



Behaviour for Learning & Rewards Policy

POLTAIR SCHOOL
DATE REVIEWED: JUNE 2017

Section 1: Principles

At Poltair School, we seek to manage Behaviour through the provision of high quality teaching that motivates, engages and challenges students fully. Our philosophy is to encourage a high level of motivation and self-discipline in students. We expect all members of the school community to take personal responsibility for establishing and maintaining a positive and inclusive learning community where mutual respect and wellbeing are promoted at all times within an environment that is emotionally healthy.

The Behaviour for Learning Policy seeks to create a nurturing learning environment by:

- Promoting good Behaviour and discipline throughout all aspects of school life
- Maintaining a high quality of teaching and learning throughout the school
- Providing a positive, inspiring and safe learning environment for all
- Motivating students by regular use of praise and ensuring all students can receive recognition for their successes
- Encouraging consistency of responses to both positive and negative Behaviour
- Promoting positive working relationships with parents, carers and the community in order to develop a shared approach to the implementation of the Behaviour for Learning Policy
- Enabling students to develop self-discipline by consistently enforcing clear expectations for Behaviour
- Encouraging self-respect and respect for others and the environment.

Roles and Responsibilities

The Governing Body, in conjunction with the Head Teacher, staff and students, will establish the Behaviour for Learning Policy. This will be reviewed annually and ensure that it is well communicated to students, parents and staff. It will also ensure that the policy is non-discriminatory and that it is clear and fair.

The Head Teacher, Senior Leadership Team, Middle Leaders and all staff are responsible for the day to day implementation of the policy. A member of the Senior Leadership Team will take a strategic lead on Behaviour to ensure that the Behaviour for Learning Policy is well communicated to students, parents and carers. This member of SLT will monitor the policy to ensure that it is being applied consistently across all areas of the school using the management information system. In addition, they are also responsible for supporting staff who are faced with challenging Behaviour.

The Staff, including teachers and support staff, are responsible for ensuring that the policy and procedures are followed consistently and are fairly applied. Mutual support amongst staff in implementing the policy is crucial. Staff are encouraged to provide feedback on the effectiveness of the policy.

Staff are responsible for creating learning environments that positively promote good Behaviour for learning. Should support be required with being able to implement the policy consistently and effectively, staff are expected to liaise with their respective line managers. The Head Teacher will treat failure to apply the policy as a serious dereliction of duty.

Parents and carers are encouraged to take responsibility for supporting and reinforcing the positive Behaviour of their child both inside and outside school as outlined in the Home School Agreement signed by every parent and student on admittance to the school. Parents and carers are encouraged to work in partnership with the school to promote and contribute to the further development of the Behaviour policy through consultation. Feedback from parents and carers regarding the effectiveness of the policy is encouraged.

Students are expected to take responsibility for their own actions and behave in an appropriate manner, thereby enabling themselves and others to achieve the highest possible levels of learning for all. They are made fully aware of the school's policy, procedures and expectations. Students have a responsibility for reporting incidents of disruption, violence and any form of harassment, both in person and in the online world, to staff or prefects and are actively encouraged to do so. (See Poltair School Cyberbullying Policy for further information about online Behaviour)

The Poltair School 5 Ps

Every student at Poltair School is expected to follow the 5 Ps of success. By expecting all students to follow this code, we believe that students will be successful in their education. When students consistently demonstrate the 5Ps they can expect to be recognised for this and over time, rewarded for their persistence and consistency. When a student fails to meet these expectation, they can expect to be asked to take responsibility for not doing so and will be issued with a consequence.

Figure One: Poltair School 5 Ps

Polite	have respect and consideration for others
Prepared	be equipped to learn and ready to meet targets
Punctual	arrive on time and meet deadlines
Proud	wear the correct uniform and care for our school
Positive	try your best and contribute where you can

7 Steps to Success: 'Learning Ready'

Classroom expectations for pupil and teachers are referred to as the 7 Steps to Success. Teachers are expected to arrive promptly for lesson. Pupils are expected to line up outside the classroom quietly. Pupils should be greeted at the door of the classroom and ushered into the classroom. All pupils should stand behind their chairs, remove non-school uniform clothing, put planners, pencil cases and any relevant books on their desks. They must then wait in silence until the teacher invites them to take their seats. This is when the teacher must take the class register.

