



The Blyth School

Community College

BEHAVIOUR AND REWARDS POLICY

School Name: The Blyth School
Date Policy Formally Reviewed/Approved By Governors:
Date Policy Becomes Effective: 4th September 2011
Review Date (s): 4th September 2012
Person(s) responsible for Implementation and Monitoring: AC/GE
Author: AC/GE
Location of Policy: BK File, Staff Intranet, School Website
Other relevant policies: Health & Safety Policy Child Protection Policy Single Equalities Policy Bullying & Harassment Policy

We are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The Blyth School, Community College



Behaviour and Rewards Policy

The Principles

Our policy is based on learning, inclusion, achievement and support.

The Blyth School, Community College values all of its students equally. We are determined to ensure that all students are given the right kind of support and guidance which will enable them to reach their full academic, personal and social potential. Our expectations and standards are high and we expect that standards of behaviour enable high quality learning to take place.

To ensure for every single student the best possible teaching and the best possible learning so as to

- ✓ Develop to the full potential that they have
- ✓ Prepare them as fully as possible for life after school
- ✓ Help them grow into mature and responsible adults
- ✓ Raise their awareness of the needs, rights and responsibilities of all members of our society

Roles and Responsibilities

Governors:

- ✓ Promote good behaviour and keep the Policy under review
- ✓ Communicate to students and parents their expectations for good behaviour
- ✓ Support the Headteacher in maintaining high standards of behaviour

Headteacher, Senior Leadership Team, Heads of Key Stage, Pastoral Managers:

- ✓ Promote and implement the Policy
- ✓ Manage the day-to-day procedures
- ✓ Support staff that are faced with challenging behaviour
- ✓ Make clear to students how acceptable standards of behaviour can be achieved

Form Tutors:

- ✓ Give students advice on how to behave acceptably and to modify poor behaviour
- ✓ Give students advice on how to support others in generating good behaviour
- ✓ Give students time to discuss their feelings, offering support and guidance

Teachers & Teaching Assistants:

- ✓ Consistently and fairly apply the sanctions and rewards
- ✓ Give support to other colleagues in the implementation of this Policy
- ✓ Create a high quality learning environment, reinforcing good behaviour, demonstrating high expectations, recognising and rewarding good behaviour
- ✓ Make clear to students how acceptable standards can be achieved

Support Staff - all those employed by the school or LEA, working in partnership or in a voluntary capacity:

- ✓ Promote good behaviour
- ✓ Respond to students positively

Parents:

- ✓ Take responsibility for the child's behaviour, both inside and outside the school
- ✓ Work in partnership with the school to maintain high standards of good behaviour
- ✓ Make clear to the child what is and what is not acceptable
- ✓ Reward good behaviour and apply sanctions for inappropriate behaviour
- ✓ Promote courtesy and cooperation and consideration for other learners and members of the community

Students:

- ✓ Take responsibility for own behaviour ensuring that the code of conduct is followed at all times
- ✓ Take responsibility by not supporting incidents of disruption and poor behaviour
- ✓ Take responsibility for reporting incidents of violence or bullying

Procedures

The procedures arising from this policy will be developed by the Headteacher in consultation with the staff. The procedures will make clear to the student how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, students and parents. The procedures will be monitored by the Headteacher via the Senior Leadership Team, to ensure they are consistently and fairly applied, and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community.

Rewards

A school ethos of encouragement is central to the promotion of desirable behaviour. Rewards are an integral means of achieving this. They have a motivational role in helping students to realise that desirable behaviour, self awareness and responsibility to self and others is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise - both informal and formal to individuals and groups. Alongside this is informing parents regularly regarding their child's behaviour.

Sanctions

Sanctions are needed to respond to undesirable behaviour. However, prior to any sanction being issued all solution focussed strategies will have been utilised. A range of sanctions is clearly defined in the guidance and their use will be characterised by clarifying why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

Intervention

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. Students needing support from external agencies are identified through the Head of Key Stage and Pastoral Manager. When applicable, the Head of Key Stage and Pastoral Manager will liaise with the SENCO to examine the need for SEN diagnosis.

