

David Nieper
ACADEMY

Rewards and Behaviour Policy 2016/ 2017

Date written: September 2013

Approved by Governors:

Date of review:

Overview

This policy has very clear aims:

- To **constantly** reward students when they get things right
- To **motivate** students to make the right choices
- To give **clear** guidelines on what is not acceptable behaviour
- To deal with incidents in a **consistent** way across the school

1.1 The Guiding Principles

The principles behind this policy are selected based on the students we nurture and the community we support. They are selected to allow the very highest standards of teaching, learning, social and moral development to take place.

- 1) All members of David Nieper Academy should be treated fairly and equally
- 2) All members of David Nieper Academy should feel safe and secure in their surroundings
- 3) Expectations, standards and aspirations should be high and supported by all

We recognise the direct relationship between good behaviour and good learning and we aim to ensure that all children learn in a safe environment with clear boundaries. We also want our students to take responsibility for their own learning and to accept the consequences of their actions as well as being acknowledged when they do things well, everybody enjoys praise!

1.2 Behaviour for Learning

Behaviour for learning (BfL) is based upon a shared awareness, understanding and appreciation of clear rules which support the member of staff with their delivery of education. This relies on clear and fair rules, with fair and prompt consequences when rules are broken. Behaviour for Learning uses rewards and incentives to encourage positive behaviour.

BfL is not a substitute for teaching skills, it is an initiative designed to support teachers with their teaching and students with their learning. Teachers will continue to use a variety of effective teaching strategies, and follow the guidelines, expectations and guiding principles agreed by all at Alfreton.

1.3 Classroom Management

Classroom management techniques are often developed over time and there is often no exact science to achieving outstanding classroom management but strong consideration should be given to the following points:

- 1) **Forward planning** – well planned lessons leave little space for students to become off task. Exciting lessons also help to keep students engaged and positive about the lesson.
- 2) **Positive language** – Students respond much better to praise than negativity so attempt to put a positive spin with all conversations – “Catch them being good”.
- 3) **Don't take it personally** - often students will not think through what they have said or done, deal with primary behaviour and tactically ignore behaviours such as sighing, tutting and moaning.
- 4) **Rewarding through targets** – Set the students targets throughout the lesson that tie into the points system

1.4 Lesson Routines

Entry and Start to the lesson

- Be on time and meet and greet every student at the door. Make sure the entry is orderly.
- Use non-verbal prompts to smarten up uniform, leave missing uniform items i.e. no tie, until the lesson has started and the students have settled
- Inform students on entry of any seating plan changes and guide them to that seat
- Have a activity on the board or on their desks so they can immediately start work
- Share the levelled objectives and outcomes with the group
- Do the register within the first five minutes of the lesson preferably during the starter when the students are quiet and focused.

Late students

- It is important not to interrupt the flow and pace of the lesson. When a student is late you must acknowledge the student, explain you will speak to them later.

Uniform

- If there are students who do not have the correct uniform, log under uniform on eportal and the tutor will pick this up

Equipment

- Students are expected to have the correct equipment for the lesson, in the event that a student does not have the correct equipment you will need to issue the equipment. Log the issue under equipment on eportal and the form tutor will pick up this issue in the morning.

Throughout the lesson

- Always wait until students are listening before giving instructions
- Manage transitions between parts of the lesson by verbally informing the students of the next steps but also writing this on the board
- Try to vary your voice tone and speed so that it keeps students attention
- Give clear targets for reward points
- Constantly remind them of time constraints, “We now have 4 minutes to finish this work”

Managing Behaviour

- Work on a ratio of 4 positive verbal comments to every negative comments
- Use positive reinforcement – “Thank you, James, John, Britany for listening”
- Refer to the four classroom rules when sanctioning – “Andrew, This is a B1 because you are interrupting an adult when they are speaking (referring to the rules on the wall)”
- Walk away from a student after giving a sanction – they should not have chance to respond
- Use students names when challenging – “You are close to a B1 if you do continue to distract others from learning”
- Do not use open questions – “Why are you talking?”, “Have you finished?”
- Use as many non-verbal clues as possible – if a tie is not up model yourself doing up a tie

Plenary

- Review and check the lesson objectives, use relevant question techniques.
- Finish on time, make sure there is time to tidy away
- Insist on students standing behind their chairs.
- Stand at the door and give praise to students as they leave

1.5 Classroom Consequence System

During you lesson you may need to reinforce the classroom rules to ensure the highest level of teaching and learning can take place. To support the classroom rules you may issue Behaviour

sanctions B1, B2 and B3. It is important to note that you **must not** do the following when issuing the behaviour sanctions:

- Issue blanket warnings
- Move back down and miss out levels
- Carry a warning over from one lesson to the next
- Allow students to record the behaviour sanction on the board

Teaching assistants must liaise with the teacher if they feel a student has made poor choices, to ensure all negative behaviour is dealt with.

B1 – Verbal Warning

Consequence: Class Teacher sanction

If a student has failed to follow the classroom rules and has continually stopped the learning of others and continually obstructed your teaching. When you have used many low level interventions you will need to issue a B1.

When issuing a B1 you must:

- Give the reason why the warning has been issued, refer to the classroom rules
- Make clear what will happen if the student continues to make poor choices

B2 – Move Seats

Consequence: Class Teacher sanction

Students who have already received a B1 and are still continually disrupting the learning of others and continually obstructing your teaching should be issued a B2. Members of staff should ensure they have continued to use low level interventions to avoid this action.

When issuing a B2 you must:

- Have given a B1 already
- Give the reason why the warning has been issued, refer to the classroom rules
- Make clear what will happen if the students continues to make poor choices
- Record the B2 on eportal if the student then controls their behaviour

After issuing the B2 you must move the student to another space in you classroom so they are isolated away from others (where possible) the gesture of moving the student to another seat is important. If they refuse to move it is an instant B3. If behaviour continues use faculty buddy system if they refuse to buddy instant B3.

