Exmouth Community College

REWARDS AND BEHAVIOUR POLICY

Policy Details	Date
Policy Written	David Turner / Henrietta Miles
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REWARDS POLICY

At Exmouth Community College we expect our students to:

- Be proud of academic and personal achievement.
- Maximise their potential in academic, cultural, sporting, aesthetic and spiritual areas.
- Be hard working and aim to improve on their previous best.
- Be well disciplined.
- Be equipped with the necessary academic, technological and social skills to enable them to reach their potential both now and in the future.
- Be aware of their role as a responsible Citizen able to accept responsibility for their actions

We seek to enable all students to become independent, moral, spiritually aware, free-thinking individuals who value learning, enjoy the challenge of the wide curriculum and who develop confidence and pride in their own achievements.

We expect our students to be responsible, caring for themselves, each other and their environment. They also need to respect the rights of others and develop self discipline.

In recognising their self-worth and strengths we want all to play a full part in their community through their attitude, work and behaviour and later as citizens, neighbours and parents.

We all work better when given praise and encouragement. The College has clear systems for celebrating the successes of the students.

There is also a clear system of sanctions to ensure that students learn from their mistakes and that others can learn in a safe, positive environment.

Praise

We are positive when students do well: we recognise achievement, good behaviour and effort. We have a College awards system which is on line, accessible to all parents .and which we expect all teachers to use. Departments and Year Groups also have their own awards. We always inform Parents/Carers of a student's awards and achievements.

Verbal praise and encouraging comments written at the end of a student's work should be given wherever appropriate.

Marking Work: Students' work is verbally praised and given informative, formative & encouraging written comments. Award Stamps are widely used to encourage students and boost self-esteem.

Epraise Points are awarded by teachers for Academic work: (for achieving over and above that which may be expected) and for Service (Sport/Arts/College/Community) Points are awarded based on the SIMs attendance records each half term (for 95%/100% attendance) Each term points are awarded based on each student's Progress Report for Attitude/Behaviour, Homework and Academic progress against Target grades. Points determine the award of Honours Certificates and the Annual Prizes. Students can spend points in the Epraise shop or donate points to charity.

Honour Awards: An Honour Award is given when a student has achieved a set number of Epraise points. These Certificates range from Emerald (20 points) to Platinum (120 points) These awards are recorded on the child's epraise profile and on their SIMs profile. These certificates are issued by Heads of Year and Heads of Department. Parents receive letters/text whenever a student receives an award.

Heads of Department: must monitor the issue of epraise points. The Deputy Principal, Curriculum, receives reports on a regular basis from the epraise team regarding staff use of the system and student engagement and ensures that ***every*** teacher/Dept is awarding points appropriately.

Staff Guidance

AWARDS SYSTEM: The Norm is to Exceed
Epraise We endeavour to award points fairly ensuring that those in all ability ranges and year groups praised.

POINTS & ACCOLADES

Who can award	What for	When and How
All teaching staff	Academic Point Homework OR Classwork	1 point when a student produces work that is above and beyond what they or their set usually produces. It is NOT to reward 'normal' practice or behaviour. Give an epraise stamp and enter online under 'Academic'
All teaching staff	Accolade	A brief sentence or two of praise for a student which will be printed on their final epraise report. Use 'Accolade' button on class list or individual student.
Event Organisers. e.g.: Open Day, Charity Fund Raising, Helping at Parents' Evenings) Team organisers. e.g.: Sports Teams representing the College Production/Performance/Exhibition organisers. e.g.: Orchestra, Choir, Dance and Drama production members, Exhibiting Artists etc	Service – Event Service – Arts Service - Team	Between 1 and 4 points at the discretion of organiser
PLEASE NOTE: if you run a team, orchestra etc it can be set up as a "class" on epraise to make awarding points for service straightforward: contact R Childs/C Jacklin		

Who can award	What for	When and How
English staff & KS3 tutors only	**Reading**	(tbc by RW)
Year Heads As. Year Heads Heads of Dept. SLT	**Improvement - Behaviour** **Improvement - Attendance** **Improvement - Effort**	Incentive award at HOD/HOY discretion

Points Awarded Automatically derived from Progress Reports

Who can award	What for	When and How
SIMS/Epraise team termly	**Academic – Above Target Grades** **Behaviour – Sustained** **Homework – Sustained** **Attendance = 95%+ : 2 points** **100% : 4 points**	These will be calculated following each term's progress grades and attendance and automatically added to students' totals.

