

Purbrook Park School

ENJOY ENRICH EXCEL



School Behaviour For Learning Policy

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1. Values and Principles

Purbrook Park School is a community in which outstanding behaviour is nurtured in order to create a whole school environment conducive to maximising an individual's learning potential and achievement.

It is the responsibility of all staff to ensure that all pupils of the school maintain excellent behaviour at all times.

Pupils play a key role in the promotion of acceptable behaviour.

Parental support is essential in promoting positive behaviour in pupils.

Our Four Key Rules: -

- **Arrive On Time and Be Ready to Learn**
- **Follow Instructions First Time**
- **Be Polite and Show Care and Respect**
- **Focus On Achieving your Personal Best**

2. AIMS

To be a school that does not tolerate persecution or bullying of others on any grounds, including ability, additional educational needs or disability, age, culture, faith, gender, ethnicity or sexual orientation.

To ensure that praise, encouragement and rewards are used effectively to promote achievement and to secure good teacher-pupil relationships.

To develop self discipline, self-control and a sense of responsibility for the school and its environment.

To encourage members of the school to demonstrate respect and courtesy to one another and to visitors to the school and our community neighbours.

To provide a clear and precise framework which all colleagues, parents and pupils view as being fundamental to enhance learning and achievement.

To promote ground rules of behaviour through the school's Four Key Rules.

To ensure that pupils understand the consequences of disruption to learning and breach of the Four Key Rules and that these are applied in a fair and consistent manner.

To provide challenge and support for pupils who deliberately and persistently ignore or breach the Four Key Rules or disrupt learning.

To provide appropriate support for colleagues and parents in managing behaviour effectively.

To ensure effective management of teaching and learning with well organised classes and lessons that are stimulating, appropriate, challenging and meet the needs of all pupils.

3. Roles and Responsibilities

It is the role of all colleagues, parents and pupils to promote excellent behaviour.

Our Four Key Rules provide a clear summary of our expectations for pupils and posters are on display in every classroom, and are promoted to all colleagues, parents and pupils.

Senior Leadership Team (SLT)

SLT will oversee a programme of lesson observations and work scrutiny to ensure effective use of the whole School Behaviour Policy.

SLT will oversee and undertake quality control and assurance monitoring of departmental; policies to ensure rigour and uniformity of sanctions and rewards.

Members of SLT will be on gate duty at the start and the end of the school day.

SLT will monitor behaviour during the school day, as part of the behaviour for learning procedures.

SLT will ensure that the Year Leaders, Lead Teachers, Teachers and Tutors carry out their responsibilities to monitor pupils through regular discussion to provide praise and support, with appropriate interventions and sanctions when required.

If, following action by teachers, tutors and Lead Teachers, further misdemeanours occur, the Year Leader will discuss further sanctions with parents. The situation will be outlined and targets will be set with the view to achieve improvement. This may include: -

- Intervention support
- Removal of privileges at lunch or break time
- Pupil is placed on report to the Year Leader, Pastoral Leader, Director of Learning, Deputy Head Teacher and the Head Teacher.

It is often useful to complete a behaviour report in conjunction with the SENCo, and a copy should be circulated to all relevant colleagues for information.

Guidance about the investigation of a serious misbehaviour is given below.

Any internal and/or external support mechanisms will be identified to meet individual pupil needs.

Any further breaches of the Behaviour for Learning Policy will be referred to the Director of Inclusion, who will write to parents and/or invite them for an interview. The situation will be outlined and targets will be set using the Behaviour Contract. Sanctions may involve a referral for isolation or exclusion.

Major Offences, for example abuse of staff or drug related incidents will be directly referred to the Director of Inclusion, Deputy Head Teacher or Head Teacher.

Lead Teachers

Lead Teachers will ensure that all department colleagues carry out their responsibilities with regard to the Whole School Behaviour for Learning Policy. There should be regular monitoring and appropriate follow up of the use of rewards and sanctions within the Department.

