



## **BEHAVIOUR and REWARDS POLICY**

**Date agreed by Governors: January 2018**

**Date of Review: December 2017**

**Member of Staff Responsible for the Policy: AP/MWA**

**Date of next review: December 2018**

**Dissemination of the Policy: All staff, Governors and website**

## **Governors' written statement of general principles to guide the Headteacher in determining measures to promote good behaviour**

The Education and Inspections Act 2006 requires Governors to make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour. Practical applications of these principles are the responsibility of the Headteacher.

At Pittville, we value everyone as an individual capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of young people as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour policy by stating the principles that Governors expect to be followed.

The purpose of the behaviour policy is:

- to fulfil the Governors' duty of care to students and employees
- to promote high standards of teaching and learning and high standards of attainment
- to preserve the reputation of the school

The Governors expect any policy or actions to be in accordance with their responsibilities under equality legislation.

The purpose of sanctions is:

- to promote positive behaviour that enables all students to learn and make progress
- to demonstrate that misbehaviour is not acceptable
- to express the disapproval of the school community
- to deter other students from similar behaviour

A copy of the school's Behaviour Policy is on the school's website. A summary of the behaviour expectations will be issued and explained to all students via our PSHE and tutorial programme. The Safeguarding (Child Protection) Policy and the Anti-bullying Policy are also available on the school website.

## **Context: background to review of behaviour**

In March 2017 the Department for Education released Tom Bennett's independent review on behaviour in schools alongside the Government's response. The report entitled 'Creating a Culture: How schools can optimise behaviour', emphasises the importance of a strong culture of behaviour, initiated and led by the head teacher and running through the school. The report highlighted strategies school leaders can use to prevent classroom disruption, maintain good discipline and promote pupils' education. This report has been a focus for our own review of the school's behaviour policy

Pittville School is a school where students feel safe and behave well in lessons. Our parents/carers and students share the view that we look after our students well. As a learning community, it is our view that all young people have the right to learn in a calm and disruption-free environment. The purpose of this policy is to promote a positive climate for learning at all times. We want our students to have a positive approach to their learning and to develop their self-discipline and self-respect. We want our students to respect their school, the staff and the environment, as well as each other. We also promote the need to understand the basic virtues of honesty, respect and courtesy and that responsibilities go hand in hand with rights.

The school was last inspected by Ofsted in November 2015 and the Ofsted's judgement that Pittville was a 'good' school' reflected the significant progress the school has made. There were many positive comments regarding the behaviour and attitudes of the students.

As a school we were particularly encouraged to read that: 'Students greatly enjoy school and learning; they develop well as confident, articulate and considerate young people.' The report also noted that: 'Attitudes to learning are typically positive', that 'students feel safe and well supported by school staff' and that 'the school's systems to manage behaviour are well understood by pupils and consistently applied by staff.' (Ofsted 2015).

### **Purpose and aim of the policy and procedures**

Pittville is a learning community. The purpose of this policy is to secure a **positive climate** for learning. Students need to have a positive and orderly environment in which they can achieve success.

Students need to know and understand boundaries of reasonable behaviour within which they can act. If they stray away from these boundaries, the school will respond with appropriate consequences. However, our rewards systems will acknowledge the day to day effort, progress and achievements of our students.

### **Standards outlined in the Policy**

At Pittville School we agree to:

- have high expectations of each other
- be polite and considerate in our dealings with all members of our community
- maintain a clear focus on learning
- develop a common understanding of school routines and expectations, using these consistently at all times
- make sure that we understand and fulfil our own roles and responsibilities in relation to this policy

### **School Expectations**

The behaviour expectations of all students at Pittville School are outlined fully in the home-school agreement which all parents and students sign following admission to the school. Young people need to know and understand the boundaries of reasonable behaviour within which they can act. Consequences include the use of after school detention for students who are late or who do not complete homework as required. For all behaviour issues the appropriate consequence will be either a referral from class or exclusion.

*Our basic expectations have always been that:*

*"All students have the right to learn in an environment free from disruption. Teachers will have calm and positive classrooms in which they can teach and in which students can reach their full potential."*

*and that*

*'On a lesson by lesson basis, students will have a choice, to be either in class working hard and progressing with their learning or to be isolated from their peers for a period of one working day so that the learning of others is not disrupted.'*

## **Conduct in lessons**

Students in classrooms at Pittville are expected to:

- Line up quietly outside the classroom prior to the start of the lesson
- Enter, stand silently behind their desks and are seated when invited to by the member of staff leading the lesson
- Sit silently whilst the register is taken
- Listen in silence whilst the member of staff leading the lesson speaks
- Raise their hand to ask a question without calling out
- Work exceptionally hard without disrupting any other student's learning

If a student fails to meet any of these simple expectations they will be issued with a verbal warning. A second warning will result in their name being written on the whiteboard by way of a formal warning and the member of staff leading the lesson will briefly explain to the student why their name has been written on the board. The third time during a lesson that a student fails to meet these expectations they will be sent to the referral room for a period of one working day. Failure or refusal to go the referral room will result in a one day fixed term exclusion with the day in referral completed upon their re-admittance to the school. Parents will be contacted immediately by pastoral staff to inform them that a student has been sent to the referral room.

### **If a student is sent to referral**

The member of staff who sent the student to referral will meet with the student at the end of the day for a restorative conversation where they will be made aware of what they did wrong, why it disrupted learning and what needs to be done differently next lesson. To allow this to take place students sent to referral will be required to remain in school until 3.40pm that day.