At the end of the lesson the pupils are expected to stand quietly behind their chairs and leave the classroom quietly with the teacher dismissing them row by row.

ClassCharts System

We use a system called ClassCharts which is based online to log all Behaviour incidents, add rewards, create seating plans, add homework and issues any detentions. This system enables students to be rewarded for all aspects of their school life, visually seeing the progress and being able to interact with this online through an APP. Parents can also download an APP, which allows them to track rewards and behaviours.

Every student and parent is provided with their own user account with an online shop where students can use their rewards to purchase items of their choice. There will be a 'school shop' which will allow student to use their rewards to purchase items on site.

The Senior Leaders and Middle Leaders will use data reports generated from ClassCharts to track Behaviour and rewards allowing for targeted interventions and relevant recognition for positive behaviours.

Section 2: Recognition and Rewards

Central to the promotion of positive Behaviour for learning is an ethos of encouragement that helps to raise self-esteem. Through consistent and frequent use of recognition and rewards, students will be able to appreciate their strengths and recognise the successes of others. In turn, this will enable students to become positive members of society.

Recognition and rewards can be linked to quality work, effort, positive contributions, teamwork, thoughtful actions to others and achieving personal goals.

Students are rewarded 'House Points' based on the criteria above and explained throughout the policy.

Pupil led rewards system

Classchart Rewards uses an integrated online system to engage and motivate students whilst allowing them to manage their own account and purchase items from an online shop. The shop allows the students to use their House Point totals to buy and collect on the same day, if they want to.

In the classroom

In lessons House Points are given for:

- Effort
- Attainment
- Contribution in class
- Improvement

Around School / Extra-Curricular

House Points for involvement in non-academic contributions to school life will also be awarded

For example:

- Music & Drama productions
- Sports teams
- Assisting others
- Charity events
- Assisting with school events
- Improving the environment (especially where they are responding to the 'Theme of the fortnight'-See Below)
- Leadership and Volunteering activities

If you...	You will be rewarded with...	Frequency of reward
<p><u>Demonstrate positive Behaviour for learning by:</u></p> <ul style="list-style-type: none"> • Giving a positive contribution in class • Completing work that is above the standard expected of you • Volunteering to complete class management activities e.g. handing out equipment and resources 	<p>1 House Points</p> <p>per occurrence</p>	<ul style="list-style-type: none"> • Every lesson
<ul style="list-style-type: none"> • Having good attendance (97%+) • Improving your attendance • Maintain 100% attendance • Maintain zero Behaviour points 	<p>10 House Points</p>	<ul style="list-style-type: none"> • Every Fortnight

Tutor Time

- 10 House Points for 100% attendance or sustained attendance over a fortnight
- 10 House Points for a “positive fortnight” – No sanctions/behaviour points recorded over the previous fortnight

In the dining room/outside

- House Points should be issued by all lunchtime duty staff.
- These should be issued to students who make a positive contribution to the school, the environment and/or the staff and students around them.
- **‘Environment Theme of the Fortnight’**: Whichever behaviour in the dining hall is worrying people the most over a fortnight will become the , e.g. food on or under the table, will become the ‘Environment Theme of the Week’ which will be displayed on TV Screens (e.g. thank you for keeping your table clean on top and underneath.)
- House Points are given out every time the good behaviour is spotted.

Around the site

- House Points should be issued for any actions by students that enhance the environment. For example: Picking up litter that they see and putting in the bin, ensuring they encourage peers to stay within the ‘in-bounds’ areas, holding doors open for others, polite a respectful attitudes to others around the site.
- Staff should sign the student planner, on the allocated day of the week with their initials, reason and time.
- It is the student’s responsibility to take to their tutor and get these inputted on ClassCharts.

Special Awards

Beyond the school rewards structure, there are special awards given to students who demonstrate exceptional qualities.