PROMOTING GOOD STUDENT BEHAVIOUR

- ✓ Staff will praise students when they see good behaviour.
- ✓ Staff will tell students clearly what is expected of them.
- ✓ Students will remember what is asked of them.
- ✓ Rules are consistent, fair, and will be kept.
- ✓ Rules will be regularly reviewed with staff and students.
- ✓ Staff will award credits in line with the Rewards Policy to reinforce positive behaviour.
- ✓ Staff will regularly inform student's parents of exemplary behaviour as well as achievement (letter of commendation, praise postcards, parents evening, or informally via a note in the student's planner or phone-call)
- ✓ When students have worked hard to support others, in or out of school, they will be commended – these acts will be commended in year group assemblies.

REWARDS

- ✓ Good behaviour should be consistently rewarded.
- ✓ Staff will praise a student/class immediately upon their good behaviour and say why they are pleased.
- ✓ Staff will regularly inform each other, (positive BMR's, e-mails, phone messages), and the students parents of praiseworthy actions.
- ✓ Staff will give credits to students who behave consistently well and to those otherwise who have made a special effort to do so.
- ✓ When appropriate, staff will reward a whole group for their co-operative support of individuals or each other, for good behaviour or achievement.
- ✓ Exemplary behaviour or achievement will be commended by staff using positive BMR's and/or credits.

REWARDS POLICY

Full details of our Rewards policy can be found in the Appendix.

LADDER OF CONSEQUENCES

Who	Stage	Action
Headteacher	Permanent Exclusion	
Senior Pastoral Leader	Governors Behaviour Panel	Behaviour Contract. Report to SPL for 2 weeks. Regular Parental contact.
Head Of Key Stage	Youth Strategy Head of Key Stage Report	Head of Key Stage, PM, HOD, FT, Parent, Student to attend (+ other involved agencies. Action Plan agreed. Weekly review meeting between Head of Key Stage and student. Parents welcome to attend.
HOD / Pastoral Manager	Behaviour Meeting Pastoral Manager Report	Pastoral Manager, HOD, FT, Parent, Student to attend. Pastoral Manager to initiate intervention. Action Plan agreed. Move to HOKS report if no improvement shown. Weekly review meeting between Pastoral Manager and student. Parents welcome to attend.
Form Tutor / HOD	Form Tutor Report	On 2 subject reports leads to FT report. Report to FT for 2 weeks. Move to PM report if no improvement shown.
HOD	Subject Isolation Subject Report (C5)	3 lessons isolated within department. FT / HOKS / Pastoral Manager informed by e-mail. Phone call made to parents by HOD with follow up letter.

<p>Class Teacher</p>	<p>C4 – Department Rota</p> <p>C3 – BMR recorded</p> <p>C2 – third verbal warning</p> <p>C1 – second verbal warning</p> <p>Verbal warning</p> <p>Basic classroom management techniques</p>	<p>Removal to department rota, 1 hour department detention, phone call home, placed on HOD report</p> <p>Move seat, 30 minute after-school detention, BMR recorded, name on board</p> <p>20 minute lunchtime detention, name on board</p> <p>10 minute break detention, name on board</p>
----------------------	--	---

LEVELS OF BEHAVIOUR

Classroom Teacher/ Form Tutor	Head of Department	Head of Key Stage / Pastoral Manager	Senior Leadership
Talking	Ongoing disruption to learning and teaching	Refusal to co-operate with HOD / refusal to move	Refusal to co-operate with Head of Key Stage / Pastoral Manager
Uniform issue inc Make up / jewellery*	Disruption from outside classroom	Offensive language to staff	Physical abuse to staff
Lack of effort	Refusal to follow teacher's instructions	Discriminatory Language	Drug Related Incidents
Lack of equipment	Fighting – minor scuffle	Fighting – punching and kicking	Gross Defiance
Wasting time	Rudeness to staff*	Smoking	Setting off fire alarm
Interruptions	Refusal to leave* classroom	Aggressive behaviour towards staff	Possession or dealing of alcohol, drugs or pornographic material
Making fun of others	Failure to attend detention	Dangerous and reckless behaviour	Homophobic, personal or insulting comments about staff
Arriving late	Misuse of ICT network	Gambling on school premises	Serious physical assault
Eating in class	Truancy	Theft	Any form of physical assault on staff
Throwing paper / dropping litter	Disruption in formal test or assessment	Swearing at staff	
Mobile phone / MP3 use		Deliberate damage to property	
Play fighting		Sexual harassment	
Interfering with other student's belongings		Threatening behaviour	
Throwing objects likely to harm others		Sending / forwarding abusive mail	
Preventing others from working			
Graffiti*			
Offensive language – non – directed conversational swearing			