### **Examples of misconduct (this is not an exhaustive list)**

A student is at risk of fixed term exclusion if they:

- Swear at a member of staff (even under their breath)
- Defy a member of staff
- Physically attack another student or member of staff
- Speak about a member of staff or other student in a derogatory manner or with disrespect

### **Smoking**

No student will smoke on the Pittville school site or while dressed in the uniform of the school (on their way to or from school). If a student smokes or chooses to associate with other students who are smoking the consequences will be as outlined below:

- Smoking/associating with smokers will lead to a one day isolation
- A second incident of smoking/associating with smokers will lead to a one day fixed term exclusion
- Refusal to hand over smoking paraphernalia when asked by a member of staff will lead to a fixed term exclusion
- All tobacco and related paraphernalia will be destroyed

'Smoking' is defined to include any tobacco based products and also e-cigarettes.

## Mobile Communication Devices (Phones/Tablets)

Students are allowed to bring mobile phones/personal tablets into school. If they choose to do so it is on the understanding that they agree with the following limitations on its use, namely:

- Mobile phones must be switched off and out of sight from the moment they pass through the school gates in the morning to the moment they leave the school gates at the end of the school day.
- Mobile phones must be switched off at all times during the school day whilst students are on the school premises including in lessons and at break and lunchtimes. It is not acceptable for phones merely to be put on silent or pager mode.
- **The only exception to the above is where a member of staff instructs a student to use their mobile phone in a lesson to support their learning.**
- The phone must be kept out of sight at all times.
- No student may take a mobile phone into a room or other area where examinations are being held.
- The security of phones will remain the student's responsibility in all lessons including PE/gym lessons.
- The Headteacher, in the presence of another member of the senior leadership team (all of whom have undertaken L3 safeguarding training), have the right to view files on confiscated equipment if there is/thought to be a serious breach of our behaviour policy. Staff will view files/images that are a serious breach of our behaviour policy, for example, online bullying, sexting, racist comments, criminal activity.

If a phone/tablet is seen in school at any time it will be confiscated and parents/carers will be asked to collect it from the school's reception. Please refer to the Mobile Phone policy

- If a student refuses to hand their phone/device over they will be sent to referral for a period of one working day. If they continue to refuse to hand over their phone when placed in referral they will be excluded for one day and will be required to complete a day in isolation before returning to lessons
- Refusal to go to isolation will result in a one day fixed term exclusion with the day in isolation completed upon their re-admittance to the school

Personal headphones are also banned in school. They should be placed in bags during the school day and may not be used. Amendments may be made as required. This will be at the discretion of the headteacher.

## Lines in the Sand

There are some boundaries which as a school we will not tolerate any students crossing. If they do, it is highly likely that they will be permanently excluded from Pittville School. An indicative but non-exhaustive list would include,

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug (or New Psychoactive Substance)
- Carrying an offensive weapon\*
- Arson
- Persistent and repeated disruption of learning
- Persistent and repeated bullying (which could include racist or homophobic bullying)
- Possession and or use of an illegal drug (or NPS) on school premises/activity

The School may also consider police involvement for some of these offences.

\* Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the School.

### **Behaviour in Corridors.**

During transitions between lessons (going from one lesson to another) students will act appropriately, that means no running through or loitering in corridors.

During social times students are expected to:

1. Eat only in the Café or quads at break and lunchtimes, not in the corridors or in other social areas. Amendments may be made as required. This will be at the discretion of the headteacher.
2. Use litter bins provided for all litter.

### **The Journey Home.**

Students are expected to demonstrate a high standard of conduct on the journey to and from school as the pupils are ambassadors for past and future generations of children who will attend Pittville.

Students are expected to:

1. Arrive at school and leave school in full uniform (pupils are not permitted to wear hoodies).
2. Behave appropriately on the way to and from school. Students will not engage in anti-social behaviour such as fighting, provoking fights, filming fights, damage to property or other behaviour that will bring the school into disrepute.
2. Take any litter home and dispose of it properly.
3. Respect our neighbours and all local residents.

### **School Detention**

Detentions can be set by any member of staff and can be run at break, lunch, after school or on INSET days. Staff should record the reason for the detention on SIMS along with the length of the detention (this will not always be necessary for short break or lunch detentions of less than 10 minutes). Lunch detention should still allow students enough time to eat their lunch. Break detentions can be for the whole of break if necessary.