During Department meetings, regular discussions of rewards and sanctions in relation to the development of teaching and learning should take place.

Lead Teachers will ensure that all department policies related to behaviour management are written in line with the Whole School Behaviour for Learning Policy.

In planning Schemes of Work and individual lessons, it is essential to remember that the most positive impact on behaviour and where learning is most effective when pupils are given: -

- Clear objectives and success criteria
- Short term, varied tasks
- Frequent changes of activity and
- Differentiated learning activities which offer challenge and meet the needs of the pupils
- Work that encourages a thirst for learning deepens knowledge and understanding.

Subject Teachers

Subject teachers are to set and make explicit clear and specific lesson objectives (WALT) at the start of each lesson.

All class work and homelearning must be appropriately differentiated, challenging and allow for progression of learning.

Subject Teachers must carefully plan all lessons, meeting the needs of all pupils.

Subject Teachers must set homelearning in line with the Homelearning Policy.

Subject Teachers must mark and provide feedback for all pupils in line with the Marking and Feedback policy.

Subject teachers must use praise and rewards whenever there is an opportunity to.

Tutors

Tutors should monitor attendance, punctuality and homelearning and take appropriate action if concerns arise. These concerns should be dealt with following the Whole School Behaviour for Learning Policy and reported to the Year Leader.

Tutors should check pupil planners at least once per week.

Tutor should respond to any communications from home within 24 hours where possible.

Tutors should be aware of all sanctions and rewards issued to members of their tutor group and highlight early intervention strategies or support and praise at the earliest convenience.

Appropriate targets should be set and reviewed on a regular basis as part of the mentoring process.

How to Promote Positive Attitudes to Learning

Lessons should be well organised and as far as possible: -

- Colleagues should arrive on time at their teaching area before the pupils.
- Pupils should be lined up quietly outside the teaching area.
- Promote good habits – pupils should enter the classroom, sit according to the seating plan or working groups, take out equipment, planner and exercise books and follow the teacher's instructions.
- An attendance register should be taken
- The lesson should then start promptly, with all pupils attentive.
- If a pupil arrives late to a lesson, without an appropriate reason, the subject teacher will issue a 15 minute detention at break, lunch time or afterschool.
- Resources should be available at the start and throughout the lesson.
- The lesson should always be concluded in an orderly manner, pupils should stand behind their chairs and the teacher should ensure that the classroom and surrounding area is free from litter and then dismiss the class accordingly.

How to Respond to Disruptive Behaviour

Prior to setting a break, lunch or an after school detention, subject teachers should use a range of the following procedures to deal with the behavioural issue:

- Make eye contact, if this is suitable for the pupil.
 - Give a verbal warning.
 - Change of seat or position within the classroom.
 - Speak quietly and calmly on a one to one basis.
 - Remain focused on the poor behaviour, not the pupil.
- E.g. "it is not acceptable for you to behave in this manner, focus on your work"
- Refocus the pupil on their work and learning.
 - Praise where possible
 - Speak to the pupil at the end of the lesson and resolve the behaviour issue, focus on the learning of the pupil and not them as an individual
 - Have a restorative meeting to promote a positive relationship between the pupil and the teacher.
 - Use the seating plan
 - Repetition of work
 - Parental contact by telephone supported by a note in the planner.
 - If a pupil is sent out of the classroom, this must be for no longer than five minutes, make sure that the pupil is away from others and is not the centre of attention.
 - If a pupil needs to be removed from the lesson, this should be with the Department's Lead Teacher.
 - If the pupil still continues to misbehaviour the Year Leader will be called to remove the pupil.

Pupils should not be let out of a classroom, unless there is a medical or an emergency need, in such cases the pupil must have written permission from the classroom teacher in their planner.

All colleagues should ensure that they log all sanctions and rewards on SIMS and retain minutes of all discussions with parents, these should be handed to the Year Leader, who will ensure that this is logged onto SIMS and placed in the pupils' personal file.