Epraise is managed by the Web/Publications Team
The team ensures that the system is up and running, that teachers, students and parents have secure access; that the use of epraise is reported to the Deputy Principal; that the appropriate certificates are printed and distributed and that parents are informed. They also manage the epraise shop, points donations, prize draws and end of year awards. The team will make recommendations regarding epraise to the senior team.

Principal's Award (Penguin Club)

Anyone can recommend a student for a Principal's Award. This should be done in consultation with the Head of Year / Head of Key Stage of the student concerned. You should then contact the Principal for his agreement. A Principal's Award is the highest award given in the course of the academic year and is awarded only for *exceptional* work / service. It may be given for something a student who has done something outside of College. All students getting a Penguin award have this recorded on their epraise profile together with an accolade. The Award is presented by the Principal and parents may be invited.

Epraise Reports
All parents will receive an Epraise Report at the end of the academic year giving a complete overview of points, accolades and achievements awarded. Parents can access their childrens epraise profiles at anytime online providing the college has their email address in the SIMs database

<u>Celebration of Achievement</u>

Heads of Department / Year
At the end of the academic year key staff will be asked to use the records from the central records to identify those students to get major awards in Subjects/Year. These will include, for example,

- Most improvement: progress towards KS Target.
- Most consistent effort.
- Academic excellence.
- Special award for best example of one set project/piece of work.
- Best independent learner [use of library/ICT and ability to work in self motivated and creative manner].
- Top Student in Year Group.

There will be a **Celebration of Achievement Assembly** for each Year Group in July when students who have done well over the year will receive awards. These will be based on tutor and teacher recommendations driven by epraise points achieved.

Premier Awards
At the end of the week of Year Group assemblies there will be a **Premier Awards Ceremony** held in the evening to which parents/carers and College supporters will be invited. The top students in the College and also the Nominees will attend: these will be chosen according to epraise points achieved plus teacher recommendation. Prizes will be announced and presented including the Premier Cup. All students who are presented with prizes at the ceremony will be recorded on the Celebration of Achievement Boards mounted in the main hall.

BEHAVIOUR POLICY

What the law says

- The Principal must set out measures in the behaviour policy which aim to
- Promote good behaviour, self discipline and respect;
- Prevent bullying;
- Ensure that students complete assigned work;
- And which
- Regulate the conduct of students.

Behaviour for Learning

We must be conscientious in our work in terms of punctuality, duties and the consistency and fairness with which we apply the College expectations. All of us are responsible for teaching the behaviour we want of our students – all of the time!

The starting point for our behaviour management strategy is that staff should all be:

- ***Firm*** – because students need to know clearly where they stand.
- ***Fair*** – because even the best students will become alienated if we are not.
- ***Friendly*** – because the relationship with our students is crucial to effective learning. Students learn best if they are relaxed, confident and positive.
- ***Consistent*** – because repeating key points is essential to learning expected.
- ***Work as a team to manage behaviour effectively***.

Key Points

- Teachers have statutory authority to discipline students for misbehaviour which occurs in College and, in some circumstances, outside of College.

- The power to discipline also applies to all paid staff (unless the Principal says otherwise) with responsibility for students, such as teaching assistants.

- The Principal and governing body must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

(Ref: DFE Behaviour and Discipline in Schools – A guide for head teachers and school staff)

Praise is important

If praise is to work ***there should be at least four times as much praise as reprimand*** *in our lessons.*

If students know you are committed to them as individuals, then ***high levels of praise can be very significant in establishing new and desired behaviours.***

Build a sense of identity for students

All staff should create opportunities for everyone to encounter success and reinforce with praise. A first step is to build a sense of identity for students at classroom level by:

- Knowing the names of the students you teach.
- Using these names as you ask questions and invite contributions.
- Finding something unique and positive about every student and letting them know it.
- Sharing your outside interests and enthusiasms and taking an interest in those of your Students. It is possible to criticize constructively. Children with low self-esteem are quickly switched off by 'put downs'.
- Developing a vocabulary and agreed principles for constructive feedback between students.
- Providing opportunities – especially for boys to express emotions and develop an effective vocabulary.

Encourage Learning

- ***Arrive on time.***
- Receive students in the classroom quietly and calmly.
- Check that tie is in place and uniform correct. (use the Uniform referral system to address any uniform issues)).
- Arrange groupings or seating arrangements in advance and calmly tell students where they should sit – and why.
- Ensure they sit down on their seats, remove outdoor clothing and do not eat or drink.
- Explain why they should not interrupt or shout out.

