

## Rewards and Behaviour Policy

<b>Date Created:</b>	July 2021			
<b>Prepared by:</b>	Colin Guyton (Assistant Headteacher)			
<b>Consultation:</b>	<b>Students</b>	<b>Staff</b>	<b>Parents</b>	
	Date: Sept.21-Jan.22 (Focus Groups)	Date: Sept.21-Feb.22 (In Person/Virtual)	Date: Feb.22 (Virtual)	
<b>Approved by:</b>	<b>Headteacher</b> Emma Bryson Date: 07/02/2022	<b>School Improvement Team</b> Damon Donaldson Date: 15/02/2022	<b>Defence Children Services</b> Becky Metcalfe-Tarren Date: 24/02/2022	<b>School Governing Committee</b> Matt Fensom Date: 02/03/2022
<b>Last review:</b>	February 2022			
<b>Date of next review:</b>	June 2022			
<b>Linked Policies</b>	Pol.010921.SJS.Attendance <a href="#">DCYP Direct 3.2.12 Restrictive Physical Intervention</a> <a href="#">DCYP Directive 3.2.9 Pupil Exclusion</a> Pol.010921.SJS.Academic Interventions			

### **1.1 Rationale**

Recognising that the vast majority of students are impeccably behaved, we seek to acknowledge this through praise and reward. In setting the highest standards for behaviour, positive relationships between students and staff are promoted. Students are increasingly equipped with the skills to make positive **choices**, respond appropriately to others and demonstrate our values of **Learning, Leadership and Excellence** at all times.

Informing the application of this policy is our partnership with [SUMO for Schools](#), which was introduced in Spring 2022 and will be embedded into whole school practice throughout the coming year.

### **2.1 Expectations**

Our core values of **Learning, Leadership and Excellence** frames teacher-student conversations around both positive and unwanted behaviours. Students should be able to recognise how their behaviour aligns or digresses from the most appropriate value.

### **3.1 Rewards**

At St John's School our primary vehicle for recognising positive student conduct is through [E-Praise](#), which is run by our Student Leaders who lead the Houses of Poseidon and Apollo. Reward points are awarded online and through the Key Stage 3 Reward Card, both recognising the demonstration of our core values of **Learning, Leadership and Excellence**. As students collect their [E-Praise](#) points they are able to purchase reward items from the [E-Praise](#) shop. In addition to being able to purchase items from the [E-Praise](#) shop students will also be encouraged to save them up so that they may be spent in one or more of the three Reward Auctions that take place at the end of each term.

Rewards particular to attendance are outlined in the Attendance Policy (Pol.010921.SJS.Attendance)

### 3.2 Behaviours and Actions that are to be rewarded

Example Behaviours and Actions	Strategies for Reward and Praise
<p><b><u>Learning</u></b></p> <ul style="list-style-type: none"> <li>• Effort</li> <li>• Positive Attitude</li> <li>• Progress (both short and long term)</li> <li>• Achievement</li> <li>• Activity completion:               <ul style="list-style-type: none"> <li>○ Test Score</li> <li>○ Question Response</li> <li>○ Homework</li> <li>○ Responding effectively to feedback</li> <li>○ High score in a test above challenge grade</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Verbal praise – instant feedback</li> <li>• Highlighting good work (modelling)</li> <li>• Email / phone call home</li> <li>• EPraise points</li> <li>• Conduct Card (KS3)</li> <li>• Team selection</li> <li>• EPraise rewards clubs</li> <li>• Special events to celebrate and reward</li> <li>• Postcard home</li> <li>• Awards and Presentation Evening's (Termly)</li> </ul>
<p><b><u>Leadership</u></b></p> <ul style="list-style-type: none"> <li>• Leading an activity (inc. extra-curricular) well</li> <li>• Ability to help, teach and mentor others</li> <li>• Taking an active part in lessons</li> <li>• Role modelling expected behaviours in class</li> <li>• Reliability</li> <li>• Active Listening</li> <li>• Creativity</li> <li>• Risk Taking</li> </ul>	
<p><b><u>Excellence</u></b></p> <ul style="list-style-type: none"> <li>• Particularly good performance</li> <li>• Representing the school</li> <li>• Mastery of a skill</li> <li>• Extended period with no negative behaviour records</li> <li>• Seeking / independently acting on feedback</li> <li>• Additional work/project carried out</li> <li>• Award achieved outside of school</li> </ul>	