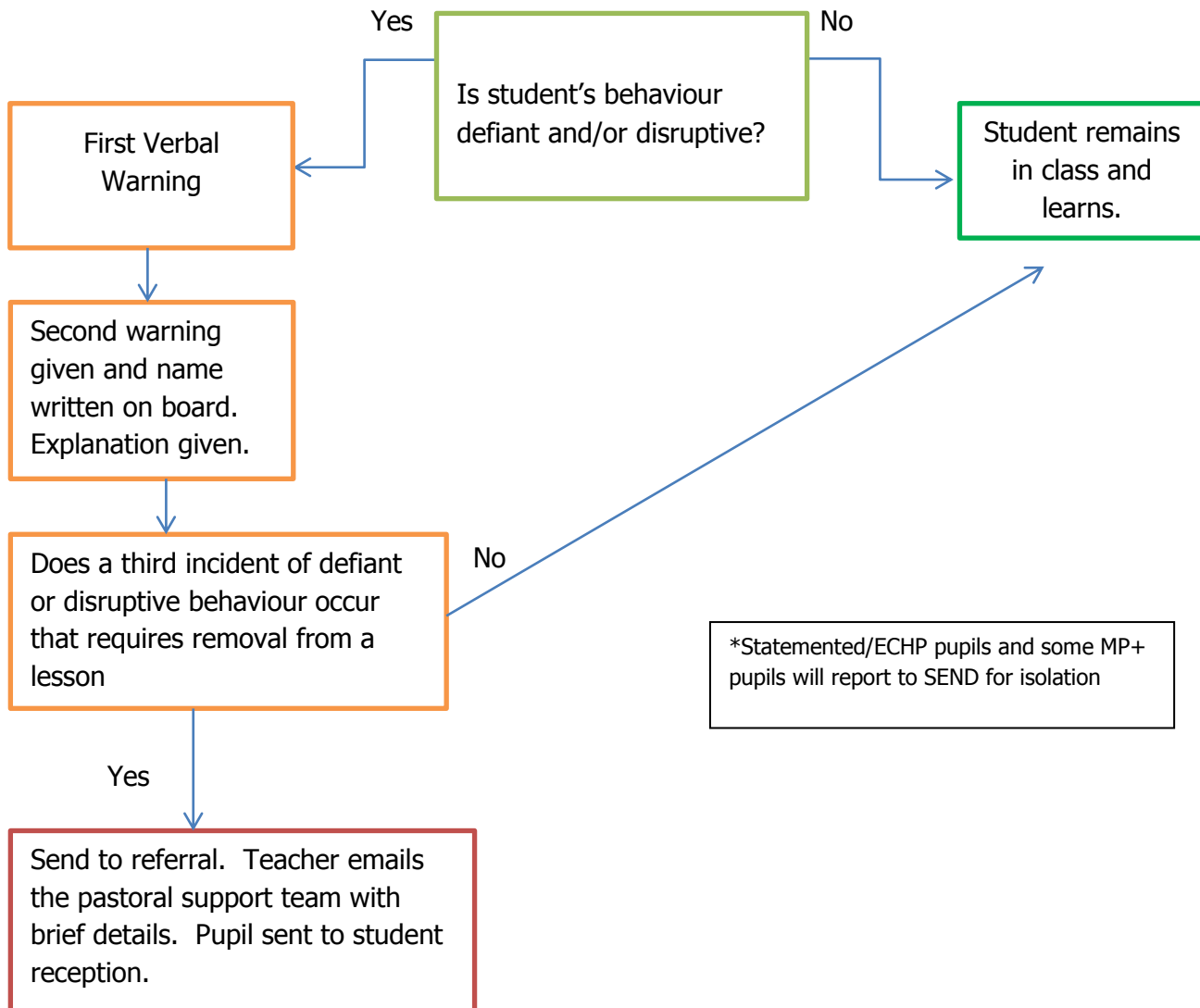
School detentions currently run after school for up to one hour. Parents should note that detention emails / letters are not issued to seek parents'/carers' permission for the detention but rather to inform them of the specific details of the detention. By choosing to send a child to Pittville School all parents/carers agree to support the school's Behaviour Policy including the use of after school detentions. Any concerns raised by a parent over a detention should be addressed to the member of staff who issued the detention. However, detentions should only be revoked if the member of staff feels they made an error in issuing the detention. Detentions should never be revoked in order to appease parents. The guiding principle should always be was the decision to issue the detention fair and proportionate? If so the detention should stand even if parents disagree with the decision and are unsupportive of it.

Parents should be aware that there is no longer any legal requirement to give 24 hours' notice of detentions. However, most after school detentions will be issued by email with at least 24 hours' notice unless there is a specific reason to hold a same day detention. Same day detentions of up to one hour will be run where it is deemed appropriate by a senior member of staff (a member of SLT, a Head of House or a Head of Faculty). Parents will be informed by phone or email message of same day detentions.

For further information regarding school detentions and whole school behaviour and discipline, you are very welcome to read and consult the following Department for Education document published in 2016.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

## BEHAVIOUR MANAGEMENT FLOWCHART



What happens next?

Please remember to email [pastoralstaff@pittville.gloucs.sch.uk](mailto:pastoralstaff@pittville.gloucs.sch.uk)

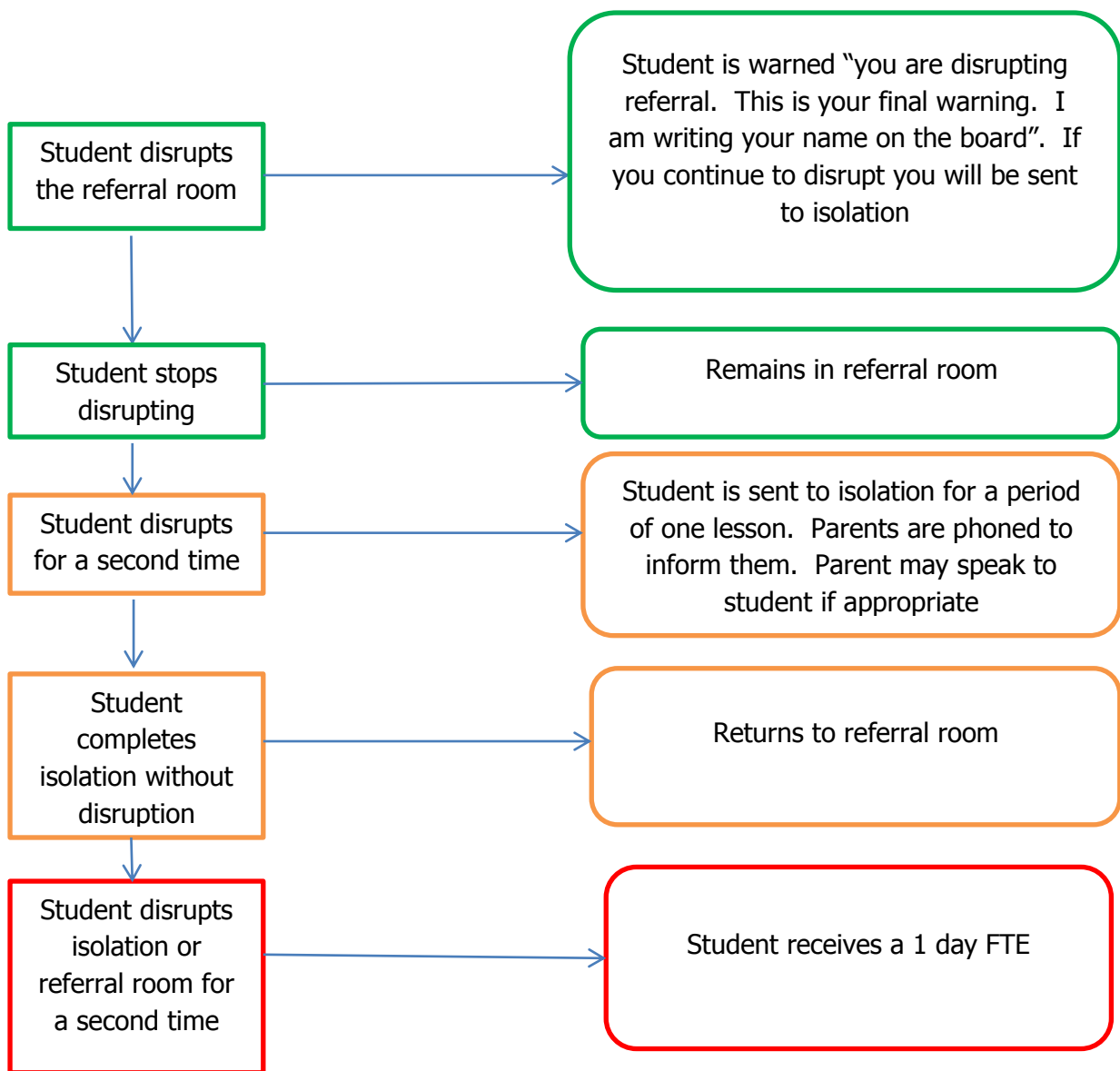
There are a number of things that will happen once a pupil has been sent to the Referral Room.