If you...	You will be rewarded with...	Frequency of reward
<p>Star of the Fortnight</p> <ul style="list-style-type: none"> • Are made “Star of the Fortnight” 	<ul style="list-style-type: none"> • 20 House Points • Small Trophy • Postcard sent home by your YTL • Name in Weekly Bulletin • Name on our ‘Screen of Honour’ 	<ul style="list-style-type: none"> • Every fortnight
<p>Behaviour and Attendance Raffle</p> <ul style="list-style-type: none"> • Reach 97%+ attendance in a half term • Maintain zero Behaviour points in a half term 	<ul style="list-style-type: none"> • Entered in to a half termly year group prize raffle 	<ul style="list-style-type: none"> • Every half term
<p>Awards Ceremony</p> <ul style="list-style-type: none"> • Students who demonstrate a consistent approach to their learning and strive to achieve beyond expectations will be nominated for an award at the annual Awards Ceremony. • At this event, awards will be given for subject performance, commitment to developing oneself and contributing to the wider school community 	<ul style="list-style-type: none"> • A trophy that you will keep • A certificate • Your name in the special commemorative programme 	<ul style="list-style-type: none"> • Annually

Additional Opportunities and Recognition

Aside from the rewards listed above, students who consistently demonstrate the attributes expected of learners may be recognised and rewarded in the following ways:

- Opportunity to gain recognition through the ‘Leadership Pathways’ programme.
- Contribute to student panels at interviews for new staff
- Invited to carry out guided tours to candidates for interview of new students
- Asked to be a ‘buddy’ to new students who join the school
- Invited to rewards events and trips such as the Pizza and Movie events or Cinema Reward Trip
- Encouraged to apply for the position of Prefect.

Certificates and enamel coloured badges (half termly)

Badges and Certificates Certificates (In a half term)	
Each student who reaches a threshold will receive both a Badge and Certificate in assembly	
250 House Points	Headteacher's Bronze Award
500 House Points	Headteacher's Silver Award
1000 House Points	Headteacher's Gold Award
1200 House Points	Headteacher's Ruby Award
1500 House Points	Headteacher's Sapphire Award
2000 House Points	Headteacher's Emerald Award

ALWAYS Student Rewards

End of Each ½ term rewards

- During the Monday registration, Week B, at the end of each half term students who have had 100% Attendance & 0 Behaviour Points for that half term will be invited to a special assembly where they will receive praise and a certificate from a member of SLT.
- These students will also be invited to an 'In-House' reward (For Example: Pizza and Movie evening)

End of term Rewards

- The final Week A, Year Group Assemblies, in each term will be Reward Assemblies led by the Assistant Headteacher (or other member of the Leadership Team). Each YTL will co-lead the assembly. The following will be awarded:
 - Certificate and Badge presentations
 - B4L Breakfast – The tutor group in each year group that has received the most rewards that term will receive a free breakfast with their form tutor during registration.
 - The Tutor Group who has the most lunchtime rewards will receive 1 free lunch from the canteen. They will receive a stamp card to access this.
 - The two students with the most rewards that term.
 - Any student who have reached a 'certificate level' will be entered into a draw for a voucher.
 - Certificates for 100% attendance

End of Year Rewards

- In addition to the termly Rewards one student from each tutor group will receive a certificate & Voucher from his/her form tutor for Services to School.

All Certificates will be stored in a Record of Achievement which tutors will keep a record of. The evidence of success will build up over 5 years at the school.

