



## Rewards and Consequences – a whole school behaviour policy

### Aims of the School

#### Achieving Success

#### Valuing Others

*by*

Encouraging high aspiration and a love of learning

Contributing to a safe school environment

Maximising progress and potential

Showing tolerance, respect and fairness

Providing rewarding learning experiences

Listening to and respecting others' views

Offering diverse opportunities

Appreciating and embracing diversity

Recognising and celebrating all achievement

Being an active member of our school and local community

Preparing for independence and future challenges

Co-operating with others

### Ethos of the School

The school believes that good behaviour forms the basis of high quality education and is essential for effective learning. High quality learning can only take place in an orderly community.

Uniform enhances a sense of community and students are expected to wear their uniform in the correct manner and to take a pride in their appearance. Students and parents are regularly reminded of the importance of a high standard of uniform and there is a procedure in place to address the issue of students not meeting the expectations of the school.

All students should feel comfortable and secure in the school environment and should know where to seek help if they have any concerns, either for themselves or for other members of the school community.

It is the role of all members of staff and parents to model and reinforce good behaviour. All students should be encouraged to recognise and understand the link between good behaviour and effective learning.

### The Law

Helsby High School acknowledges its legal duties under the Equality Act 2010 and any disciplinary matters will be resolved with due consideration to this act.

## **Classroom Behaviour**

All students are expected to follow the Code of Conduct, which is displayed in every classroom. The rewards and consequences policy will ensure that there are clear consequences for students not meeting the school expectations and demonstrating the right attitude to learning, and that students who make positive choices are rewarded.

## **Behaviour in public areas**

All students are expected to show consideration and tolerance when moving around the school and lining up outside classrooms. Students should also respect the needs of others in areas such as the Canteen, the Break Out Space and the Field. Students are expected to cooperate to keep these areas tidy and free of litter.

## **Respect for others**

Students are expected to speak to all other members of the school community with courtesy and respect. Inappropriate language is unacceptable in school. All allegations of anti-social behaviour or bullying will be investigated thoroughly. Where such incidents are discovered to be well-founded they will be officially logged and appropriate action taken.

## **Health and Safety**

Students are expected to observe all the rules devised to protect their own safety and the safety of others. Students are encouraged to take responsibility for their future health; and a sensible attitude to eating and physical activity is encouraged.

## **Online Safety**

Students are encouraged to use all forms of technology safely. It is the responsibility of all staff to reinforce this message. Advice to parents has been made available on the school web-site and details can be found in the online safety policy.

## **Responsibilities of Staff**

- all members of staff are briefed on and inducted into day-to-day procedures for managing behaviour and the need for consistent application of the rewards and consequences system is emphasised
- class teachers will record a lesson monitor level which accurately reflects the behaviour and effort of all students in the class
- all members of staff take responsibility for the behaviour and safety of students
- members of the SLT, including the Headteacher, are kept informed of behaviour issues in each year; these are reviewed on a weekly basis in SLT meetings. Each year group has a linked member of the SLT: Year 7 – Mrs Neal, Years 8 and 9 – Mrs Parr and Years 10 and 11 – Mrs Warburton
- prompt communication with parents will be made in the event of serious or persistent breaches of the school's behaviour code
- clear guidance will be given to students to ensure that they understand what is

expected of them through the assembly programme, form time and during lessons

- good behaviour and attendance will be recognised on a regular basis
- to text or email parents 24 hours prior if we intend to detain a student after 3.05pm to ensure that alternative transportation home can be arranged if required

### **Responsibilities of Parents/Carers**

The implementation of a successful Behaviour Policy entails close co-operation between school, pupils and parents; the role of parents cannot be over-estimated in supporting the school in ensuring that good behaviour, both in and out of the classroom, leads to successful learning. It is helpful if parents familiarise themselves with the rewards and consequences system and regularly access 'Insight' to be kept updated regarding lesson monitor levels.

### **Rewards and Consequences**

#### **Rewards**

A consistently positive attitude to learning will be reward in a number of ways in school from praise in the classroom to tangible awards presented in assembly. There is an annual reward trip in the summer term to which all students meeting the criteria are invited. Criteria are based on good attendance and effort in lessons (i.e. consistently achieving a lesson monitor 4 or 5) and are shared with students and parents in the autumn term.

