



Feversham College Behaviour for Learning Policy – Rewards and Sanctions

Purpose of this statement	To outline the College's Behaviour procedures and philosophies; also to outline Rewards and Sanctions procedures
Last Reviewed	September 2014
Next Review	December 2016
Contact	The Headteacher

➤ **The Board of Directors's statement of behaviour principles**

We recognise the power that praise and rewards can exert on the raising of self-esteem and the improving of personal aspirations and the whole school experience for the young person.

The Behaviour for Learning Policy derives directly from the school's vision statement. At Feversham College we aim to provide a broad, challenging and inclusive education for life, in a secure and happy environment where all members of the community feel valued and respected and where effective teaching and learning is able to take place. To achieve the above, good behaviour in all aspects of college's life is necessary.

➤ **Introduction**

Feversham College endeavours to provide a safe learning environment in which students can feel and be safe, enjoy and achieve. The College recognises the inter-relationship between providing high quality teaching and learning opportunities and a stimulating learning environment on promoting positive learning behaviours. The school's behaviour management strategy emphasises positive strategies and a range of interventions in order that the school environment is one of cooperation, respect and shared responsibility. Behaviour is never somebody else's responsibility, it is all of ours.

This policy must be read in conjunction with College's Exclusion Policy.

To achieve our aims staff at Feversham College will:

- Place the emphasis on learning and teaching
- Ensure a calm, productive atmosphere that is conducive to learning
- Recognise, praise and reward appropriate behaviour
- Ensure that behaviour management is consistent across the school
- Help students understand that actions have consequences, both positive and negative, and to help students learn to be responsible for their actions
- Ensure students follow the College's Core Expectations in all areas and at all times
- Ensure early intervention

- Ensure sanctions are in proportion to the nature of the incident and the circumstances/ needs of the student
- Work in partnership with parents and carers
- Provide a safe, welcoming environment

➤ **Positive Reinforcement and Rewards**

Feversham College recognises the power of making explicit the desired standards and expectations of behaviour for learning and of positively reinforcing high expectations and standards of learning and co-operative behaviours. This has both the impact of teaching and reinforcing expected behaviours and has a motivational role in helping students to realise that good behaviour is valued and rewarded. Recognising and rewarding positive attitudes and learning behaviours are central to the promotion of good behaviour and good order.

The values of **RESPECT** underpins all interactions at the college and these are stated in The Feversham College Core Expectations:

Respect and tolerance

Equality and fairness

Support the wellbeing of each other

Punctuality and organisation

Eagerness to learn

Care for our environment

Trust in Allah

The College uses a system of rewards and positive reinforcement strategies to recognise and reward all positives acts, improved behaviour and achievement. Examples of these include:

- Verbal praise
- Positive points which convert into prizes and certificates
- Phone call/letter/ postcards home
- Note in planner,
- Mention in class and assemblies
- Commendation by senior staff
- Special effort and achievement awards at celebration events/motivational prizes/Reward trips
- Encouraging students to consider the consequences of their actions and to develop independent thinking.
- Establishing a system for student's opinions and suggestions to be heard via house leaders/ community leaders and other student voice opportunities.
- Involving students in the review and selection of prizes and rewards.
- Providing consistency across all curriculum/pastoral areas which supports and encourages good behaviour.

(Further details regarding procedures for rewarding positive points, rewards and prizes can be found on the Rewards Pyramid)

By these means the college seeks to motivate students, create a positive learning environment, raise student self-esteem, and provide systems which can be used by all staff to contribute to raised levels of achievement

➤ **Uniform, behavior around the building and out of lessons**

Students are expected to behave in a manner which respects themselves and others in all areas of the school outside lessons for example corridors entrances toilets dining facilities and the grounds. This applies to use of language, to the way in which they act and behave and to the manner in which they respond, all of which should demonstrate courtesy and consideration. This includes towards fellow students and staff.

Positive behaviours include setting high standards by wearing correct uniform which complies and moving in a manner which is orderly and respects the health and safety of others. Expectations on uniform and orderly conduct are reinforced in assemblies and by focused drives. The College reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents or by sending older secondary students home with notice to change. Items contradictory to the college uniform and Islamic ethos may be asked to be removed or confiscated by staff. The college reserves the right to return prohibited items such as mobile phones only to parents of the student.