The following is a simplified version of the behaviour process.

The student signs in at Student Reception and is sent through to referral:

- The student completes a reflection sheet.
- Once the reflection sheet is completed the student is then given additional work to complete.
- At the end of the day the student is expected to engage in a restorative conversation with the teacher. Please see the Behaviour for Learning Manual for information.

# Referral Flowchart





## What Happens Next?

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There are a number of things that will happen once a pupil has been sent to the Referral Room. The following is a simplified version of the behaviour process:

1. The student signs in at Student Reception and is sent through to Referral:
  - The student completes a reflection sheet
  - Once the reflective sheet is completed the student is then given additional work to complete which relates to the lesson the student has been withdrawn from.
  - At the end of the day the student is expected to engage in a restorative conversation with the teacher (see the Behaviour for Learning Manual)
  - The student remains in referral for the period of one school day and on the day of the referral until 3.40 pm.
  - If the student does not fulfil any of the above expectations they will be given a Fixed Term Exclusion (FTE).
2. Parents will be contacted by the pastoral admin team to inform them their child has been isolated:
  - The admin team will email the teacher concerned to remind them to attend the restorative conversation and contact home
  - The teacher will have a restorative conversation with the student (see p14)
  - The teacher will then contact home to explain/discuss the incident (see p10)

Refer to FAQs for further information about this stage (see p15).

If a student disrupts the referral room they will be issued with one warning and will then be removed and isolated for the rest of the lesson. They will then return to the referral room the next lesson.

When placed in isolation students are expected to work in absolute silence and complete all the work set. Parents will be contacted to explain that the student has been isolated. At this point a student will be at risk of exclusion from school.

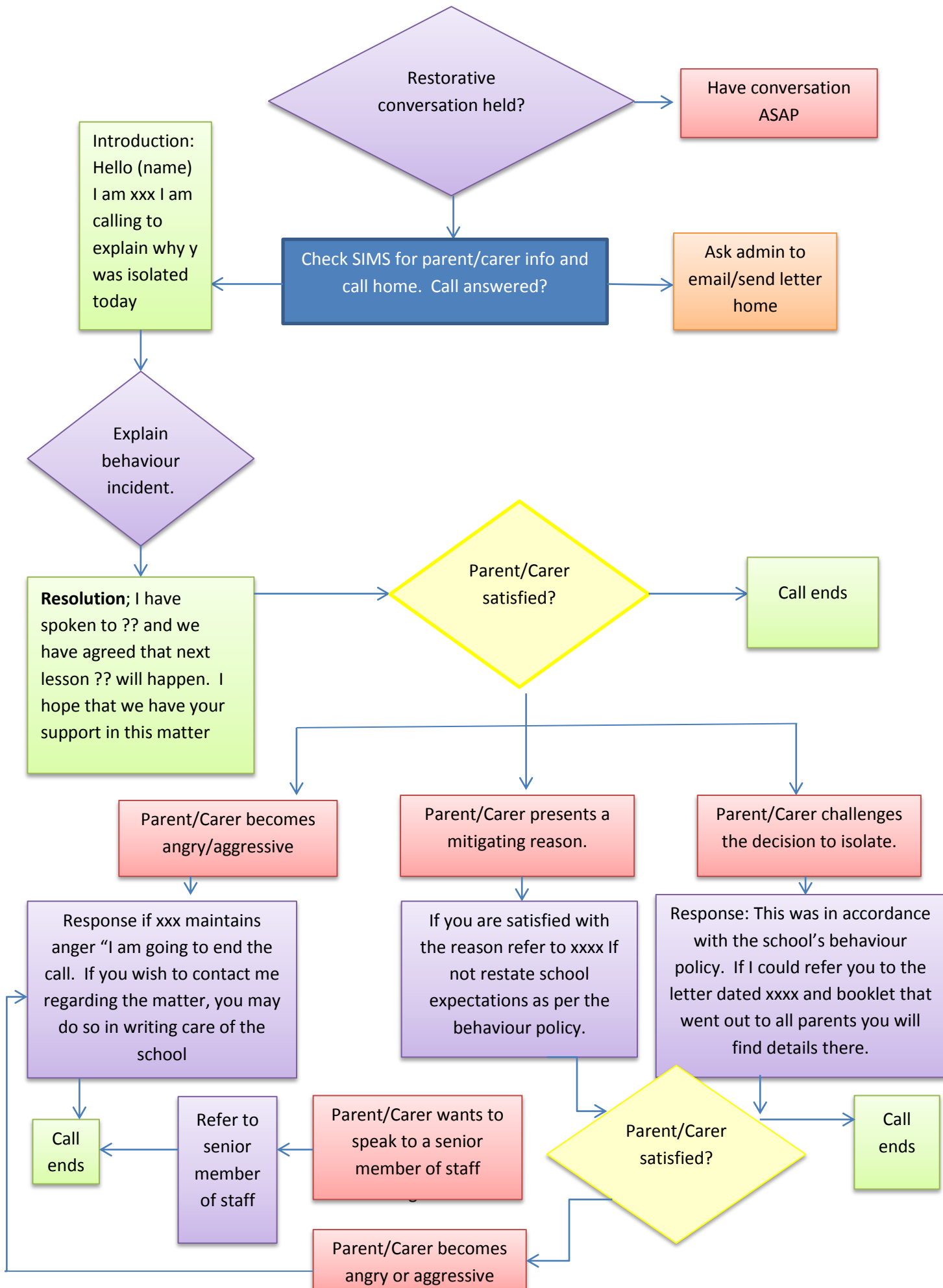
Any further disruption will result in an exclusion from school. Upon returning to school the student will be expected to successfully complete their day in isolation.