Section 3: Behaviours Responsibilities and Actions

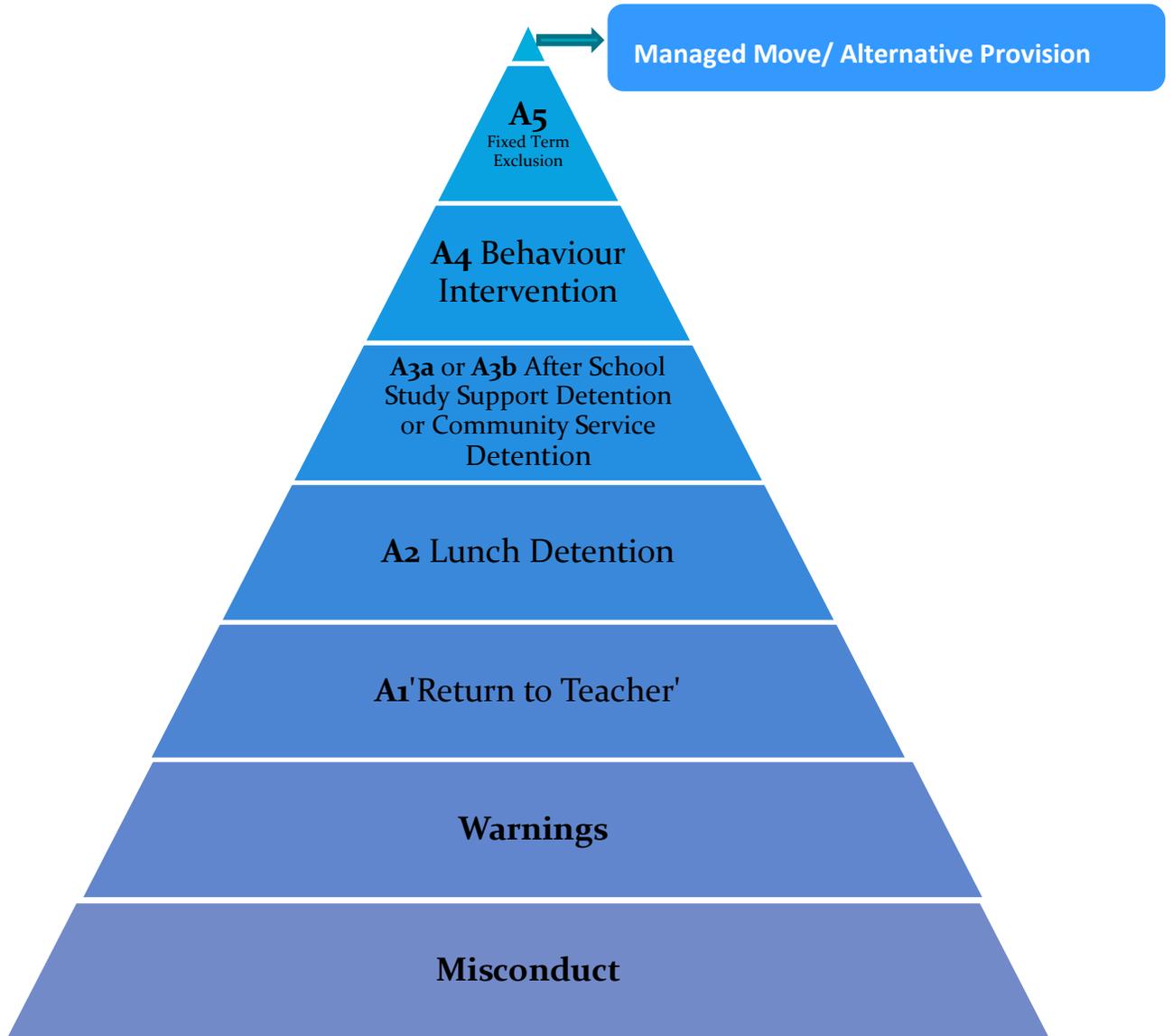
Whilst the premise of our Behaviour for Learning policy is based on a desire to recognise and reward students for good Behaviour, students who fail to meet expectations are expected to take responsibility for their actions.

It is expected that all staff take responsibility for disciplining students themselves in the first instance rather than referring the students to more senior members of staff. Departmental support systems such as Department Hot Seating should be fully used before enlisting support beyond the department.

In the first instance, the following strategies may be used by staff either within lessons or out of class:

- Private reprimand
- Moving the student to a different location in the class
- Moving a student away from other students in the class
- Use of Department Hot Seating

Figure Three: Poltair School Actions Pyramid



When a student makes a minor mistake, it is our belief that we should operate a system that encourages students to take responsibility for their actions and to make every attempt to repair the situation by acting in the correct way. The following responsibilities are designed to provide students with a way of demonstrating their ability to take responsibility for a situation and repair it.

If a student is absent from school, it is expected that they will complete an action on **the first day they return to school without further reminders**. Please note that 'actions' will not be re-arranged for a student unless for a medical reason where evidence is supplied by the parent/carer. For example, an appointment card.