For B1 or a B2 you must contact parent's and make them aware of behaviour in your lessons.

B3 – Removed form lesson/ Removed from Buddy System

Consequence: Seclusion

This is a very serious consequence and members of staff are reminded that they should use appropriate teaching skills and strategies before issuing this

If a student has not followed the classroom rules and has not responded to all of the intervention given by the member of staff (Including use of faculty buddy system) or is refusing, or has

displayed extreme behaviour. E.g. violence, swearing at staff and students, damage to property, theft. Log the B3 incident on eportal and please email oncall@alfretongrange.derbyshire.sch.uk with information about the room you are in and the student. A SSM on Call will be with you as quickly as possible.

There should only be one log per incident so the incident should be logged as 'Behaviour' and then the severity scale used to make the level

1.6 Detentions

If a student misses a faculty break detention this should be re issued as a lunch detention. If a student misses a lunch detention, then the member of staff must log this and this should be passed onto a faculty detention. Staff should contact home and explain incident and date/ times of detention. (Please do not rely on eportal as not all parents use this to monitor their child's behaviour)

If a student misses a faculty detention they must be referred for an SLT detention. Again it is the faculty responsibility to book students in the SLT detention and contact home to inform. (The Book in detention book will be in main office)

Detention recommended times

Break: 15 Minutes

Lunch: 30 Minutes

Faculty; 45 Minutes

SLT: 1 hour

If a student refuses to complete a SLT detention this will be address by the Headteacher and a Fixed term Exclusion considered.

1.7 Removing Students from Lessons

On call

If a student is a danger to other members of the college or they are refusing or disrupting a faculty then you will need to use the on call system. The on call system is only designed to support in extreme situations. This will be requested by emailing oncall@alfretongrange.derbyshire.sch.uk. Or contacting the on call SSM. The consequence system must have been followed fairly and consistently, without jumping sanctions in all other cases.

Seclusion

The seclusion room is fitted with booths and it is the student's last chance to show they can conform to school rules before being excluded from school.

1.8 Exclusions

Fixed Term Exclusions

Fixed term exclusions are used when students fail to respond to intervention on a regular basis. Students whose behaviour does not improve after intervention from any support package will be excluded for a fixed period. Continued negative behaviour will lead to more fixed term exclusions, which in turn will lead to a permanent exclusion.

A student may receive a fixed term exclusion for a one off serious incident. The length of the fixed term exclusion will depend on the nature of the incident or behaviour. The final decision will be made by the Headteacher. The length of the fixed term exclusion should be relevant to the incident being punished for and be stepped in terms of length and frequency of fixed term exclusions.

Permanent Exclusions

Permanent exclusions are a last resort and the decision to permanently exclude a student is not taken without extreme care. Students can be permanently excluded for two reasons:

- a) When a student has received multiple exclusions or is approaching the legal limit of 45 days in an academic year the Headteacher will consider if exclusion is providing an effective sanction and may take the decision to permanently exclude.
- b) It must be noted that if the Headteacher considers an incident to be a serious flouting of the principles outlined at the beginning of the school's behaviour policy or if there is persistent flouting of these principles and allowing the student to remain in school would seriously harm the educational welfare of the student or others in school, then a decision to exclude permanently may be taken.

Throughout all our sanctions our desire would be for students, parents/ carers and the college to work closely together to ensure rapid response and subsequent change in patterns of behaviour.

Readmission

After returning from any type of exclusion a student and their parent carer will attend a readmission meeting. The meeting will involve a members of the pastoral team. The meeting will discuss any issues surrounding the exclusion and set out a programme of support, this may include time in one of the support lessons for key hotspot lessons.

2.1 Logging Rewards as a Teacher

Type	% of Class	Pts
Hard Work/ Effort	1 - 100	1
Excellent contribution	1 - 100	2

Outstanding Achievement	1 - 100	3
Extra-Curricular activities	1 - 100	5
Contribution to College	1 - 100	10
Contribution to Community	1 - 100	10
Outstanding Lifestyle achievement	1 - 100	10

2.2 Logging Rewards as a Tutor & HOY

Each	Type	Awarded for	% of Class	Pts
W e e k	Student of the week (Tutor)	A student who has improved <ul style="list-style-type: none"> ○ Better attendance ○ More reward points ○ Less behaviour points Or a consistently good member of the form	1 pupil	20
T e r m	Student of the Term (HOY)	The reason for this award can be left up to the HOY	1 pupil	50
T e r m	100% Attendance	100% Attendance over term	All with 100%	50
Y e a r	Student of the Year	The reason for this award can be left up to the HOY	1 pupil	100

2.4 Certificates/Rewards and Points Boundaries

When student surpass the points boundaries they will achieve a certificate

Certificate	Points Boundary
Bronze	500
Silver	1000
Gold	1500
Platinum	2000

Reward Assemblies are in the calendar every half term. HOY must ensure certificates are ready to be presented.

Rationale for Points Boundaries

Each week the average student should achieve:

15+ lessons awarding 2 points	=	30 points
5+ homeworks a week	=	<u>15 points</u>
Total	=	<u>45 points</u>
39 weeks in the year	=	<u>1755 points</u>

Each year:

2 attendance/punctuality awards	=	20 points
3 commendations	=	30 points
1 student of the week	=	<u>10 points</u>
		<u>60 points</u>

Total points = 1815 points

Certificates to be given out at the end of each term

For Each Year Group

- a) 1 student from each subject who has shown massive effort and personal success within the subject.
- b) Top Ten in each Year group Overall
- c) Top form