Teaching and Learning Assistants are to discuss any behavioural concerns with the subject teacher and acted upon appropriately.

Report Cards

Pupils can be placed on the following report cards, which will ensure that the behaviour of the pupils is tracked according to the pupils' individual targets. The pupils will start on a tutor report and this may be escalated if there is no improvement seen.

All report cards follow the Behaviour for Learning scores 1 – 4 (1-poor, 2 inadequate, 3- good and 4 – excellent)

Tutor report

Year Leader report

Pastoral Manager Report
Director of Learning report
Deputy Head teacher report
Head teacher report

If a pupil is displaying challenging behaviour in only one subject and the subject teacher has already exhausted the above behaviour for learning methods and the poor behaviour is persistent, the subject teacher in liaison with the Lead Teacher and Year Leader may place the pupil on a subject report, following the same Behaviour for Learning scores for a limited time period.

Meetings with Parents

Parental meetings with targets set for improvements.

The Pastoral Leader and Director of Inclusion needs to be made aware of all communications with parents and minutes, targets and reports following a meeting need to be passed to the Year Leader to ensure all information and communication is logged onto SIMS and a copy placed in the pupils' personal file.

How to Deal with Serious Misbehaviour

Serious isolated acts should be reported immediately to a member of SLT and the Pastoral Leader for further action. These include: -

- Verbal abuse directed at an individual and/or a group
- Physical abuse of any person
- Dangerous behaviour
- Gross Deviance in the face of a reasonable request
- Racist and/or sexist abuse
- Theft
- Vandalism

Mobile Phones

The use of mobile phones, mp3 players and other similar electronic devices including the use of headphones are not acceptable in school. These devices and headphones are not to be used during the school day, including break and lunchtimes.

If pupils are bringing these items into school, these must be switched off and placed in the bottom of the pupil's school bag during the school day.

Pupils whom are found to be using these devices during the school day will have it confiscated until the end of the school day, when they can collect the device and take it home. If a pupil is found to be using their device for a second and

subsequent time, then the device will be confiscated and locked away until a parent/carer is able to come into the school and collect the device.

Quality Assurance

It is the responsibility of all colleagues to ensure that the rewards and sanctions are consistently applied to all pupils. All colleagues should ensure that a record of any rewards and sanctions issued are logged.

All SLT and Lead Teachers undertake lesson observations to ensure effective lesson structuring and excellent behaviour management is in place.

Lead Teachers ensure that sanctions are effectively and consistently used by colleagues.

After school detentions are available to support colleagues and appropriate follow up action for serious misdemeanours is applied. Pupils who attend department detentions regularly are monitored and the appropriate action is taken.

Lead Teachers ensure that effective records are maintained of department reports and parent contact. The appropriate Year Leader and Pastoral Leader are informed this is logged onto the pupils' personal file and SIMS. This is passed to the Director of Inclusion.

All Lead Teachers should monitor the appropriate use of detentions and discuss alternatives where required.

Lead Teachers and Year Leaders will ensure that pupils are receiving rewards and sanctions in a consistent and fair manner across all year groups.

A record of all detentions, isolation and exclusions is kept centrally and summaries will be provided to SLT and Lead Teachers on a half termly basis.

All Leaders use SIMS data to monitor and evaluate pupil behaviour, identify where and when support is needed and to implement and evaluate the impact of support strategies.

4. Sanctions

The School applies a range of sanctions as disciplinary and supportive measures. These should be applied in a fair and consistent manner. Each member of staff should make clear to the pupil when and why a sanction is applied.

Before putting a sanction in place the subject teacher should implement all behaviour for learning strategies mentioned above in the section of the policy on responsibility. If a pupil's behaviour requires serious action, then the subject teacher should consider use of the following: -

- Formal Warning –
 - This is a verbal warning, explaining to the pupil clearly why you are issuing this warning.
 - Warnings are issued for lack of equipment, negative attitude to learning, lack of effort, disruption to others, uniform or lateness to lessons.