only			
Vandalism*			
Rowdy behaviour / running around			
Bullying*			
Out of bounds			
Lack of homework			
Deterioration of attitude and behaviour			

*- can be moved up levels depending on nature of event

PROMOTING ACHIEVEMENT

Classroom Teacher Expectations

All students and teachers must follow the Code of Conduct –

We expect all people in the classroom to be –

poLite
respEctful
hArd – working
pRepared
puNctual

- ✓ Ensure a presence on the corridor from your doorway during lesson changeover.
- ✓ Ensure that your classroom is prepared by having the lesson objective and starter on the board. If this is what the students expect on arrival, the lesson should start smoothly.
- ✓ Students arriving at different times will enter a calm and inviting working environment.

Students will then prepare themselves to learn by:

- ✓ Taking out correct equipment
- ✓ Ensuring phones are switched off and out of sight
- ✓ Emptying their mouths if chewing

Class Teachers can aid the learning process by:

- ✓ Greeting students by name as they arrive, taking every opportunity to recognise where an individual may need extra support.
- ✓ When appropriate, take the formal register within the first 10 minutes.
- ✓ Start the main body of your lesson by recapping on the previous lesson and then clearly explain the objectives, activities and outcomes that are expected of this lesson.
- ✓ Ensure that all students are catered for through differentiated tasks and that they understand these tasks clearly. Where students are successfully engaged, off task behavioural difficulties should be dramatically reduced.
- ✓ Encouragement, praise and empowering the student should be used whenever possible.
- ✓ Assess and reward where appropriate making sure that all targets set are encouraging.
- ✓ Avoid the words “but” and “however” in summative comments. Use positive language always pointing out what they should be doing and not what they shouldn’t.
- ✓ When setting homework, support all students by making sure that they record it clearly in their planners and that they understand the task.
- ✓ Every lesson should conclude with a plenary. This should always refer back to the objectives set at the beginning of the lesson.
- ✓ In the unlikely event of a student having to leave your lesson make sure they have a signed note.
- ✓ Once students are packed away and standing behind chairs, finish your lesson with a positive comment.
- ✓ Dismiss the students in the same manner as you greeted them by standing in the corridor

- ✓ In exceptional circumstances, ensure that you send a student who may have been kept behind, with a note to their following teacher. If a student does arrive late allow them to start work before dealing with the lateness.
- ✓ Teachers should try to avoid asking students to leave the room. This can lead to further issues in the corridor. In extreme cases, students should be outside of the room for no longer than 2 minutes.

Emergency Rota -

- ✓ Emergency Rota (Senior Leadership Team / Heads of Key Stage) can **ONLY be used in exceptional circumstances** if there is a risk to the safety of staff or students or when the student cannot be contained within the department
- ✓ If Departmental Support Rota or Emergency Rota is used, the teacher is responsible for the completion of a BMR and the supervision of a one hour detention.
- ✓ The Emergency Rota member of staff will arrive at the classroom, talk to the student and decide what further action to take as appropriate. The student may be moved to another seat within the classroom or be removed to Department Support Rota. The On-Call member of staff may supervise the class while the teacher talks to the student outside the classroom

The member of staff removing the student will ensure that a record of the call is made in the Student Office.