3. If the student receives three FTEs or five isolations in one term they will be required to attend a three day assessment programme.
  - Parents will be required to meet with the Head of House and tutor where possible. See 3 day intervention programme flowchart

An additional three exclusions or five isolations within any future term will result in a three week programme of support.

- Parents will be contacted as appropriate. Please refer to 3 week intervention programme flowchart.
- Students will complete intervention programmes. They will also take part in key intervention courses and may be required to attend a placement at Pittville's Alternative Provision partner school (Abbey View in Tewksbury)
- Pupils will be gradually reintegrated on a part-time basis into mainstream lessons over the course of the three week period

# PHONE CALL HOME FLOWCHART



## Pittville School Intervention Process

REFERRALS

ISOLATION

Failing to meet expectations of Referral

FIXED TERM EXCLUSION

Relevant one off incident or failing to meet expectations of Isolation or if removed from referral twice in a day

3 Day Intervention programme

Five sessions of referral or three FTE in one term

3Week Intervention programme

Further five sessions of referral or three further FTE in any future term

Pastoral Support Plan (PSP)

Managed Move or Permanent Exclusion

Pittville School 3 Day Intervention Programme.

Student is identified by Pastoral Team through weekly review of behaviour system

Leading member of staff on Pastoral Team meets with SENDCo to identify interventions/assessments from 3DIP programme menu

Pastoral Team contact parents/carers of student to explain risk of 3DIP

Following 5th referral or 3rd FTE (in a term) parents/carers meet with HOH and students to sign a contract of engagement for 3DIP. Parents are advised of Pittville School Intervention Process which will start/be reviewed as part of the programme

Student attends school for the 3DIP participating in personalised programme to include a 'My Profile', literacy and numeracy assessment and activities, 1:1 with AUS, other choices from menu relevant to presenting needs

On completion of the 3DIP a brief report is compiled in conjunction with Pastoral Team, AUS and SENDCo, summarising student's strengths and needs with recommendations and strategies for student and staff  
Targets identified/monitored through Individual Behaviour Plan

## 3 Week Intervention Programme

Student is identified by Pastoral Team through weekly review of behaviour system

Headteacher meets with student to explain risk of 3WIP. Pastoral Team contacts parents/carers of student to explain risk of 3WIP and/or 3WIP is discussed as part of any RFE (return from Exclusion) meetings following a 3DIP

If after the 3DIP there is a further 5th referral or 3rd FTE (in any future term) students are immediately admitted to the 3WIP. A 'My Assessment' is completed. 'My Plan' is reviewed.

3WIP: Two days at Pittville  
Morning session literacy and numeracy work, afternoon session off site mentoring  
three days at Alternative Provision School (APS).

During final week of 3WIP meeting held with HOH and SENDCo to review. Discussion regarding referral to EP and escalation to My Plan+ and possible Pastoral Support Plan (PSP) discussed.

Advice and strategies circulated following 3WIP compiling feedback from relevant parties involved. Phased return to class discussed and agreed

## Appendix

### Restorative Conversation

The restorative conversation is an opportunity to rebuild the relationship with the pupil that has been sent to isolation. The conversation is not to be used as another telling off/administration of punishment - that has been done by sending the pupil to isolation.

The conversation should:

- • Help the pupil reflect on their behaviour.
- • Move the pupil on from that behaviour.

#### Reflecting on what has been done:

- Why do you think you were sent to isolation?
- How were you behaving when you were sent to isolation?
- Why were you behaving that way? (See difficulties)
- How can we/you make things better when you are back in lesson?
- How can we support you when you are back in lesson?

#### Moving on from the behaviour incident:

- Reinforce the school's expectations for behaviour in the lesson.
- How could you improve next lesson?
- Reinforce positive aspirations.
- Provide support for positive behaviours.
- Agree on a strategy to improve the pupil's behaviour in your lessons over the long term.
- Agree on a change that may benefit the pupil (level of difficulty of work, place in the seating plan etc.).

#### Difficulties you may face:

- Prepare for a difficult or challenging answer. A safeguarding issue may be a mitigating factor in the behaviour and you may need to raise this with the DSL or other member of the safeguarding team where appropriate. There may be another revelation that you may have to deal with.
- Prepare to apologise. You may have missed something or sent the wrong pupil out.
- An apology can be a vital tool for building a strong relationship in the classroom.

## **What happens if...**

### **I can't get in touch with home?**

- Admin staff will be updating contact details termly. If these are not accurate when you do try to contact home, record the attempt to contact home and inform admin that the details are incorrect. Then either a) ask admin to send a letter home or b) try again the day after the incident in question.