- Detentions –
 - If the inappropriate behaviour persists, the class teacher will issue a fifteen minute break, lunch or after school detention, which the pupil will sit on the same day. The class teacher records this in the pupil's planner and in his/her mark book. The class teacher will explain to the pupil clearly why the detention is being issued.
 - If the inappropriate behaviour persists, the class teacher will issue a thirty minute after school detention, which the pupil will sit on the same day wherever possible. The class teacher will explain to the pupil clearly why the detention is being issued, and record the detention in the pupil's planner and must ensure that the detention is logged onto SIMS and the relevant Year Leader is informed. The class teacher will contact the pupil's parent at the start of the after school detention to inform them of the reason for the detention. If the pupil has already been issued an after school detention on that day, then the pupil will sit the detention on a subsequent day by arrangement with the Parent. Failure to arrive at a detention will result in a one hour Lead Teacher detention. Failure to arrive to the one hour detention with the Lead Teacher will result in a one and a half hour school detention on Friday in the same week.
 - Pupils who fail to attend or misbehave during one and a half hour after school detention on Friday will be referred for two one and a half hour detentions on the Monday and Tuesday of the following week, parents will be informed and a meeting with the parents/carers organised with the Year Leader.
 - Any pupil who receives more than two one hour after school detentions in the same week will be entered automatically into the one and a half hour after school detention on Friday. A list of pupils in the Friday detention will be published on the day. At the end of period 5, class teachers will escort pupils to the restaurant.
 - Cover supervisors are able to set detentions in the same way as subject teachers. The cover supervisor will remain at the detention for the first fifteen minutes. Detentions of 30 minutes and over will be supported by the class teacher or Lead Teacher as appropriate. The regular class teacher and Lead Teacher should support the cover supervisor with the detention and seek to resolve any concerns.

- Department Parking "On Call" -

- If a pupil continues to misbehave in a lesson, after a thirty minute after school detention has been issued, then the class teacher will move the pupil to another room within the Department to continue their classwork.
- The class teacher will log the “on call” on SIMS and a one hour detention with the class teacher will be set.
- If the behaviour continues to deteriorate after this move then the Year Leader should be called to remove the pupil.
- Departments are most effective when the Lead Teacher takes ownership of his/her area. If the subject leader is available, then he/she should always be consulted before calling for a senior member of staff.
- The Year Leader will seek to resolve the behaviour concern and if necessary the pupil will be removed from the classroom for the remainder of the lesson. Lead Teachers should always be informed of concerns within their subject.
- If the incident is serious, then the pupil will remain with the Year Leader until the investigation is completed. As appropriate, the Year Leader or Pastoral Leader will liaise with the classroom teacher, Lead Teacher and Headteacher. A pupil who is defiant towards the Year Leader will be referred to the Pastoral Leader, Director of Learning or Head Teacher.

- Isolation

- Pupils may be isolated for a fixed period for serious breaches of behaviour. Pupils will study in the Isolation Room from 08:30 – 16:30. Pupils will focus on learning particularly in English, Maths and Science. Examples of reasons for isolation are given below, although this is a non-exhaustive list:
 - a. Swearing directly at a member of staff
 - b. Physical aggression towards a member of staff or pupil
 - c. Extreme defiance
 - d. Smoking
 - e. Truancy of at least one day
 - f. Sexual harassment / racism / bullying
 - g. Vandalism
 - h. Persistent disruption of other pupils’ learning

The Pastoral Leader will refer pupils to the Director of Inclusion who will refer pupils to the Isolation Room, as appropriate. Parents will be informed and may be requested to attend a meeting with the Year Leader or Director of Inclusion, before the pupil returns to normal lessons.

