HOY and FT's 3. FT's 	Years 7 – 13
HEADS OF YEAR	<ol style="list-style-type: none"> 1. HOY will deliver termly assembly during Rewards Week 2. HOY to award HP's and postcards for attainment and progress following each data round 	<ol style="list-style-type: none"> 1. HOY will hold Rewards assemblies termly where 50, 100, 150 HP stickers for planners will be issued Rewards Assembly Structure: Individual HP awards: 50 HP prize = pen / 100 HP prize = badge Top 3 in each year group HP awards: bronze, silver or gold certificate and prize awarded. Inter form competition: Form trophy awarded Lucky Dip Raffle Draw (for every 10 HP's names will be put into the draw). 2. HOY will work with KJ to reward students for attainment and progress following each data round 	<ol style="list-style-type: none"> 1. HOY and HC 2. HOY and KJ 	Years 7 - 13
ASS. HEAD / SLT	<ol style="list-style-type: none"> 1. End of year report for highest number of HP's overall, information shared in Achievement Assembly 2. To oversee the Thank You Friday awards system and do reminders to staff 3. To coordinate the student of the half term awards 4. Attendance Awards Termly 	<ol style="list-style-type: none"> 1. Bronze, silver and gold certificates and badges awarded to top 3 in each year group 2. To work with KMO to ensure the continued success of the Thank You Friday reward system, to ensure postcard to student and family are sent, that noticeboard remains up to date and that winners are announced in Newport News. To monitor how many times each student receives this award. 3. To ensure that the noticeboard is up to date, to make sure that HP's are added to the system for winners of SOTHT, to inform parents of this through the newsletter and letter that is sent home. 4. To ensure that the attendance postcards are sent home termly. 	<ol style="list-style-type: none"> 1. HC and KMO 2. HC and KMO 3. HC and MJS 4. KJ 	Years 7 -13
HEADTEACHER	<ol style="list-style-type: none"> 1. End of Term House Point cup awarded in assembly 	<ol style="list-style-type: none"> 1. MJS to award the trophy 	MJS	Houses

<p>ASSISTANT HEADTEACHER</p>	<ul style="list-style-type: none"> • Persistent infringement at L2 • Bullying (repeated issue) including cyber bullying • Truancy from lessons / leaving school without permission • Copying/cheating in examinations • Inappropriate use of mobile phone/social networking sites • Serious breach of uniform code • Online Safety / Sexting Incident 	<ul style="list-style-type: none"> • Parents informed by phone and / or letter • Formal meeting with parents (HOY/HC/FT) • School detention 1 hour • Community service • Withdrawal of privileges e.g. study leave • Learning withdrawal • Internal social exclusion (1,3,5 days) • Behaviour Plan monitored by Assistant Head P/HOY 	<p>SLT & HOY</p>
<p>SENIOR LEADERSHIP TEAM / HEADTEACHER</p>	<ul style="list-style-type: none"> • Persistent infringement at L3 • Stealing of items • Possession of illegal substances/materials or possession of any prohibited items • Possession of a dangerous item • Persistent bullying (or cyberbullying) • Inappropriate sexual behaviour • Fighting • Smoking/drinking • Setting off fire alarm • Truancy from school • Deliberate breach of network security • Bringing to school items which could cause harm/damage to self or others • Bringing school into disrepute/damaging its reputation. • Physical/verbal abuse of staff or students • Threatening of staff or students or malicious accusations against school staff • Racist incidents/abuse • Homophobic incidents • Supply of illegal substances • Possession of pornography 	<ul style="list-style-type: none"> • Incident Report • External exclusion (1, 2 days) • Formal meeting with parents, Governors and Headteacher • Pastoral Support Programme (for two or more external exclusions. Work sent home) • Formal meeting with the parents and Governors' Discipline Panel for a permanent exclusion. • Referral to the Police/outside agencies (TAW). • External exclusion (3, 4, 5 days) • Formal meeting with the parents and Governors' Discipline Panel for a permanent exclusion. • Referral to the Police/outside agencies. 	<p>SLT Head Teacher Governors</p>

How do we get consistency of implementation?

- All staff consistently following the incidents / sanctions and rewards tables in registration, in assemblies and in lessons
- Staff support to deliver consistency in the corridors

How will we communicate the policy to everyone?

- Policy shared with staff annually on the staff PD Day
- Form tutors share policy with students during the first week back in September
- Home-School Agreement to be signed by parent / carer, student and form teacher in the first week back in September
- Summary shared with parents in the first Newport News in September

How do we know it is understood and accepted?