Sanction	Example Behaviours	Must	Could
A Misconduct	<ul style="list-style-type: none"> Wear the uniform incorrectly Drop litter Chew gum Eat in areas outside of “eating zones” Do not bring the correct equipment (PE Kit, school books) Arrive late to school or to a lesson 	<ul style="list-style-type: none"> This will be recorded in your student planner which you are expected to produce without question If you accumulate three misconducts you will be issued with an A2 lunch detention 	<ul style="list-style-type: none"> Staff could inform the tutor of the student to alert them to a high number of misconducts in planner.
First Warning-Verbal	<p>A single incident in a lesson:</p> <ul style="list-style-type: none"> That causes low level disruption 	<ul style="list-style-type: none"> The First VERBAL WARNING must not be given as a blanket warning to the full class. 	<ul style="list-style-type: none"> Whole class can be spoken to about their conduct, this is a classroom management strategy and should not be counted as a first warning.
Second Warning-Verbal with a possible Seating Move	<p>A repeated incident in a lesson:</p> <ul style="list-style-type: none"> Causing low level disruption Talking over the teacher 	<ul style="list-style-type: none"> The member of staff will make student aware that Behaviour is causing a further concern and their expectations. Student must move seats if requested by a member of staff. 	<ul style="list-style-type: none"> If the student continues to disrupt the lesson the student could be moved to another area of the room
Third Warning ‘A1’ Logged on ClassCharts	<p>A repeated incident in a lesson after an in class move: Or the following as a guide</p> <ul style="list-style-type: none"> Are responsible for <i>persistent</i> low level disruption that impacts on the learning of others Persistently talk over the teacher Use headphones without permission after warnings Have you mobile phone on display without permission. Minor Homework/Classwork issue (This would not be on a third warning but an A1 would be used in order that the student can improve their class/home work.) 	<ul style="list-style-type: none"> If sent outside to reflect, the student will be asked return to class for a fresh start One negative Behaviour (A1) will be added to ClassCharts The member of staff will call student back at a time that is convenient to them. Ordinarily, this will be at the end of a lesson or beginning of a break/lunch time. 	<ul style="list-style-type: none"> Student might be moved out of the room for a brief (2-5 minutes) cooling-off period, the emphasis should be on rapidly reintegrating them into the group. Teachers are strongly advised not to place more than one student outside the classroom at any one time. Staff may decide to issue a department first break detention which could involve performing a restorative job.
A2 “Lunch detention” 1:25pm- 1:40pm	<ul style="list-style-type: none"> Accumulate three “misconducts” Do not have your student planner Are poorly behaved in your break time Fail to turn up to an ‘A1 Return to Teacher’ Continue to cause disruption following your A1 & time out leading to you needing to be ‘Hot Seated’. (Each department has a ‘Hot Seating’ plan and this should be followed) 	<ul style="list-style-type: none"> Student has continued to disrupt, needing to be ‘Hot Seated’ within Department/bulding plan. Teacher and Hot Seating staff need to have a discussion about whether the behavior has improved and whether an A1 or an A2 is needed. Two negative Behaviour points will be recorded on ClassCharts using the A2 codes 	<ul style="list-style-type: none"> Student name might be added to the whole school “A2 list”, this will depend on the professional discussion between the Teacher & Teacher. It could be an A1 if attitude whilst Hot Seated has been exemplary. Detention in SC3 from 1.25-1:40pm If student Behaviour is poor during lunchtime you might be parked in an A2 for a period of time by a member of duty staff.
<ul style="list-style-type: none"> If students refuse to be relocated to another classroom then class teachers should alert CTL & ECO to come to remove the student. If the student still refuses to be ‘Hot Seated’ then the student will then be hot-seated with the member of ECO staff, who will make the judgement about how long. This will automatically trigger an A3b and the student should be calmly reminded of this so that they have the opportunity to make the right choice. Please ensure that this is recorded ClassCharts as an ‘ECO A3b’ and the CTL should be informed so that they can follow up the conversation with the student before the next lesson. 			
A3a Study Support Detention 3.10pm-4.10pm	<ul style="list-style-type: none"> Repeated Minor Homework issues. (Professional Judgement) Significant Class or Homework issues (Non-completion, very poor quality etc) Miss deadlines or are behind on controlled assessment 	<ul style="list-style-type: none"> Three Behaviour points will be recorded on SIMS Your parent/carer will be notified This detention will be based in the Library 	<ul style="list-style-type: none"> Computer Access can be used, but only where the member of staff has requested this.