Class teachers will be informed of pupils who will be in Isolation by 16:00 on the previous day. Class teachers will provide work to the appropriate Year Leader by 10.00 so that pupils can complete work provided by the class teacher, whenever possible.

On leaving isolation, every pupil will remain on a report card for one week, which he/she must check with the Year Leader at 15:00 each day. Any negative comments on the report could lead to additional sanctions and interventions.

- **Managed Move Transfers**

The Director of Inclusion has responsibility for managed move transfers may meet with parents of pupils whose behaviour is causing a concern despite support and intervention. The possibility of a managed move transfer to an alternative secondary school will be discussed and the appropriate referral will be made to the County's Education Inclusion Service.

- **Fixed Term Exclusions**

- The Headteacher may issue fixed term exclusion for up to 45 days in one school year and work must be set for the period of exclusion.
- Parents will be requested to attend an interview on the pupil's return from fixed term exclusion with the Headteacher.

- **Permanent Exclusion**

The following list, which is non-exhaustive, outlines the misdemeanours, which the school Governors feel could lead to permanent exclusion from the school:

- a) Racial harassment
- b) Sexual harassment
- c) Bullying and intimidation
- d) Possession and selling of illegal substances
- e) Possession of articles which could be used as offensive weapons
- f) Theft
- g) Malicious damage to school property
- h) Conduct which brings the good name of the school into disrepute when travelling to and from school in uniform, or whilst representing the school in sporting events or as a member of a school party
- i) Persistent misbehaviour which over a period of time is disruptive to good order in the school and has a detrimental effect on the learning of other pupils
- j) Violent behaviour towards any member of the school.

5. Investigation of Serious Misbehaviour

The following guidelines should be closely adhered to:

- Isolate individual(s) using an office, empty classroom or quiet room or with SLT. All individuals involved should be isolated and supervised in separate rooms as soon as possible, to prevent any collusion among pupils when written reports of the incident are produced. Any reports from witnesses must be objective and reliable.

- Avoid pre-judging the outcome
- Any comments/questions should be focused on what has been reported
- As far as possible have a second colleague present as witness to proceedings.
- Incidents such as fighting, bullying, theft, smoking and vandalism should be investigated and dealt with by the Pastoral Leader with support from the Director of Learning. Incidents of racism should be dealt with in the same manner and logged in the racist incidents file.
- Searches should only be undertaken by a senior member of staff and always with a second person present.
- A written report must be completed by the pupil, or where assistance is needed, colleagues may write the report, which should then be re-read back to the pupil and written confirmation of the accuracy of the content signed and dated by the pupil. Do not allow principals or witnesses to collude in preparing statements.
- For very serious incidents such as drug use, large-scale theft, possessing of offensive weapons or assault, a second person should be present from the start of the investigation, whose role could be to scribe comments and/or ask additional questions as guided by the Headteacher, Deputy Headteacher or Directors of Learning. Drug related incidents should be reported directly to the Headteacher, Deputy Headteacher or Director of Learning and the guidance of the Drugs Policy should be adhered to. Serious accusations against colleagues should be reported immediately to the Headteacher.
- Any Child Protection issues should be reported to the member of staff responsible for Safeguarding and in his/her absence, to the Headteacher.
- It must be a priority to conclude questioning and have written reports on the day of the incident prior to the pupil(s) being sent home.
- As appropriate, parents should be contacted.
- By the end of the following day, the final outcome and action must be agreed and carried out. However, if additional information and evidence is required, then interim measures may be set in place e.g. Isolation, fixed period of exclusion, while further investigation occurs.

6. Power to Search

In accordance with the Violent Crime Reduction Act 2006, which came into force on 31 May 2007, the Headteacher can authorise a member of staff to search pupils for knives and offensive weapons without consent. The guidance highlights the fact that no member of staff, unless authorised by the Headteacher, can undertake a search. Where there is felt to be any risk to safety, the police should be called by the Headteacher or another member of the Senior Leadership Team. The guidance also states that:

- Two members of staff must always be present at a search, and recommends that both should have received appropriate training.
- Where possible, the search should be undertaken by a staff member who is the same sex as the pupil; and the search should take place out of public view.