## 4. Addressing unwanted behaviour

### 4.1 Lesson Time

Our collective aim is to prevent the escalation of low-level disruption through establishing a culture of vigilance, where concerns and low-level reports are effectively addressed at Tier 1, without escalation to Tier 2. The list below is not exhaustive, yet aims to outline strategies that would typically be employed to address low level disruption without the need to escalate it.

Classroom based behaviour management strategies	Tier 1 (low-level unwanted behaviour)
<ul style="list-style-type: none"> <li>• Rigorous routines upheld</li> <li>• Students positioned in seating plan</li> <li>• <b>Work meets individual learning needs (as informed by ILP's): it is differentiated to challenge and/or support</b></li> <li>• Check students' understanding of task instructions</li> <li>• Command class silence through effective pause</li> <li>• Focusing on/ praising good behaviour</li> <li>• Active ignoring (when appropriate) of unwanted behaviour</li> <li>• <b>Strategies identified through additional needs plans are implemented effectively</b></li> <li>• One to one positive discussion about behaviour</li> <li>• Moving/ splitting up disruptive groups</li> <li>• Confiscating distracting items</li> <li>• <b>Event + Response = Outcome</b> (plan a loose script of your response to likely issues)</li> </ul>	<ul style="list-style-type: none"> <li>• Talking when a teacher is talking</li> <li>• Lack of correct equipment</li> <li>• Off task/ unfocused</li> <li>• Silly behaviour/comments undermining staff and fellow pupils</li> <li>• Lateness to class</li> <li>• Not handing in work / homework on time</li> <li>• Talking across classroom causing disruption to learning of others</li> </ul>
Tier 2 (escalated examples of unwanted behaviour)	
<ul style="list-style-type: none"> <li>• Refusal to follow staff instruction (following adequate take up time)</li> <li>• Argumentative with staff</li> <li>• Repetition/continuation of any tier one behaviour</li> <li>• Rudeness to staff</li> <li>• Bullying</li> <li>• Offensive language directed at an individual</li> <li>• Intimidation of other students</li> <li>• Deliberate damage to the property of others including the school</li> <li>• Any form of violent/ aggressive behaviour towards staff or students</li> <li>• Truancy</li> <li>• Dangerous behaviour</li> </ul>	

#### **4.2 Unstructured Time – Conduct Card**

Students will be in possession of a Conduct Card at all times. Unwanted behaviour during unstructured time (this is any time when students are not in timetabled lessons) will be reprimanded through the teacher's initials being recorded on their Conduct Card. It is anticipated that in most cases a student will have already received a verbal warning (framed around our values of **Learning, Leadership and Excellence**) to correct the unwanted behaviour displayed.

A student's Conduct Card will be monitored by the Tutor, who will record on MyConcern when a student has accrued two initialled reprimands in a five-day period. The tutor will also inform the parent by telephone, recording this as an action on MyConcern.

#### **4.3 Persistent Uniform Infringement – Conduct Card**

Where a student has infringed the school uniform rules a member of staff records the infringement in the appropriate space on the Conduct Card.