	<ul style="list-style-type: none"> Fail to catch up missed work from absence including that for a trip or visit 		
<ul style="list-style-type: none"> The A3a is designed to give the student time to complete/re-do/catch up on work. Please provide work that is of high quality and that the student is able to complete in the 1 Hour time period. A3a work will be Quality Assured as part of the CTL monitoring, as an item at CTL meetings. Setting poor quality work for A3as will not be accepted. 			
<p>A3b Community Service Detention 3.10pm-4.10pm</p>	<ul style="list-style-type: none"> Do not turn up for an A2 Persistent disruption to learning over a number of lessons in a half term Miss lessons or leave the school site Are heard to be knowingly using inappropriate language to offend Are defiant and/or Rude to any member of staff. By not following instructions from any member of staff or prefect Use a computer or other device inappropriately 	<ul style="list-style-type: none"> Three negative Behaviour points will be recorded on ClassCharts Your parent/carer will be notified This detention will be based in S15 Student to hand over planner without question 	<ul style="list-style-type: none"> Teacher could decide to call home regarding the behavior in the lesson, to discuss this with the parent/carer.
<ul style="list-style-type: none"> The Middle or Senior Leader will run the Community Service element, with the Year Manager supervising the room. Community Service will be spent improving the environment around the school. If attitude within the A3b is poor or the work produced is not sufficient, the student should be warned during the detention. If no improvement, then the student will fail the detention and be booked to re-do. The community services will be mainly based inside, cleaning and tidying classrooms. 			
<p>A4 Behaviour Intervention Room 8:35am-4:20pm</p>	<ul style="list-style-type: none"> Issued by CTL, YTL or SLT only (in consultation with wider staff) You miss an A3a or A3b Persistent A3s (more than 4 in a half term) Present a significant challenge to a member of staff or are very rude and disrespectful Are found in possession of tobacco or smoking paraphernalia, including E-cigarettes Swear directly at staff Vandalise school property Bully-verbal or physical or online. You have accumulated 12 misconducts in your student planner Present a safety risk for students or staff 	<ul style="list-style-type: none"> Five negative Behaviour points will be recorded on ClassCharts Your parent/carer will be notified You will be isolated from the main body of the school inside the Behaviour Intervention Room You will complete your class work <u>and</u> possibly carry out community service Refusal to complete the A4 will result in a possible extension of time within the BIR or a Fixed Term Exclusion (A5), which remains on a student's permanent record. 	<ul style="list-style-type: none"> The duration may last for part of a day to several days depending on the severity of the issue. A full day starts at 8.35am and concludes at 4.20pm. Should you receive 2 A4s in one half term, your parent/carer will be required to attend a meeting with your YTL and, where relevant, the member of staff involved regarding your school conduct.
<p>A5 Fixed Term 8:35am-4:20pm</p>	<ul style="list-style-type: none"> Bring alcohol or drugs to the school site Extreme and/or persistent bullying Assault of someone Persistent A4s Severe vandalism to school property Are racist or homophobic to offend Steal property Present a significant safety risk for students or staff 	<ul style="list-style-type: none"> Seven Behaviour points will be recorded on SIMS You will be excluded from school for a fixed period of time as deemed appropriate by the Headteacher depending on the nature of your misdemeanour Recorded on your school record 	<ul style="list-style-type: none"> If the Behaviour is deemed to be extreme or repeated then you will be required to attend a governor panel meeting to discuss your future at the school.

Communicating about Detentions:

At Poltair School, we communicate regularly with parents about any after school detentions and serious Behaviour that would lead to the student spending time in the Behaviour Intervention Room. We communicate in the following ways:

- A text will be sent to all parents whose child is due to sit a detention the following day
- A Notification through the ClassCharts Mobile Application
- email
- a phone call

We **will not** re-arrange any detentions or sanctions without medical evidence from the parent. This will need to be communicated with the school as early as possible so that the system can be updated. Any delay could result in the detention being escalated further.

If the detention is an A3a, the detention will need to be completed on time so that the work is ready for the next lesson.

It is vital that contact details are kept up to date. If you change phone numbers or move house, please inform reception as soon as possible so that the details can be updated.