7. The Use of Force to Control or Restrain Pupils

The law forbids the use of corporal punishment in maintained schools. The Education Act 1996 states that

“The law forbids teachers to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain or injury or humiliation.”

The Education Act allows teachers and other persons who are authorised by the Headteacher to have control or charge of pupils, to use such force as is reasonable in all circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- a) Committing a criminal offence
- b) Injuring themselves or others
- c) Causing damage to property (including the pupil’s own property)
- d) Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

This applies when teachers and other authorised people are on school premises and, where they have lawful control or charge of the pupil concerned elsewhere, for example, on a field trip or other authorised out of school activity.

Definition of Reasonable Force

There is no legal definition of ‘reasonable force’ as it will always depend on the circumstances of the case.

- The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.
- Physical force cannot be justified in a situation which could clearly be resolved without force.
- Physical force cannot be justified to prevent a pupil from committing a trivial misdemeanour.
- Any force used must always be the minimum needed to achieve the desired result.
- Whether to use force and what degree of force used might be influenced by the age, understanding and gender of the pupil.

Self-defence

Everyone has the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

Emergency situations

If a pupil is at immediate risk of injury or on the point of inflicting injury on someone else, any member of staff would be entitled and expected to intervene.

The application of physical force

Physical intervention will be the last resort, only used to prevent situations as described above. Every member of staff must be extremely cautious about using force to restrain a pupil. Physical intervention can take several forms. At no time should staff touch or hold a pupil in a way that might be considered indecent. It is advised to avoid the use of physical force except for in the most extreme circumstances, and staff must refer to risk assessments on pupils' individual files as appropriate.

It might involve staff in:

- a) Physically interposing between pupils
- b) Blocking a pupil's path
- c) Holding onto a pupil
- d) Leading a pupil by the hand or arm
- e) Shepherding a pupil away by placing a hand in the centre of the back
- f) Removing an article from a child

Staff must not act in way which might reasonably be expected to cause injury. For example by:

- g) Holding a pupil around the neck or in any other way which might restrict breathing
- h) Slapping, punching or kicking a pupil
- i) Forcing limbs against joints (e.g. arm lock)
- j) Tripping up or holding a pupil by the hair or ear
- k) Holding a pupil face down on the ground

Recording Incidents

Where force has been used it is essential that a colleague tells the Headteacher. A dated, detailed written report should be provided as soon as possible afterwards. Reports may help to prevent misunderstanding or misrepresentation should there be a complaint. The report should include:

- The name(s) of the pupil(s) involved, and when and where the incident occurred.
- The names of any other staff or pupils who witnessed the incident.
- The reason why force was necessary

- How the incident began and progressed, including details of the pupil's behaviour, what was said by each of the parties, the steps taken to defuse or calm the situation, the degree of force used, how that was applied, and for how long
- The pupil's response, and the outcome of the incident
- Details of any injury suffered by the pupil, another pupil or member of staff, and of any damage to property.

The Headteacher, or a member of the Senior Leadership Team will inform parents straight away and an opportunity for parents to discuss the issue will be made available.

C.f. Section 550A of the Education Act 1996

REWARDS

Rationale

Pupils respond positively to praise and rewards. An outstanding teacher will use a variety of praise and rewards to motivate and encourage pupils of all abilities. At Purbrook Park School, the rewards policy is an integral part of the school's strategy to encourage and reward higher standards of achievement and effort, and to discourage anti-social and disruptive behaviour. This policy document offers a structured approach to rewards. There are two main pre-requisites to ensure its success:

8. Consistency with other areas of School Policy, particularly
 - Behaviour
 - Teaching and Learning
 - Marking and Feedback
 - Equality
9. All colleagues must apply the policy consistently, and senior and middle leaders must monitor its use.