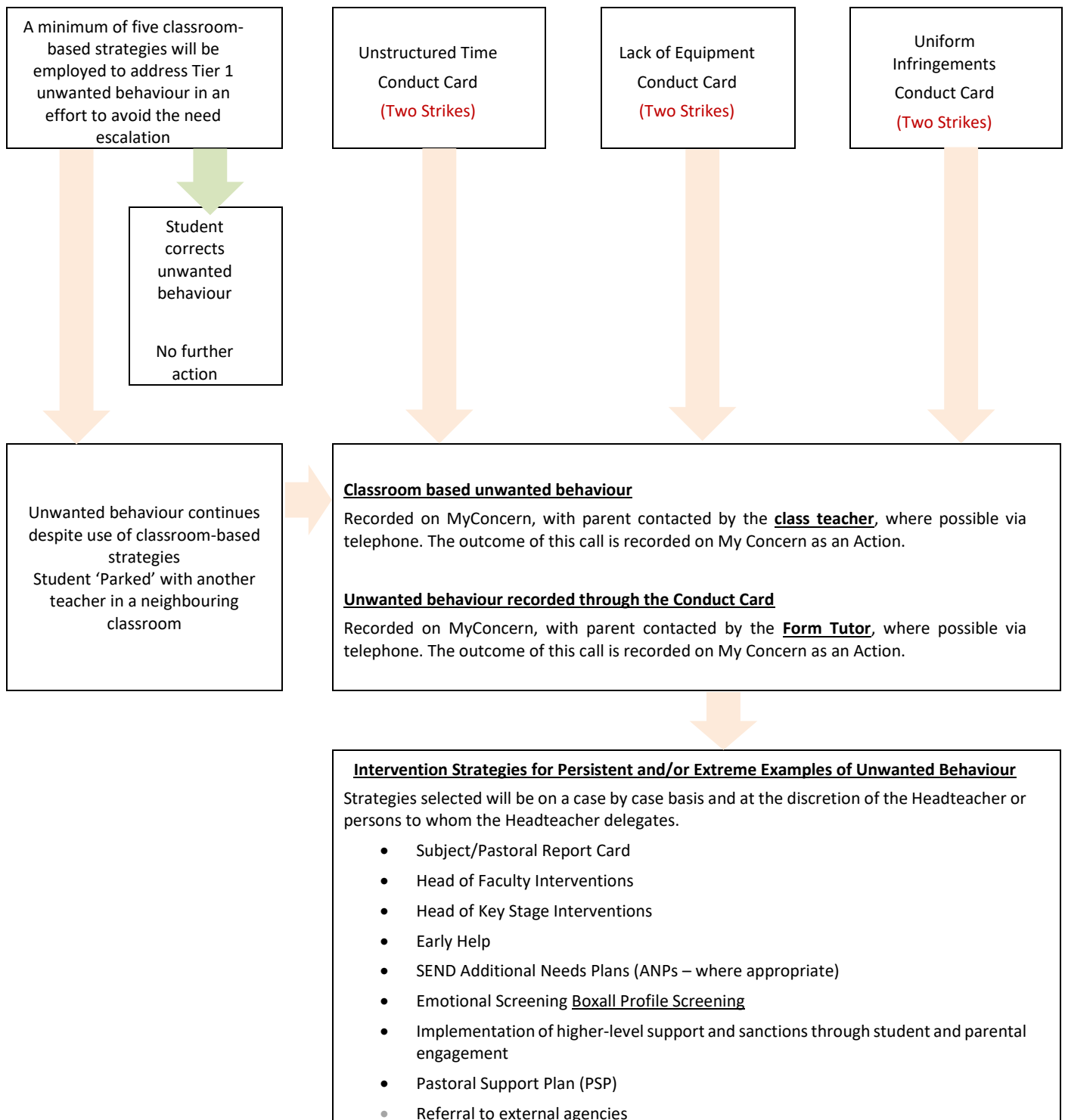
A student's Conduct Card will be monitored by the Tutor, who will record on MyConcern when a student has accrued two initialled reprimands in a five-day period. The tutor will also inform the parent by telephone, recording this as an action on MyConcern.