When the lesson is over help other colleagues by dismissing students at the appropriate time, supervise their movement through the corridors by going to the classroom door. Say goodbye and use the opportunity to praise co-operative behaviour from the group.

Dealing with incidents

Staff must work through a series of stages with students when dealing with incidents and misbehaviour, unless the incident is very serious.

Stage 1 → Assertive reprimand.

Stage 2 → Warning – symbolic in some cases eg: record the student's initials on the board or in your record book; ensure the student is aware that it is a warning.

Stage 3 → If the learning has been disrupted further then either isolate the student from the group by moving them or, if it will not disturb other lessons, outside the door for 2-3 minutes at the most.

At this stage there should be no negotiation or communication. After 2 – 3 minutes the student should be allowed back into the group if they are willing to comply. Offer them this opportunity ***but do not engage in discussion*** – a simple, sincere 'yes' or 'no' is all that is required.

Screening, Searching and Confiscation

What the law allows:

- The College can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.

- Colleges' statutory power to make rules on student behaviour and their duty as an employer to arrange the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.

- Any member of school staff can screen students.

Key Points

- College staff can search a student for any item banned under the College rules, if the student agrees.

- The Principal and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

- College staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to College discipline.

(Ref: DFE Screening, Searching and Confiscation – Advice for head teachers, staff and governing bodies)

Time Out

Any student sent to Time Out should have been given ***a reprimand, a clear warning*** and then ***have been isolated*** from the group and been given the chance to return willing to comply before the ultimate steps of sending to Time Out is taken.

Further, Departments should discuss the policy of 'parking' i.e.: sending a student with work to another class in the same Department with an experienced teacher. The message from such a move is far more powerful than Time Out since it shows how much the Department and College value work and ensures that the management of behaviour is shared across the College and supported by senior members of staff.

Misbehaviour out of the classroom

If same standards and expectations are expected outside the classroom we can very significantly change the way our students behave around the College.

All students should carry their Homework Diaries and can be required to present them to any member of staff ***wearing a badge***. A student refusing to present their Homework Diary will be identified as quickly as possible either through photographs in Key Stage offices or Head of Year offices or using the CCTV system. .

Very serious incidents – in or out of class – are reported as quickly as possible to a senior member of staff

The Report System

Where there is concern about a student's performance or behaviour in one subject over a period of time, she/he will be placed on **departmental report.** This will be managed by the subject teacher and will involve a more senior member of the department. Tutors will be informed where a member of their Tutor Group has been placed on subject report. Subject teachers may also keep students in after the College day for up to 1 hour. In such cases written notice must be sent to parents via Homework Diary or a letter giving 24 hours notice. Senior staff may include **weekends** (*except that preceding or following the half term break*) and **non-teaching days** to serve detentions related to reports or incidents (see Detention Policy).

When a student is sent to Time Out across more than one department [it is suggested by 3 or more] the **pastoral 'On Report' system will be used**. This is a system of daily or weekly reports and the child is monitored against targets each lesson with daily overview by Tutor/Head of Year/Senior staff and parent.

- **Level 1 : Tutor Report**

The student will be on report to the Tutor to whom [s]he will report each day. The report card will show performance against three targets for the student. The targets relate to the problems that have led to being placed on report.

Where the student is successful on report for a period of 2 weeks he/she will return to normal good working in the College. However, should the student not respond when on Tutor Report, [s]he will move to level 2 : HOY Report.

- **Level 2 : HOY Report**

The Head of Year and Deputy Head of Year manage the report. Where effective, after two weeks, the student will return to Tutor or come off report. If it is not successful a meeting will be arranged with parents, HOY and Assistant Principal. On the rare occasions when it is not successful the student will progress to level 3 : College Report.

- **Level 3 : College Report**

An appropriate senior member of staff will manage this report for a period of 2 – 4 weeks. Students will meet with the appropriate teacher at 3.00pm. If targets are not met there will be an instant detention. Success on this report will lead back to normal good working in the College. Should the College Report fail, or there be a serious breach of discipline, a student may be placed in **extended time out** or **excluded**. At this stage a case conference with the LEA may be arranged.