### **I have an after school duty and can't make it to the restorative conversation?**

- Students will be required to stay in school until 3:40 on the day they have been isolated. If this is not enough time, you may need to see the pupil during break, lunch or a free period.

### **I miss the restorative conversation?**

- If you feel you need support with the conversation or the phone call please speak to your head of house.
- If you cannot contact home we will ask that you log the phone call and try again the next day. If you are still unable to make contact with home please consult with your Head of House.

### **A pupil leaves my class, but does not arrive at the Referral Room?**

- If a student fails to reach the referral room they will be at risk of a FTE.

### Fixed Term Exclusion (See Exclusion Policy)

This sanction will be for serious breaches of school discipline. Exclusion, whether fixed term or permanent, may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the school's Behaviour Policy:

- Persistent disruptive behaviour
- Verbal abuse to Staff and others
- Verbal abuse to student
- Physical abuse to/attack on Staff
- Physical abuse to/attack on student
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances including supplying
- Theft
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Carrying an offensive weapon.
- Arson
- Racist, homophobic, or discriminatory abuse of another pupil or member of staff including hate crime
- Bringing the school into disrepute

This list is not exhaustive and the Headteacher will decide if a matter warrants a fixed term exclusion and if so for how long.

All fixed term exclusions will be followed by a return from exclusion meeting which must be attended by the student and a parent/carers. Conditions will be set down for the student's return to school and the student may be placed on a report card or a formal behaviour plan such as an Individual Behaviour Plan or a Pastoral Support Plan. Any return from exclusion represents an expectation of very good behaviour in the future and so justifying a return to school. Students will not be allowed to return to lessons until this

meeting has taken place. Should parents fail to attend a return from exclusion meeting the student will be required to work in isolation until such time as the meeting has been held.

### **Role of Heads of Faculty/Subject Leaders**

Heads of Faculty and subject leaders are expected to deal with behaviour issues in their subject area as the first port of call. They are responsible for monitoring the system of rewards and sanctions in their subject area and ensuring it is consistent. They also support subject teachers within their departments to facilitate consistency in the application of Pittville School Behaviour and Rewards Policy and to regulate inappropriate behaviour and deal with under achievement. Each faculty/subject will be expected to run a weekly detention on a set night of the week.

### **Role of Classroom Teachers**

The classroom teacher is responsible for managing behaviour of all students in their classroom and will be expected to use a wide range of strategies, and to reflect upon their practice, to maintain the highest standards of behaviour. Issues of poor behaviour should be dealt with in line with Pittville School Behaviour and Rewards Policy.

### **Role of Tutors**

Tutors will monitor both achievements and consequences given to their tutor group. They will support disciplinary action taken in line with Pittville School Behaviour and Rewards Policy and help in the administration of report cards. They will guide and advise students in difficulty, and essentially work with other staff to regulate behaviour, attendance and attainment. Tutors will also contact parents and arrange meetings as and when needed.

### **Role of the Pastoral Manager**

The Pastoral Managers will work with tutors, Heads of House and members of the SLT to manage behaviour and reinforce expectations on a daily basis. They will be responsible for administering and maintaining various aspects of Pittville School Behaviour and Rewards Policy and supporting students in managing their behaviour.

### **Role of Head of House**

Each House will be led by a Head of House who will be involved in managing the progress, welfare and discipline of each student in their House. Heads of House will support positive activities, such as rewards trips and social events. They will take an active role in managing the application of Pittville School Behaviour and Rewards Policy for their House on a daily basis as well as having a role in reviewing and targeting poor attendance. They will also be involved in monitoring attainment and achievement across their year group. Heads of House will contact parents, arrange meetings and help facilitate the more formal aspects of BFL such as Individual Behaviour Programmes (IBP) and Pastoral Support Plans (PSP). HoH will also liaise with the SENCO to make sure the needs of all individual students are met and monitored regularly.

### **Role of Assistant Headteacher (Pastoral and Inclusion)**

The AHT (Pastoral and Inclusion) has the overall responsibility for overseeing the management of behaviour across the school and the line management of the pastoral team and HoFs in the implementation of Pittville School Behaviour and Rewards Policy.

The Assistant Head Teacher in conjunction with the Heads of House will make decisions on which pupils will undertake the Three Day and Three Week Intervention Programmes.



### **Pastoral Support Plans**

If a student repeatedly fails to meet the expectations of the school in terms of their behaviour, and thereby places themselves at risk of permanent exclusion, a Pastoral Support Plan (PSP) will be started, aimed at trying to keep the student in the school, by helping them to manage his or her behaviour better. The plan would also detail the additional support the school and other partner agencies will provide to help the student meet the targets set out in the plan. A Pastoral Support Plan runs over a maximum period of 12 weeks, with a formal review at six weeks and a final review at 12 weeks. The reviews will be carried out by the member of staff running the PSP (usually the student's Head of House). In exceptional circumstances the headteacher may agree to a four week extension after the final review. During the time that the student is on a PSP it would be expected that they show a significant improvement in their behaviour and a significant reduction in the level of disruption they cause to the learning of other students. If a student fails to show the required level of improvement while on a Pastoral Support Plan it would be expected that this would lead to a permanent exclusion for persistent disruptive behaviour. The final determination on whether the student has met their targets will be made by the Headteacher. This determination would usually be made upon reviewing the outcome of either the six week mid-term review or the 12 week final review. However, the headteacher can make the determination that the student has failed the PSP at any time based upon the student's behaviour.

### **Alternative Provision**

Pittville School has links with a number of Alternative Provision Schools and may direct pupils off-site for education, to help improve their behaviour or meet their needs as is necessary.

### **Permanent Exclusion (See Exclusion Policy)**

This sanction is the ultimate sanction allowed for any school. It would only be used in strict accordance with the DFE guidance Exclusion from maintained schools, Academies and pupil referral units in England. Permanent exclusion would be considered for persistent disruptive behaviour (usually as the result of a student failing a PSP) or for an extremely serious one-off breach of the school's Behaviour Policy.