Aims

- To provide a structured system in which different levels of attainment and achievement can be recognised and rewarded.
 - To foster a culture in which colleagues regularly use praise and rewards, and higher-level rewards become accessible to a larger group of pupils. In this way pupils will improve standards of work and behaviour. Colleagues and pupils will raise expectations.
 - To provide a system that is clearly understood and valued by pupils and consistently applied by staff.
10. To inform and involve parents more fully in the rewards procedures.
 - To draw parents into school life to celebrate the achievements of its young people.
 - To encourage a more consistent and wider use of rewards by all staff.
 - To provide a greater variety of rewards to recognize different levels of attainment and achievement.
 - To give a higher profile to rewards using assemblies, notice boards and the school website.
 - To provide pupils with valued documents and prizes as evidence of attainment and achievement.
 - To involve tutors and Lead Teachers fully in celebrating the achievements of pupils in their care.

Procedures

Praise

- Smile: pupils expect their teachers to demonstrate a real passion for their subject.
- Use pupils' names: pupils need to know that they are acknowledged and liked by their teachers.
- Verbal praise and feedback during and at the end of a lesson can have a very positive impact on pupils' self-esteem and sense of control over their own learning. Recognising achievement and explaining the next steps to improve learning is effective formative assessment or 'assessment for learning'.
- Encourage a dialogue between pupils and the teacher during the lesson with the focus on strategies to improve learning.
- Written praise in pupil exercise books.
- Notes to parents in the pupil planner.
- Post card home
- E-Praise points

Celebration Assemblies

Year Leaders reward E-Praise points each week to those pupils whom have 100% attendance, behaviour and punctuality. Year Leaders will reward pupils who have maintained 95%+ and 100% attendance at the end of every half term with a certificate and E-Praise points. The tutor group with the highest attendance and punctuality will receive a larger number of E-Praise points and a group prize.

Pupils are rewarded for other academic achievement through Prize giving and other special rewards ceremonies as appropriate.

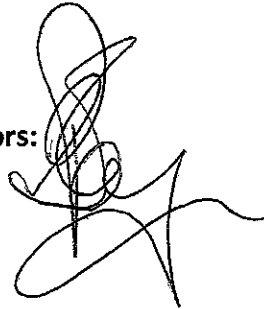
Additional Rewards

- Prefects wear a special tie as a reward for their contribution to the life of the School.
- There are a range of other celebrations of achievement by different departments around the school. These include: notice boards and plasma screens to display pupils' work, high achievers, gifted and talented, photographs, certificates, and press coverage. There is an annual prize giving ceremony for pupils which recognises high achievement and progress in all subject areas as well as the achievement for charity and community work.
- In liaison with the Headteacher, the senior leadership team may organise a lunch time celebration or special school trip to reward pupils for a specific achievement.
- Selected pupils with the top attendance percentage from each year group will attend a celebration lunch, hosted by the Headteacher.

Quality Assurance

- Year Leaders, the Pastoral Leader and teacher with responsibility for rewards will monitor and analyse the frequency of rewards each half-term.
- This information is collated and published to staff on a weeks and half termly basis.
- The Senior Leadership Team supported by the teacher responsible for rewards monitor carefully the consistency with which staff reward pupils. Departments may also have their own certificates and rewards to help develop a positive classroom climate.
- Assemblies play an important role in publicising the rewards systems, and reflect the positive ethos of the school.
- The school strives to maintain a balance in its communications with parents, writing home to give praise, as well as to seek support where there are difficulties.

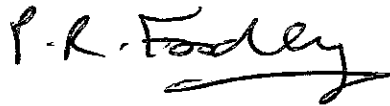
Chair of Governors:



Date

5/1/18.

Headteacher:



Date

5/1/18.

This policy is to be reviewed annually.