In addition, at the end of each term the following will take place:

1. Department nominations for student who consistently make significant effort. These nominations will be entered into a departmental prize draw and the winners (one per Year group) will be awarded with their prize (voucher) and certificate in the Year rewards assembly at the end of the term.
2. The 'ACE' draw in the reward assembly.  
A student will get an entry in the draw for the following:
  - ✓ *Attitude for learning* – an average lesson monitor score over the term of:
    - 3.5-3.9 (one entry)
    - 4.0-4.4 (two entries)
    - 4.5-4.9 (three entries)
    - 5 (10 entries)
  - ✓ *Contribution to school life* – 1 entry per nomination for making a positive contribution to the life of the school e.g. helping with the OAP party, serving refreshments at parents evening, supporting the SSCO with primary school events, participating in a school sports team...this is not an exhaustive list.
  - ✓ *Effort* – 5 merits (to be awarded only for effort...in class, in homework) = 1 entry. The current system of rewards for merits awarded will continue.

Any student who has been in the IR on more than one occasion, been on a step out, or received a FTE, will have their entries for the draw that term removed.

The rationale behind the prize draws is that the more entries as student has, as a result of positive behaviour for learning and consistently high levels of effort in lessons along with contributing to and supporting the school community, the more likely it is that they will have their name drawn out at random.

### Attendance

Students achieving 100% attendance in the term, or the most improved attendance in the term, will receive a certificate in the reward assembly. 100% attendance for the whole year will be recognised in the summer term assembly with a certificate and a prize.

### Consequences

The school operates a 'three strikes and you are out' system in all lessons across the school to give the right balance of chances for students and not allowing poor behaviour to affect the learning of others.

Lesson monitor level	Descriptor	Consequences
5	A student who makes consistent effort throughout the lessons	
4	A student who does not get their name on the board and makes some effort	
3	1 <sup>st</sup> warning - student name on the board This would be given if a student was not punctual to a lesson or if they come to a lesson lacking the basic equipment necessary for learning: <b>pen, ruler, eraser, pen</b> (PREPared).	
2	2 <sup>nd</sup> warning – if a student had not settled after their first warning and continued to display behaviour that had a negative effect on the learning of other students. This results in a tick 1 against the name of the student.	Level 2 detention – this is a class teacher detention for 10 minutes (break or lunchtime – whichever suits). A white detention slip is issued to remind the student of when and where to attend the detention.
1	3 <sup>rd</sup> warning – see above - tick two against the name	Level 1 detention – this is a department/ faculty detention for 20 minutes at lunchtime. A yellow detention slip is issued.
0	Any further disruption results in removal to another lesson in the department by the member of staff on call. Departments will need to provide a 'shadow timetable' for this.	Level 0 detention – this is a middle leader after school for 30 minutes. An orange detention slip is issued. A text is sent home advising parents that their child has been removed from a lesson.

***At any point during a lesson, irrespective of the level a student is at, removal from the lesson can occur for serious incidences of poor behaviour which result in concerns for the wellbeing or safety of the member of staff or other students. It is probable in such circumstances that a student would be removed to the Inclusion Room.***

### **No 'earn back'**

There is no opportunity for students to have their name or ticks removed from the board. It is very hard to achieve consistency across the school if this is allowed and does not give a clear indication of student behaviour issues.

In society there are consequences for our actions and our behaviour system needs to reflect this; poor behaviour choices result in a consequence. If you then make the right choices the consequences are less great and the rewards greater.

### **Failure to attend the detentions set**

It is the responsibility of the student to ensure that they attend the detention on time. If they are absent from school, the detention will be rescheduled. If they already have a detention at that time, they should ensure that their teacher is aware of this so that two detentions are not set for the same session.

The consequences for failing to attend a detention are hierarchical:

- A student failing to attend a level 2 detention will then be issued with a level 1 detention
- A student failing to attend a level 1 detention will then be issued with a level 0 detention
- A student failing to attend a level 0 detention will then be issued with a 60 minute Leadership Team detention on a Friday afternoon. Parents will be notified by letter, send by email, a minimum of 24 hours beforehand
- Failure to attend a Leadership Team detention will result in a day in the Inclusion Room

Clearly the intention here is to encourage students to behave but to have clear consequences if students don't make the correct choices.

### **Refusal**

This is a most serious matter; it undermines the authority of staff and their ability to maintain good order: in the classroom and school. It also presents a potential safeguarding issue.