### **Role of Governors**

The Governing Body has appointed a Student Discipline Committee. All permanent exclusions are referred to this Committee, and parents have the right to make representation to this Committee in cases of permanent exclusion. Should the Committee uphold the Head's decision to permanently exclude, then parents have the right of appeal to an independent appeal body.

The Governors' Student Discipline Committee will also meet to discuss any exclusion which is more than 15 school days in total per term (i.e. it could be 15.5 or more days for one exclusion, or 15.5 or more days as a result of a number of shorter exclusions during one term). Parents again are invited to this meeting and can make representations to the Governing Body. All exclusions of between 5.5 and 15 days or totalling between 5.5 and 15 days per term will be reported to the Governing Body by the Head Teacher. The Governors' Student Discipline Committee will also meet to discuss any exclusion of between 5.5 and 15 days if requested to do so by a parent of the student concerned.

### **Monitoring, Evaluation and Review**

This policy will be reviewed annually. This policy review will be undertaken by the Headteacher or nominated representative.

### **Linked Policies:**

- Exclusion Policy
- Behaviour for Learning Handbook
- Behaviour and Discipline in School - Advice for Headteachers and School Staff - DFE January 2016
- Exclusion from maintained schools, Academies and pupil referral units in England
- Alternative Provision Statutory guidance for local authorities
- SEND Policy

## Rewards @ Pittville

At Pittville we believe that it is vital to recognise and celebrate the successes of our students.

This rewards policy has been written following discussion with students and staff and having taken their views into consideration.

It's aim is to not only acknowledge the day to day effort, progress and achievements of our students but also their accumulative accomplishments and ensure that these are recognised appropriately.

All staff throughout the school are expected to engage in rewarding and celebrating our students on a regular basis. Our ethos is to focus on all that is good in our school. We have many things to be proud of and it is vital that our students know we are proud of them. Our 'Proud of Pittville' campaign will be an integral part of this.

'The positives should outweigh the negatives.'

### House Points

The main vehicle for rewards at Pittville is the collection of 'house points' by students. Achievement, effort and progress is recognised not only in the collection of house points individually but also collectively in terms of the house cup at the end of each academic year. Each individual should recognise that they are contributing to their tutor group and in turn their house. House points will also be rewarded for House competitions and it is an expectation that each faculty will run a whole school competition throughout the school year. Rewards have a 'whole school' impact. Tutors will record house point totals on a fortnightly basis and grade cards sent home to students will have a 'running' house points total.

### House Ties

During their time in the school cumulative totals will be kept for students points and students will become eligible to be rewarded with either a bronze, silver or gold house tie. These will be awarded in a celebratory event, to which parents are invited.

### Additional rewards—postcards, commendations, HOH tea

In addition to house points students will be eligible, through nomination, for HOH commendations and Headteacher commendations—these will consist of a certificate and a letter of congratulations. It is school policy that each department should purchase/produce postcards which can be sent home to students. Time will be allocated in both faculty and staff meetings for staff to make nominations and write postcards. Each term tutors will nominate a student to attend the HOH tea.

### House Assemblies

House assemblies are to have a focus of positivity and celebration. At each house assembly one tutor will, on a rota basis, present a 'tutor nomination' to somebody in their tutor group. This will consist of a citation, certificate and a letter from their HOH. Tutee of the term will continue to be awarded on a full termly basis to each tutor group.

### Termly Rewards

Students will be rewarded for having an excellent attitude to learning (All A and B grades) on a termly basis based on their year group:

- Years 7 & 8—reward film
- Years 9 & 10—early lunch pass for one week of the term
- Year 11 — money off prom

ATL

Students will receive house points for positive ATL scores when data is inputted by staff.

Each A = 10 house points      Each B = 5 house points

## **Attendance**

Attendance will be rewarded through the following means:

- Attendance raffle for 100% attendance every two weeks
- 100% attendance certificates at the end of each full term in house assemblies
- 100% attendance at the end of the year receive a HOH commendation and 100% attendance badge.
- Special award and governors' commendation for students with 100% attendance over five years
- 100% attendance club to be established with appropriate awards for students and competition between houses.

## **How are house points awarded?**

House points can be awarded both in an out of lessons with a house stamp. Staff will give out house points when they feel appropriate i.e for excellent work, effort, contribution to school life etc.

## **Where do students collect house points?**

In planners ,or in the absence of planners, next year students will be given stapled booklets (as the Year 11 students use for their prom) and will collect stamps in these. Pages will be removed and kept by tutors once full.

## **Who is responsible?**

- All staff are responsible for the distribution of house points.
- Teaching staff are responsible for placing nominations in the Headteacher / HOH nomination boxes in order that students receive Headteacher / HOH commendations.
- Tutors are responsible for counting and recording house points on a central marksheet on SIMS.
- Pastoral admin is responsible for retrieving the house points data and providing to house captains
- House captains are responsible for collecting the printed house point sheets and displaying them
- House captains are responsible for emptying the Head teacher / HOH nomination boxes and providing a list of the nominations to the relevant staff.

Tutors are responsible for nominations for their own tutor awards to be presented in house assemblies on a fortnightly basis.

HOF's and SLT are responsible for allocating meeting time for nominations and postcard writing.

HOH are responsible for co-ordinating rewards within house assemblies.

DK, as rewards lead is responsible for overseeing the smooth running of the above.