Fixed Term Exclusion

When a student is issued with a fixed term exclusion, a member of the Senior Leadership Team will call or meet you to inform you of the reasons. You will be informed about the length of this exclusion and that work will be provided for the student to complete whilst on the exclusion. A formal letter will be sent home to confirm the details of this exclusion, including the date and time of the return from Exclusion meeting.

Return from Exclusion Meeting

When a student completes a fixed term exclusion, before returning to school, the student and parents/carers will be required to attend a "Return from Exclusion" meeting with the YTL and/or member of SLT where a re-admission contract will be completed. This should be written on the triplicate meeting pads and filed appropriately.

In this meeting, restorative justice may be used. If the Behaviour that led to the exclusion involved another student, group of students or member of staff, the excluded student will be expected to commit to resolving the situation.

Permanent Exclusion

Permanent exclusion is a last resort for Behaviour that persistently impacts on the achievement and/or welfare of other students or for a one off serious incident. This may include dealing illegal substances on school property, a serious assault or bringing an offensive weapon on to the premises of the school with the intent to use it.

Emergency Call Out (ECO)

The school operates an Emergency Call Out (ECO) system whereby senior staff are available for ***emergency situations***. An emergency situation is an incident that places a student, group of students or member of staff directly at risk.

Prior to calling for ECO, staff will be expected to have made use of the department exit strategy and hot seating arrangements.

To notify ECO, staff are required to email oncall@poltair.cornwall.sch.uk stating clearly the student(s) involved, location and outline of incident.

DRAFT

Behaviour and Achievement Tariffs and Reports

Should a student persistently fail to meet the behaviour for learning expectations for the school, they will be placed on to a school report which will monitor Behaviour over a two week period. The reason for this is that it will allow for patterns of poor Behaviour to be identified and appropriate interventions used to address the issue. There are various report which may be used:

Report Colour	Focus of Report	Reason for this report being used	Additional information
Blue	Form Tutor-Punctuality	<ul style="list-style-type: none"> Student is late to school or a lesson on more than 6 occasions over a ½ term period 	<ul style="list-style-type: none"> Form tutor to make contact with parent/carer to raise awareness that the student is being placed on report.
Green	Form Tutor-Achievement	<ul style="list-style-type: none"> Student receives 4 A3as in a half term 	<ul style="list-style-type: none"> Form tutor to arrange meeting with parent/ carer before placing on to report. Weekly progress review and contact made with parent/carer to update on progress.
Yellow	Form Tutor-Behaviour for Learning	<ul style="list-style-type: none"> Student receives 12 Behaviour points in a half term period 	<ul style="list-style-type: none"> Form tutor to arrange meeting with parent/ carer before placing on to report. Weekly progress review and contact made with parent/carer to update on progress.
Orange	YTL-Achievement or Behaviour for Learning	<ul style="list-style-type: none"> Whilst on Form Tutor Report, student does not show enough improvement 	<ul style="list-style-type: none"> YTL to arrange meeting with parent/ carer Weekly progress review and contact made with parent/carer to update on progress.
Red	Senior Leadership Team	<ul style="list-style-type: none"> If limited progress is made at the end of two week YTL report 	<ul style="list-style-type: none"> Member of Senior Leadership to arrange meeting with parent/carer Behaviour contract to be agreed and signed by student and parent and carer Formal review meeting at the end of two weeks. Should a student be unsuccessful in demonstrating improved Behaviour at this level, the student and parent/carer will be required to attend a meeting with the Headteacher and representative of the governing body.

Staff placing a student on report will be required to record this on SIMS, including the target set for the student and the start and end date of the report.

When on report, a student is required to ensure that the report is kept in good condition and is given to a member of staff at the start of a lesson or provided at the request of any member of staff outside of a lesson.

Parents and carers are requested to sign the report daily.

Post Report

On successful completion of the monitoring report:

1. Report filed in student file
2. Tutor/YTL/SLT to contact home and ensure the parent is briefed on the report period and what is now needed.
3. A note needs to be added to the student's note section to summarise the report findings.

Tracking Behaviour for Learning

Every week, Form Tutors will share attendance, rewards and Behaviour conduct information with tutees. Students are expected to record their attendance in their student planner. If there are concerns, a Form Tutor will speak to the student and may telephone the parent/carer. They should also make the YTL aware of the concern and what action has been taken using the electronic Tutor Monitoring Form.