Form Tutor expectations

- ✓ Ensure that all students are ready for learning at the start of the day. All tutees should be dressed in correct uniform and have the necessary equipment to ensure learning.
- ✓ Build positive relationships with all parents of the tutees – keeping them informed of all relevant information.
- ✓ Monitor and review attendance.
- ✓ Liaise with home as appropriate.
- ✓ Monitor the number of BMR's of the students in the group and discuss appropriately.
- ✓ Monitor the success of students when they are on Form Tutor report.
- ✓ Ensure that the Head of Key Stage / Pastoral Manager is aware of all students in the form causing concern.
- ✓ Attend and contribute to Behaviour Panels / multi – agency meetings when necessary.

Head of Department expectations

- ✓ Ensure that all staff in the department follow the policy consistently and fairly.
- ✓ Analyse sources of referral within the department.
- ✓ Accommodate referred students within the department where possible.
- ✓ Discuss behaviour with individual students who receive sanctions.
- ✓ Monitor and review attendance of students within the department.
- ✓ Monitor the success of students when they are on Department report.
- ✓ Speak to parents about continued poor behaviour within the department.
- ✓ Attend and contribute to Behaviour Panels when appropriate.
- ✓ Praise students who receive credits, praise postcards or positive BMR's.
- ✓ Visit classrooms to speak to whole groups where appropriate.

- ✓ Evaluate and review the Behaviour and Rewards policy with SLT.
- ✓ Ensure that Attendance and Behaviour for Learning is on the agenda at every Subject meeting for the academic year.

Head of Key Stage/ Head of Year / Pastoral Manager expectations

- ✓ Ensure that all Form Tutors follow the policy consistently and fairly.
- ✓ Analyse sources of referral across the Year group.
- ✓ Monitor the performance of students on report to the Head of Key Stage / Pastoral Manager.
- ✓ Work closely with tutors, outside agencies and parents to ensure maximum attendance.
- ✓ Work closely with parents to ensure positive changes in behaviour.
- ✓ Identify intervention strategies and agency support when needed.
- ✓ Praise students who receive credits, praise postcards or positive BMR's.
- ✓ Visit classrooms to speak to whole groups where appropriate.
- ✓ Evaluate and review the Behaviour and Rewards policy with SLT.
- ✓ Ensure that Behaviour for Learning is on the agenda at every pastoral meeting.
- ✓ Collate all evidence of student behaviour in the student file.
- ✓ Identify and arrange Behaviour Panels for students at the relevant stage.

Senior Pastoral Leader expectations

- ✓ Ensure that Heads of Year and Heads of Key Stage follow the policy consistently and fairly.
- ✓ Analyse sources of referral from Heads of Key Stage / Pastoral Managers.
- ✓ Monitor the performance of students on report to the Senior Pastoral Leader.
- ✓ Identify and secure further sources of external support.
- ✓ Oversee all areas of the Behaviour for Learning process at the relevant Key Stage.
- ✓ Identify and arrange Governor's Behaviour Panels for students at the relevant stage.

SANCTIONS

On occasions, where students do not abide by the rules of the school, the following sanctions may be applied. ALL sanctions will be applied at the discretion of the Headteacher.

Sanction	Stage	Misdemeanour
Isolation	Within Year group : Directed by Head of Year / Head of Key Stage	<ul style="list-style-type: none"> Poor behaviour (generally) Ongoing uniform issues
Isolation	Subject Leader	<ul style="list-style-type: none"> Removal from lesson
Detention	Whole school – 1hour	<ul style="list-style-type: none"> Breach of school rules Smoking Minor Damage Refusal to attend detentions General truancy
Detention	Tutor	<ul style="list-style-type: none"> Lateness (and letter home)
Detention	Head of Department – Up to 1 hour	<ul style="list-style-type: none"> Ongoing disruption in subject area
Detention	Teacher	<ul style="list-style-type: none"> Swearing Lateness Disruption Truancy from lesson Homework issues

For more serious breaches of school rules such as –

- Drug dealing
- Assault of staff member
- Serious physical assault
- Threatening with a weapon
- Gross abuse to staff
- Assault on student
- Theft from school / student /
- Drugs/ alcohol in school
- Gross defiance
- Persistent / serious bullying
- Racism
- Serious damage
- Threats to staff
- Fighting
- Refusal to comply with previous sanctions
- Defiance
- Dangerous behaviour
- Inappropriate language to staff

The following sanctions may be applied –

- Permanent exclusion
- Fixed term exclusion
- Internal exclusion unit

INTERVENTION

The Blyth School is committed to ensuring that our students receive the correct intervention and support to ensure that all of our young people are able to fulfil their potential.