Student refusal, for any member of staff, will result in reflection time in the Inclusion room (IR) immediately.

Refusal to leave the lesson at the point of two ticks +, or refusal to go into the lesson as directed by the member of staff on call, will result in a full day in the IR (the lesson at the point of referral plus 5 full lessons) which will ensure that the student gets a more significant consequence i.e. the loss of break and lunchtime. Parents will be texted and there will be a follow up letter advising them of why this consequence was applied.

Refusal to attend the IR at the direction of on call (removal from lesson at level 0) or after failing to attend the Friday night Leadership Team detention will result in a 1 day Step Out.

### **Repeated refusal to meet the expectations of the school**

Parents will be invited in to meet with departmental leaders or key pastoral staff in situations when there are persistent concerns over a lack of effort or poor behaviour and a student does not seem to be responding to the consequences issued by school.

### **The role of the Pastoral team and SENDCo**

Students with requiring additional support to behave appropriately will have a Pastoral Support Plan (PSP). This will detail a plan of support, specific to the needs of the child, which might suggest alternative strategies to the whole school behaviour plan detailed above. This might include the use of The Hub to support the student as appropriate. Parents would be invited to any meetings to ensure that they are able to work with school staff to support their child.

### **In addition to detentions, as highlighted above, other consequences are available to the school:**

- internal isolation – students spend time in the Inclusion Room, supervised by a member of the teaching staff. This provision is used flexibly according to the circumstances. Records are kept to monitor use of the room and parents are informed if their child has or is to spend time in the Inclusion Room. Pupils are given the chance to eat lunch and to use the toilet but have their social time removed
- Step Out Programme – a student may be required to attend another school for a fixed period of time to spend time in their internal isolation. This is used as an alternative to fixed term exclusion from school to enable the student to continue to be in educational provision, working on tasks set by their own teachers, but is a more serious consequence than our own Inclusion Room
- Fixed Term Exclusion - in exceptional circumstances students may be excluded from school for a number of days. This would usually be as a result of aggressive, violent, persistent disruptive behaviour or serious defiance which is having a detrimental effect on the learning or welfare of others or is behaviour which is prejudicial to maintaining good order in school by school staff and leaders. A formal meeting will usually take place with parents to agree a re-integration plan
- Pastoral Support Plans (PSP) – these will be negotiated with the student by Year Leader/Key Stage Leader or SLT link, setting out SMART targets. There will also be parental involvement and, if appropriate, involvement of the Special Educational Needs Co-ordinator (SENDCo)

Governors behaviour panel – the school Governors may request to see a student and their parent(s)/ carer(s) in serious cases of persistent poor behaviour and when the student is at risk of permanent exclusion.

## **APPLICATION OF FORCE**

At Helsby High School, physical intervention is only ever used as a last resort, when all other methods of intervening in a situation have been exhausted or if there is an immediate risk of harm to a student or member of staff.

Physical intervention can take several forms. It might involve adults:

- physically interposing between students;
- blocking a student's path;
- holding;
- pushing;
- pulling;
- leading a student by the hand or arm;
- shepherding a student away by placing a hand in the centre of the back; or, (in extreme circumstances) using more restrictive holds.

Headteachers and authorised staff, at Helsby High School this would be members of the Leadership Team, can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons\*
- alcohol #
- illegal drugs\*
- stolen items
- tobacco and cigarette papers #
- fireworks #
- pornographic images\*
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Staff would always be expected to adhere to the school policy for searching students.

## **Confiscation of property**

Only items marked with \* or # above will be confiscated and not returned to students. Certain items the use of which might affect learning during lessons or breaks school rules (e.g. mobile phones) might be confiscated temporarily.

Recovered items marked \* would be handed over to the Police.

Items marked # would be disposed of by school if their possession by a student was illegal e.g. cigarettes taken from a student in Years 7-11 or alcohol removed from any student under the age of 18.

Mobile phones are confiscated if a student has breached the mobile phone acceptable usage policy that all students were asked to sign at the start of term. Students are able to collect their phone from student services at the end of the school day.

However, multiple confiscations will result in a parent being asked to collect the phone instead of the student. It is acknowledged that this might not be at the end of the school day, dependent upon parent availability, and it would be securely stored by the school until that was possible.

### **The power to discipline beyond the school gate**

Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school e.g. when the behaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school