

Rewards and Behaviour Policy

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Approved by:	Headteacher Colin Guyton	School Improvement Team Damon Donaldson	School Governing Committee
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Linked Policies	Pol.010921.SJS.Attendance DCYP Direct 3.2.12 Restrictive Physical Intervention DCYP Directive 3.2.9 Pupil Exclusion Pol.010921.SJS.Academic Interventions		

1.1 Rationale

Recognising that the vast majority of students are well behaved, this policy seeks to ensure a culture that is conducive of learning, ensuring students are able to reach their full potential in a safe purposeful environment. 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 ***Integrity, Commitment and Respect*** at all times.

2.1 Expectations

Our core values of ***Integrity, Commitment and Respect*** 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.

2.2 Student Expectations

Students at St John's School are responsible for demonstrating the behaviours and qualities that are in line with our values of ***Integrity, Commitment and Respect***.

2.3 Staff Expectations

Staff at St John's School are responsible for:

- Implementing the behaviour and rewards policy consistently
- Modelling positive behaviour
- Support students to meet the school's behaviour standards, making reasonable adjustments for students with additional special educational needs and disability
- Recording behaviour incidents and contacting parents to close the 'communication loop' and develop positive relationships
- The senior leadership team will support staff in responding to behaviour incidents.

2.4 Parent Expectations

St John's School embraces a collaborative approach with parents and carers to ensure the best outcomes possible for students. Parents and carers are expected to ensure their children:

- Attend every day on time unless they are genuinely ill or have a medical appointment
- Arrive at the Academy dressed in the full correct school uniform
- Bring a pen, pencil and ruler (as a minimum)

In addition to this, parents and carers are expected to:

- Support their child in adhering to the school's behaviour, relationships and rewards policy
- Inform the School of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Class Teacher/Form Tutor / Head of Key Stage
- Not contact their child during the school day on their mobile phones – all contact should be made via the main school reception.

Keep the school up to date on contact detail changes and ensure there is a minimum of two contacts who are available to support their child and school at all times

- Attend all meetings on time and complete paperwork to support their child in a timely matter
- Support the School with a zero-tolerance approach to serious behaviour breaches

3. Charters

3.1 Student Charter

Students are expected to demonstrate the behaviours and qualities outlined in our St John's School Student Charter. This charter is underpinned by our three values: **Integrity, Commitment and Respect.**

3.2 Staff Charter

All Staff are expected to demonstrate the behaviours associated with our St John's School Staff Charter. This charter is underpinned by our three values: ***Integrity, Commitment and Respect.***

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. Reward points are awarded online and through the issuance of our Quick Notes that celebrate the demonstration of our core whole school values of ***Integrity, Commitment and Respect***. Students in receipt of a Quick Note should take this to their Head of Key Stage for **5 [E-Praise points](#)**. As students collect their [E-Praise](#) points they may become eligible to access termly reward opportunities.

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

4. Behaviour in Lessons

Disruption of any kind, where we steal the learning of others and ourselves is not permitted in our school. All students have the right to access their learning in a disruption free environment.

Disruptive behaviour in lessons will be addressed by staff using the consequence system. This system allows staff to be consistent in their practice and is explicit for all students in the lesson.

The consequence system works as follows. It operates following and alongside the use of various informal behaviour management strategies.

- **C1:** First Formal Warning
- **C2:** Second Formal Warning
- **C3:** Consequence: A third warning will result in a 20-minute centralised detention the following day, where the member of staff issuing the C3 will undertake a repair conversation. A C3 will result in a phone call or email home. Students not attending a detention will be escalated to an after-school detention.
- **C4:** This means that the student's behaviour has become so disruptive that they must be removed from the learning environment. This is an absolute last resort for teaching staff and as a result will require an intervention from the Senior Leadership Team. Upon being removed the student will report to the Headteacher with their classwork. An email is to be sent by the teacher to: SJS.C4Behaviour@modschoools.org

Any consequences issued will need to be recorded on Bromcom by 1700hrs each day. Each consequence will attract a negative behaviour point, for example a C1 will equal one negative behaviour point, whilst a C3 will attract 3 negative behaviour points.

Any student who receives a C4 removal from learning will receive a sanction deemed appropriate by the Senior Leadership Team. We aim to show students that there are consequences to their actions and not punishments. This means that, where practicable, we will address each incident on a situational basis and apply reasonable adjustments if appropriate*.

**reasonable adjustments consider a student's context with regards to SEN need, LAC status, emotional capacity and any other extenuating circumstances.*

A C3 and resulting in detention can be issued without a C1 and/or C2 for examples of behaviours and/or non-compliance during unstructured times and instances where homework is not completed upon the second time of asking.

Non-completion of homework which results in a detention or instances where students need to return due to little or no work completed will need to be arranged and managed within the subject faculty and will not become part of the centralised detention.

4.1 Behaviour Pathways

Persistent unwanted behaviour

Faculty



Break time detention

The class teacher will phone home the same day if a child has been issued a C3 and ensure the student completes a next day break time detention.



After school detention

The Head of Faculty, who will phone home if a child has been issued two C3's in the same subject within half a term



Head of Faculty Report.

The Head of Faculty will phone home if a child has been issued three C3's in the same subject within half a term to notify parents of the report targets and the need to sit an additional detention.

Pastoral



4 Behaviour Points/week

The tutor will intervene with a recorded conversation (on Bromcom) to explore reasons for the unwanted behaviour



8 Behaviour Points/half term

The tutor will intervene by setting and monitoring a Tutor Report to monitor behaviour across lessons.



10 Behaviour Points per half term

The pastoral team will make a note on a child's safeguarding file once the number of behaviour points meet this threshold.



16 Behaviour Points per half term

The Head of Key Stage intervention

6. Monitoring and Intervention

6.1 Safeguarding Meeting

A pastoral meeting chaired by the DSL takes place each Wednesday, where events recorded on BromCom and My Concern are reviewed to ensure effective sharing of information, the determination of appropriate actions, strategies and interventions.

6.2 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 My Concern are undertaken with impact.

6.3 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 (Special Education Needs and Disabilities) 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.

6.4 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.

6.5 Senior Leadership Team

The Senior Leadership Team led by the Pastoral Manager 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.