All efforts will be made to secure appropriate selected intervention wherever possible.

Intervention	Responsibility with
Permanent Exclusions Governors Hearing Fixed Period Exclusions Report Internal Exclusion Unit Managed Moves	Senior Leadership Team and Senior Pastoral Leader
LIST PSP EWO YISP Place 2 Be CAMHS MOSAIC Learning Mentors PRU EOTAS Specific counselling Youth Strategy Youth Worker buddying Sixth Form buddying Staff mentoring Police guidance session	Other recognised agencies / adults : referred by Head of Key Stage
Fixed period Exclusion Head of Key Stage Report Meetings with Parents Referrals to agencies Connexions Isolation Room Behaviour Contracts	Head of Key Stage
Letters home Subject Report Meetings with students / parents / teachers	Subject Leaders
Form Tutor Report Letters home Telephone calls Meetings—parents / students	Form Tutors
Ladder of consequences	Class Teacher

Training

The Senior Leadership Team and Governing Body will ensure that appropriate high quality training on all aspects of behaviour management is provided to support the implementation of the policy.

Review

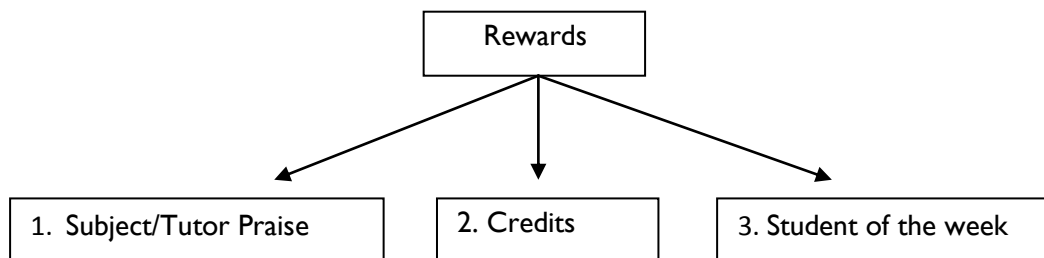
The Senior Leadership Team and Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headteacher, staff and parents. The outcome of the review and changes to policy, resolutions and solutions will be communicated to all those involved and incorporated into an amended Behaviour Policy.

APPENDIX A

The Blyth School Community College

Rewards Policy

The staff and students of The Blyth School believe that rewarding positive behaviour is essential. There are three ways in which positive behaviour can be rewarded at our school:



1. Subject/Tutor praise:

Throughout the year, students will complete work that either exceeds or is in line with their predicted grade/level. Staff are encouraged to liaise with parents to inform them of good work/attitude. When staff feel that a student has performed well in a lesson or over a period of time then parents will be informed by:

- **Telephone call home:** The member of staff will phone parents informing them of the good work/attitude.
- **Letter home:** Staff will send letter home informing parents of good work/attitude.
- **Achievement postcards:** All departments have achievement postcards that will be sent home to inform parents of good work/attitude.

2. Credits:

Students will be rewarded with credits for positive behaviour. All staff in school can award these credits (teachers, admin support, cleaners, caretakers and kitchen staff). Staff will be limited to two credits per lesson per student aiding consistency across the school. Credits will be awarded for the following:

Silver Credit (1)

- Producing a very good piece of work (Achieving his/her predicted grade/level)
- Polite and well mannered behaviour
- Excellent effort in lesson
- Helpful behaviour around the school
- Achieving 100% attendance for a week
- Very good punctuality over a week
- Very good attitude in tutor period

Gold Credit (2)

- Producing an excellent piece of work (Achieving above his/her predicted grade/level)
- Outstanding effort and commitment in lesson
- Achieving 100% attendance for agreed period of time (month/half term)

- Outstanding attitude in tutor period

These credits will be stuck in the planner and saved by the student. Students will receive a credit catalogue at the beginning of the year and can ‘cash in’ their credits for a prize. The more credits they get, the bigger the prize. Students must liaise with their tutor regularly to ensure an up to date record is kept. Should a student lose their planner their credits will be lost unless they have checked them in with their tutor. Each tutor will keep a total of the number of credits their tutor group has earned and email it to their office support at the end of the week to allow for inter form competitions.