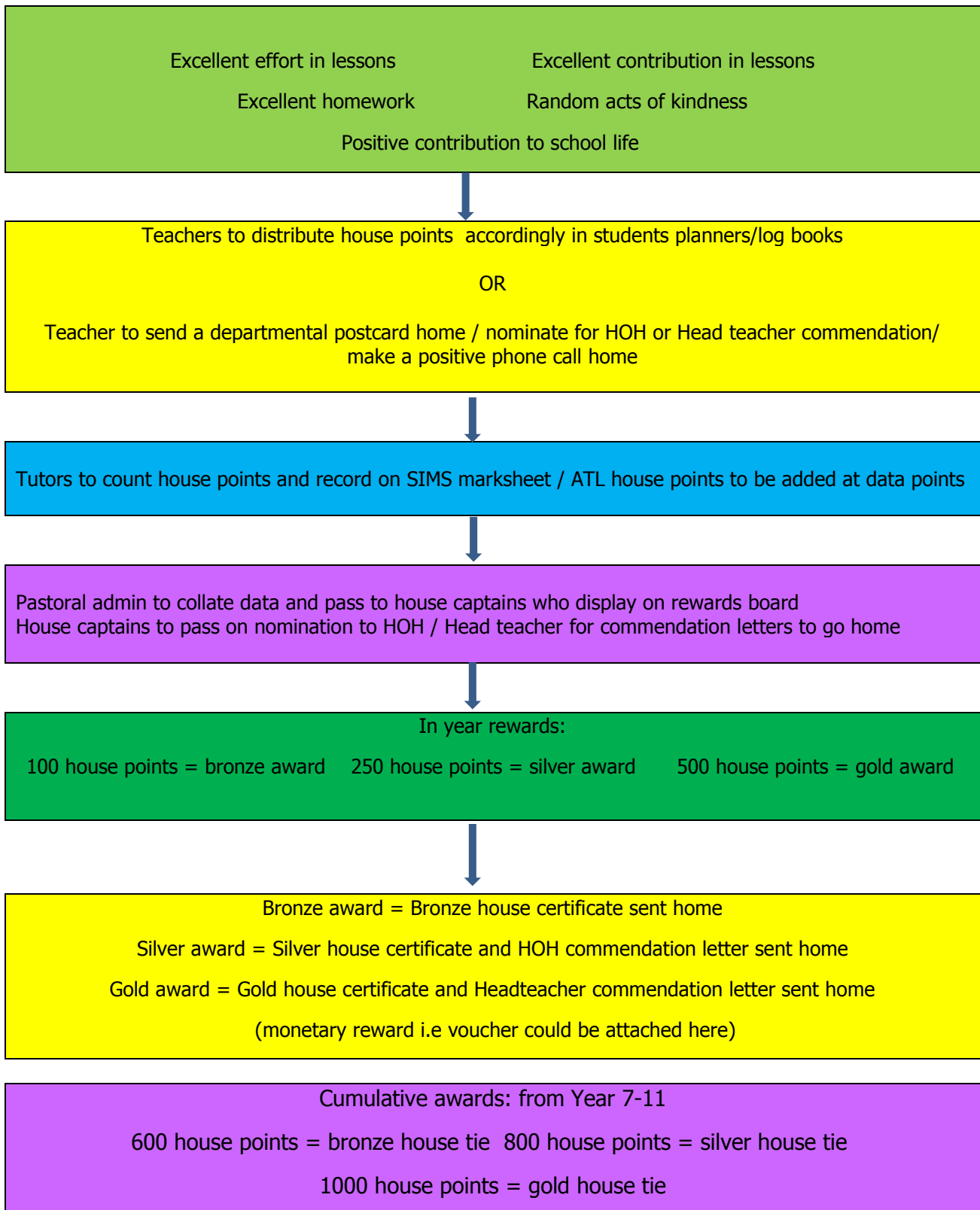
## **Notice boards**

At least one large notice board near the hall / canteen is to be used to display the house point running totals (per student and per house).

Another board will display photos of students and notices of other rewards around school.

House boards will display a HOH commendation 'honours list'.

\*All notice boards to be maintained by house captains



**Attitude to learning—ATL**

ATL grades collected at data entry points  
Students receive 10 house points for every A  
and 5 for every B

Data collated by pastoral admin

Students with all A's and B's in:  
Year 7&8 = go to reward film every half term  
Years 9 &10—get an early lunch pass every half term  
Year 11—receive money off the prom

**House Assemblies**

Tutors to nominate a tutee on a rota basis and write an appropriate citation as to why the student has received the nomination

HOH to introduce tutor in assembly (one per week)

Tutor to read out citation.  
HOH to give a HOH commendation to the student / prize.  
Students name to be displayed on the house board 'HOH Commendation Honours Board'.

**Attendance**

Attendance raffle each week & 100% attendance certificates given out each term

100% attendance certificates given out at the end of year with a reward (voucher)

100% attendance at the end of 5 years at school—students receive a governors commendation and reward.

**HOH Awards**

Tutors to nominate 1 student each half term for HOH tea

Tutors to nominate 1 student each full term for 'tutee of the term'.

Tutors to nominate 1 student each year for 'tutee of the year'. This student could have been nominated previously. This student will receive a reward.

Linked Policies:

- Exclusion Policy
- Child Protection and Safeguarding
- Behaviour and Discipline in School - Advice for Headteachers and School Staff - DFE January 2016
- Exclusion from maintained schools, Academies and pupil referral units in England
- Alternative Provision Statutory guidance for local authorities
- SEND Policy
- ICT Acceptable Use
- Home School Agreement
- PSCHE
- Anti-Bullying
- Attendance
- SEND Information Report
- Able Gifted and Talented
- Accessibility Plan
- Administration of Medicines
- Attendance & Punctuality
- Code of Conduct
- Complaints
- Confidentiality
- Curriculum
- Equality & Diversity
- Exams
- Exams Access Arrangements
- Exclusion
- Grievance
- Grouping
- Health & Safety
- Homework
- Keeping Children Safe in Education
- Marking
- Mobile Phone
- Monitoring Evaluation & Review
- Numeracy
- Offsite Visits
- Pupil Premium
- SRE
- Staff Development
- Teaching & Learning
- Transgender