- Data tracking by Heads of Year and Assistant Headteacher to demonstrate improvement in behaviour (less behaviour points, more house points being added to the SIMS system)
- Calm environment around the building which is supported by the duty teams

- Use of student feedback from student council about consistency of approach to following this policy
- Behaviour being a standing item on pastoral teams and curriculum teams' meetings
- Classroom teachers to maintain a consistent approach to classroom management

Off-Site Behaviour

Further details about this can be found in the school trips student behaviour policy, but sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip, sports fixture or on the bus on the way to or from school.

Malicious Allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the student in accordance with this policy. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour Management

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive relationship with the students, which may include:
 - Greeting students in the morning / at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlight and promote good behaviour
 - Conclude the lesson positively and start the next lesson afresh
 - Have a plan for dealing with low-level disruption
 - Use positive reinforcement

Follow behaviour table for sanctions and if concerns persist refer the matter to the appropriate Head of Faculty or Head of Year at the end of this process.

Use of Detentions

Detentions can be used as one of the sanctions for level 1 and / or 2 incidents. Lunchtime detentions can be arranged by subject staff and / or form tutors and should be noted both in the student planner and on SIMS. After school detentions are for more serious incidents and are arranged by Heads of Faculty, Heads of Year and / or the Senior Leadership Team and we would give parents at least twenty-four hours' notice including a written follow up to allow transport arrangements to be made.

The system of detentions

Step 1 Class teacher issues initial detention and records in student planner and SIMS

Step 2 Failure to attend class teacher detention - a student will attend a Faculty detention at lunchtime. The Head of Faculty will notify the relevant Head of Year who will make a decision about informing the parents / carers of this detention.

Step 3 If an incident is serious enough to warrant an after-school detention then notice must be given and this will be communicated to parents/carers by the Pastoral team. School detentions are supervised by the one of the heads of year.

Classroom Removal

If, on the rare occasions that a classroom teacher feels that a student needs to be taken out of class temporarily due to their behaviour, then the Head of Year or SLT must be alerted and they will arrange removal of the student.

Some examples of this level of disruption are:

- Abuse of staff
- Abuse of fellow students
- Racial harassment

- Illegal substances
- Criminal damage
- Physical assault
- Dangerous behaviour / self-harm
- Repeated disruption of other students learning
- Repeated refusal to follow instructions

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

More details about this can be found in the School's Use of Reasonable Force Policy. Some staff have received additional training in this area.

Confiscation

Any prohibited items (listed in the Definitions Section) found in a student's possessions will be confiscated. These items will not be returned to students. We will also confiscate any item which is harmful or detrimental to schools' discipline. This could include:

- Mobile phones (see Mobile Phone Policy for further details)
- Jewellery not permitted (see Uniform Policy for further details)
- Badges / other items not permitted (see Uniform Policy for further details)
- These items will be returned to students but will be recorded on our behaviour management system (please see information contained within the mobile phone policy about collection of confiscated mobile phones).

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). (please see the School's searching, screening and confiscation policy for further details)

Student Support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student. The school's special education needs coordinator (SENDCO, Mrs A Benoit) will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Should a student's behaviour impact on their own learning progress or that of others, they may receive:

- A 'getting back on track' programme
- Individual mentoring
- Pastoral support plan

In each case, we welcome the involvement of parents / carers in helping their child to review their behaviour and approach to learning. Our focus is to work with each student to help them show the appropriate behaviour for learning at all times, thereby becoming confident and independent young people.

Training

Our staff are provided with annual training updates on managing behaviour, behaviour expectations and consistent following of our school policy as part of the new school year induction process. Behaviour management will also form part of CPD by being a standing agenda point on all pastoral team meetings.

Monitoring Arrangements

This behaviour and rewards policy will be reviewed by the Headteacher (Mr M J Scott) and the chair of Governors (Mr E Lewis) annually. At each review, the policy will be approved by the Headteacher.

Links with other policies

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Mobile Phone Policy

- School Trips Student Behaviour Policy
- Searching, screening and confiscation policy
- Uniform Policy
- Use of reasonable force policy

APPENDIX I

Behaviour Intervention Record for use by subject teachers, form tutors and Heads of Year for during a detention

NAME:

FORM:

DATE OF DETENTION:

What have you been given behaviour points for?

Why did you end up in a situation where you received behaviour points ie why did you forget books, not complete homework etc.

**What actions have you already taken to improve the situation and prevent further behaviour points?
What impact have these actions had?**

What other actions might help you to improve in this area? (think about how and when you do your homework, pack your bag etc., support at home, distractions, support at school)

ACTION PLAN: 3 ACTIONS THAT YOU WILL TAKE TO ENSURE THAT YOU DO NOT RECEIVE FURTHER POINTS