Reporting to Parents and Carers

Every term, parents and carers will receive an Achievement Progress Tracker that will provide information on the following:

- Progress towards achieving academic targets
- Attendance for the term and year to date
- Achievement points which details the total number of rewards received in the term and year to date
- Conduct points which details the total number of Behaviour incidents received in the term and year to date

Parents and carers can also download the School Comms smartphone APP which will provides daily information on a student's attendance and conduct.

Supporting good Behaviour for learning in the school curriculum

Within the school curriculum, as part of their social, moral, spiritual and cultural education, students are taught about Fundamental British Values. We believe that this supports students in learning what constitutes good Behaviour and enabling them to be able to make good choices if faced with challenging circumstances. The most relevant aspects of this with regards to Behaviour for Learning in our curriculum are:

- Enabling students to develop their self-knowledge, self-esteem and self-confidence;
- Enabling students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encouraging students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

Social, moral, spiritual and cultural education is experienced by students throughout our curriculum. It is explicitly taught within the following subject areas:

- Daily Tutor Periods
- Drama
- Morals and Ethics
- Geography
- History

Section 6: Guidance for Staff

Middle Leaders drive consistency

Monitoring of Rewards and Sanctions CTLs and YTLs should promote the use of rewards and sanctions with all members of their departments. They should complete a scrutiny of these on a half termly basis and monitor which staff are using the system appropriately.

To ensure the success of the Behaviour for learning policy, consistency of all staff is of key importance. Staff that are not promoting the use of rewards or sanctions should be made aware of this and ensure this is delivered in all lessons.

Any sanctions are best confirmed towards the end of the lesson. There will always be occasions where this is not possible, but it allows the lesson to continue with a warning that their behaviour is leading to that level.

How to issue an A1

Member of staff uses ClassCharts to book the A1 (with type) and writes in student planner. (look at day)

ClassCharts used to record attendance/ non attendance at an A1

If student does not attend, please add an A2 for that student on ClassCharts.

A2 List to be printed at displayed on the Detentions board by 1:10 (Start of Lunch).

How to issue an A2

Member of staff uses ClassCharts to book the A2 (with type) and writes in student planner. (look at day)

ClassCharts used to record attendance/ non attendance at an A2

Non attendance triggers an alert to the Year Manager and YTL

Year Manager to book student in to A3b and to write in their planner during period 4.

Attendance and Behaviour Secretary to print off detention lists and ensure that they are up before lunch in hall.

Student is absent from school

ClassCharts indicates that the child is absent

K Yates/YM books student in to the next day

Policy states that if a child is absent, they will complete the detention on the day they return.

How to issue an A3a or A3b

Member of staff uses ClassCharts to log detention and write in planner.

ClassCharts used to record attendance/ non attendance at A3a and A3b by 3.20pm

Non attendance triggers an alert to the Year Manager and YTL

Year Manager to make contact with parent by 4.30pm to notify of A4 being issued

Year Manager to book on to A4 by 4.30pm

Attendance and Behaviour Secretary to ensure a formal letter with immediate text is sent to parent for the A4.

Year Team Leader to check daily if any member of year group in an A4

Year Team Leader to meet student at 8.35am and take to Behaviour Intervention

What happens if the student is absent?

Student is absent from school

ClassCharts indicates that the child is absent

K Yates/ YM books student in to the next day

Policy states that if a child is absent, they will complete the detention on the day they return.

How to issue an A4

Member of staff uses ClassCharts to book the A4

Attendance and Behaviour Secretary to ensure a text is sent and the YTL/CTL/SLT makes the phone call

YTL to check daily if any member of their year group in an A4

Year Team Leader to meet student at 8.35am, share expectations and take to Behaviour Intervention Room.

ClassCharts used to record attendance/non attendance at an A4. Attendance should also be recorded on SIMS.

ClassCharts should be used to record successful completion of the day

If the A4 is the second in one half term, Behaviour Intervention Manager to notify HoY that a meeting is now required

What happens if the student is absent?

Student is absent from school

Behaviour and Intervention Manager to contact parent/carer to establish reason

Student is booked in to next day by Behaviour and Intervention Manager

Policy states that if a child is absent, they will complete the action on the day they return.