#### **4.4 Lack of Equipment – Conduct Card**

Where a student does not have the appropriate equipment to engage in a lesson activity and is unable to borrow the item from another student the teacher records the lack of equipment in the appropriate space on the Conduct Card.

A student's Conduct Card will be monitored by the Tutor, who will record on MyConcern when a student has accrued two initialled reprimands in a five-day period. The tutor will also inform the parent by telephone, recording this as an action on MyConcern.

## 5.1 Behaviour Pathways



### **Punitive Sanctions - Detentions and/or Exclusions**

This policy is underpinned by the understanding that unwanted behaviours are a demonstration of one or more underlying factors that are without address. Consequently, traditional punitive measures (whilst remaining a tool) are to be used at the discretion of the Headteacher or persons to whom the Headteacher delegates. These measures will only be used when all other support strategies have been extinguished and such a punitive punishment serves in the best interest of the school community.

## **6. Intervention**

### **6.1 Approach**

Sumo for schools advocates the need for individuals to recognise the role we play in influencing the outcomes of an event and that the event does not solely determine the outcome; instead it is our response that helps determine the outcome. A key aspect of intervention is to support all stakeholders in applying the SUMO formula of **Event + Response = Outcome or E+R=O**. Applying this equation, students will be supported by staff in applying the SUMO Checklist and answer the following questions when facing an issue or challenge:

- 1. What happened? (Event)**
2. Where is this issue on a scale of 1-10?
3. How important will this be in 6 months' time?
- 4. What did you do? (Response)**
- 5. What was the result? (Outcome)**
- 6. What result would you have liked?**
- 7. Were there other responses to the event you could have chosen?**
- 8. What results might have these alternative responses have led to?**
- 9. How might you respond to similar events in the future to achieve better results?**

*McGee, P. (2005). SUMO. Pg.76*

*Pace.K. (2001). Being Happy. Pg. 67*

## **7. Monitoring and Intervention**

### **7.1 Safeguarding Meeting**

A weekly Safeguarding Meeting chaired by the DSL takes place each Friday, where events recorded on MyConcern are reviewed to ensure effective sharing of information, the determination of appropriate actions, strategies and interventions.

### **7.2 Tutor Meetings**

Tutors will be empowered to take a lead role in the mentoring of their tutees: they will be the first point of contact for students and parents at St John's School. A weekly tutor meeting will take place on Tuesday morning led by the Head of Key Stage to ensure intervention strategies recorded as tasks set through MyConcern are undertaken with impact. The tutor will meet once a week with each tutee to discuss their behaviour and attendance.

### **7.3 Pastoral Leaders**

Pastoral Leaders will monitor behaviour daily and empower teachers and tutors to effectively address unwanted behaviour without the need to escalate. Pastoral Leaders will develop and share appropriate interventions and strategies to address unwanted behaviour, with particular emphasis upon effective Curriculum Implementation. These are likely to be informed by their knowledge of the student and their family, but also through SEND and emotional screening that may subsequently inform Additional Needs Plans (ANPs) and Early Help provision as required. A review of behaviour, attendance and progress data will be the focus of the weekly Safeguarding Meetings where the implementation and impact of interventions are shared.

### **7.4 Head of Faculties**

Head of Faculties will be provided with weekly behaviour reports and use this data to monitor behaviour across their faculty. They will empower and support teachers to address unwanted behaviour in lessons through the consistent use of policy, intervention that includes contact with parents and ongoing training where necessary. Training is anticipated to be centred upon meeting the student needs, with particular emphasis upon effective Curriculum Implementation. A review of safeguarding (behaviour and attendance focused) data across each faculty will be a standing item in every Curriculum Meeting where the implementation and impact of interventions are shared.

### **7.5 Senior Leadership Team**

The Senior Leadership Team led by the Pastoral Assistant Headteacher will lead and coordinate this policy, meeting weekly with the Pastoral Team to keep updated with regards to behaviours of students, oversee interventions, implement higher level sanctions and make recommendations to the Headteacher.