3. Student of the week:

Every week each tutor will nominate a student of the week. This can be awarded if a student has:

- Been polite & respectful to both teachers and fellow pupils
- Attended all lessons & registration on time
- Worn the correct school uniform
- Used the planner correctly
- Improved their estimated grades in subjects
- Completed their homework/ coursework
- Attended revision/catch up sessions

Student of the week privileges:

- **Lunchtime queue jumper** for that week
- **Entry into termly draw** for huge prizes.
- All students of the week for the term will be given an additional group award.
- Students will also receive a **letter home** to celebrate this achievement.

Review and Monitoring –

The Rewards Policy will be reviewed regularly by the Student Council, Behaviour and Attendance Monitoring group and the Pastoral team.

The policy will be formally reviewed on an annual basis.

Appendix A

School Powers and Procedures – The Steer Report (2009)

Misbehaviour in and out of school –

The Blyth School, Community College has the power to discipline students not only for misbehaviour within school but also, as reasonable, for misbehaviour that occurs off of school premises. This includes incidents which take place on the way to or from school and incidents which take place when the student is wearing school uniform. In addition, this includes incidents of bullying that took place off the school site, but have their origins in school.

Right to search students –

The Blyth School, Community College has the right to search students if there is suspicion that they are carrying any of the following –

- Tobacco or smoking equipment
- Alcohol
- Drugs
- Weapons
- Stolen property
- Any item that is considered a risk to students or other members of the school community.

Right to detain students –

The Education and Inspections Act 2006 established the fact that schools have the ability to use the sanction of student detention. Students can be detained for a few minutes at the end of lesson or for up to 10 minutes at the end of the school day without parental consent. The Blyth School, Community College will give 24 hours notice to parents if a student is to be detained for a period of more than 10 minutes. In some cases, this information will be relayed to the parent verbally via the student.

Right to restrain students –

Where possible, the staff at The Blyth School, Community College will try to avoid physical contact with students. However, staff do have the right to physically restrain students in exceptional circumstances. These circumstances include preventing a breakdown of good order or ensuring the health and safety of the students in the school.

Any instance where physical restraint has been used must be reported to AC/GE as the school has a duty to record its use.

Mobile Phone / MP3 player Policy

Students must ensure that all mobile phones/ MP3 players / Head phones are switched off and concealed throughout the course of the school day. Failure to comply with this rule will mean that the student must hand the device over to the teacher on demand.

The teacher will then hand the device to the student office where it will be held until the end of the school day.

Should this happen on more than one occasion, the teacher will pass the phone to the Head of Key Stage / Pastoral Manager who may keep the phone at their discretion until parents have been contacted.

Appendix C



Report to Class



INDIVIDUAL REPORT for **Teacher**

Issued by (Class teacher) Date

Students targets:

- ✓ Follow instructions given by the teacher
- ✓ Complete all set work
- ✓ Behave in a safe and appropriate manner throughout the lesson
- ✓

Date	Target 1	Target 2	Target 3	Target 4	Signed	Further action taken

Follow up to report:

- Report to continue for further weeks
- No further action required
- Contact parents (telephone)
- Contact parents (letter)
- Referral to Head of Department

Signed

File report in Department base

Appendix D



Report to HoD

INDIVIDUAL REPORT for

Issued by **Mrs Morrow** (Head of Department) Date

Students targets:

- ✓ Follow instructions given by the teacher
- ✓ Complete all set work
- ✓ Behave in a safe and appropriate manner throughout the lesson
- ✓

Date	Target 1	Target 2	Target 3	Target 4	Signed	Further action taken

Follow up to report:

- Report to continue for further weeks
- No further action required
- Contact parents (telephone)
- Contact parents (letter)
- Referral to Pastoral team

Signed

File report in Department base