External Case Conference

This will involve the LEA, Head of Key Stage, HOY and other agencies where appropriate. At such a case conference, the behaviour of the student and the appropriateness of their placement at Exmouth Community College will be discussed. A **Pastoral Support Plan** may be drawn up to show the support being given and the strategies being used to help the student. Copies will be provided for student, parent and College. Where a formal agreement is drawn up, they will be signed by each of the parties. This plan will be monitored every 2 weeks to assess that students have met their targets and in most cases there will be further modification to the PSP agreement with a stronger framework of support/monitoring. However if there is no improvement, an external case conference may result in **a recommendation of permanent exclusion** from the College.

Internal Exclusion

Internal Exclusion enables the student to be removed from lessons whilst ensuring that suitable work is given. It also enables those waiting for exclusion [usually until their parents can be contacted] to be appropriately occupied.

Exclusion

Exclusion will be used where Internal Exclusion has failed or been tried previously within the term. Exclusion will be used without intermediate steps where serious indiscipline occurs.

Generally, a student returning from exclusion will be readmitted by a senior member of staff, usually with their parent. Where there is wider concern an **internal case conference** will be called by the relevant Head of Key Stage which will involve the Head of Year to agree suitable strategies. Parents are not normally invited to internal case conferences.

Permanent Exclusion

Only the Principal has the power to exclude a student. If the Principal is not on site then the decision can be made by the acting Principal.

Permanent exclusion should only happen:

- In response to a serious breach or persistent breaches of the College's Rewards and Behaviour Policy; and
- Where allowing the pupil to remain in College would seriously harm the education and welfare of the pupil or others in the College.

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- A student has had a history of disruptive behaviour and the College feel they have exhausted all strategies; and
- A student has committed a single serious offence eg assaulting a pupil or member of staff or bringing a knife or drugs into school
- An act of violence or serious intimidation

Pupils can also be permanently excluded for behaviour outside school, in line with this policy. This can include behaviour on College trips, behaviour when in uniform or on the way to and from College, behaviour which may bring the College into disrepute, at weekends and holiday periods.

Internal Case Conference

At Key Stage 3 the case conference may result in intervention by the REACH Centre or Pastoral Support Plan for students at risk of exclusion. At either Key Stage 3 or 4 it may result in a **contract** being drawn up or other appropriate intervention eg: referral to Child Guidance, trial placement in another school etc.

Both fixed term exclusions of 5 or more days, and permanent exclusions are notified to the governing body and LEA. Where permanent exclusion is recommended by the Principal there will be a meeting of the governing body to which parents have full access and the opportunity to make their case, understand the action of the College and cross-question senior members of staff. With any exclusion of 5 or more days parents have the right to appeal to the governing body. In all exclusions of 5 or more days the LEA booklet on exclusion will be sent to parents.

REACH Centres

For students at risk of exclusion a 'Centre Without Walls' in which disruptive students are assessed and receive support to help them become part of the College.

The Centre's work places emphasis on

- Accurate assessment of individual needs.
- Assessment of behaviour within teaching groups.
- Targeted behaviour modification.
- Group work addressing school based issues aimed at developing self-awareness and esteem.
- Positive working with parents.
- Improving teaching and support staff student management skills.

The Centre has had a major positive effect on our management of behaviour across the College.

Internal Exclusion

Internal exclusion is situated in the REACH Centre. This will apply to very few students, most of whom are known in advance and for whom it is more appropriate that they are isolated within the College, rather than being sent home. Very occasionally students may be sent by an Assistant Principal or Deputy Principal for internal exclusion during the working day. Students may only be sent by a Head of Year, Assistant or Deputy Principal.

Parents will always be informed by letter when this happens and the students concerned will be listed on the Morning Briefing papers.

Students sent during the day will be admitted only if they carry a slip from an Assistant or Deputy Principal.

Students should be informed that they have been excluded from the normal life of the College for a fixed length of time, instead of being sent home. The normal College day does not apply to them. They will not be allowed out at break time or lunch time. They will have food provided to them.

Students will be set work for the day by whoever is supervising during Period 1.

The Internal Exclusion room will be supervised by staff in the REACH Centre, Head of Year and where necessary Cover Supervisors. Each student returns to the appropriate Key Stage Office at the end of each day to be reminded of College expectations by the Assistant or Deputy Principal.

This policy should be read in conjunction with the Equality Policy. No one will unlawfully be disadvantaged on the grounds of age, race or ethnicity, disability, gender and marital status, gender identity, sexual orientation, religion or belief under the operation of this policy.