➤ **Behaviour in lessons**

All students are expected to display behaviours which show a respect for their own learning and the learning of others. This includes arriving for lessons on time, equipped for learning. In class they are required to demonstrate positive learning attitudes and to allow others to learn free from disruption. In line with the College's belief in positive reinforcement, students who display positive learning behaviours should receive praise and recognition. Adverse behaviours, and students displaying adverse behaviours, will be corrected in line with the College's range of disciplinary sanctions.

➤ **Sanctions**

Inevitably there will be occasions when a very small majority will not behave or work in an acceptable way and encouragement alone may not be significant to improve student behaviour. The behaviour for learning system sets out transparent sanctions to deal with this.

All sanctions adopted will depend on the individual circumstance the nature of the offence and the severity of the behaviour, but will generally follow the Behaviour for Learning Sanctions guidelines and exclusion policy.

The range of sanctions will include:

- Verbal warnings and correction
- After school detention (1 hr after school)
- Making good the missed work
- Break time or lunch time detention
- Removal from the lesson to work under supervision elsewhere
- Use of off-site intervention provision
- Being placed on an appropriate report
- Setting improvement targets

- Good/Behaviour Contract
- Restorative approaches
- Mediation
- Early dismissal at the end of the day or term
- Withdrawal of privileges
- Prevention from going on trip and attending sport fixtures
- Lunchtime isolation
- Internal Exclusion (isolation)
- Pastoral Support Plan (PSP)
- In line with the College's Exclusion Policy, use of external exclusion

This list is not intended to be exhaustive but serves as illustration of sanctions used.

➤ **After School Detentions**

The College will inform parents via a letter a note in the planner or through telephone calls, text messages or other means as appropriate. Where possible we will give 24hr notice however the college reserves the right to issue on the day after school detentions.

After school detentions time and date will not be changed unless there are exceptional circumstances in which case it will be re arranged. It is the responsibility of parents to ensure appropriate transport arrangements are made for their daughter to attend the detention.

➤ **Monitoring, support and intervention**

Through the pastoral care and guidance systems the college has staff whose role is to support student welfare and well-being. This includes helping to make explicit the College's expectations, to reinforce positive learning attitudes, to apply disciplinary sanctions and to monitor behaviours which give rise to concern. The College accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the College will draw on a range of support interventions in order to support and re-track behaviours. Strategies include consideration of curriculum need, additional learning support, identification of Special Educational Need, additional internal provision, placement on a behaviour or pastoral support plan and use of external expertise, short term placements and managed moves through the BACS. Identification of need and progress will be monitored via the application of the 5 level range model, and the involvement of parents.

The college works positively with external agencies (ESW, health services, Safer School Partnership). It seeks support from them to ensure the needs of all students are met by utilising the range of external support.

➤ **Exclusions**

While the College will take all reasonable steps to meet individual need and help individuals to improve, the College will not tolerate behaviours which do not show due regard for the well-being or learning of others, or where in spite of support and intervention there is minimal or no improvement.

In line with the college's exclusion policy, exclusions whether fixed-term or permanent may be used in response to any of the following, all of which are examples of unacceptable conduct and breach the Behaviour for Learning Policy.

- Physical assault against a student
- Physical assault against an adult
- Verbal abuse/threatening behaviour against student

- Verbal abuse/threatening behaviour against an adult
- Bullying
- Racist abuse
- Sexual misconduct
- Drug and alcohol related
- Damage
- Theft
- Persistent disruptive behaviour
- Weapons related
- Posing a health and safety threat

Also in line with the exclusion policy, the college will not tolerate persistent and defiant behaviours over time where sanctions and interventions have failed to bring about positive improvement. In these circumstances a student's behaviour would be deemed to be seriously harming the education and welfare of the student or others in the college, thus placing the student at high risk of permanent exclusion. For further detail on the circumstances in which the college will use either a fixed term or permanently exclude a student, refer to the Exclusions Policy.

➤ **Freedom from bullying**

The College recognises that for students to feel and be safe, they need to be supported and protected from the impact of bullying. The College also acknowledges its duties and responsibilities under the 2006 Education and Inspections Act, The Equality Act 2010 and the Children Act 1989. These place a duty on all schools and academies to have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The college participates in the annual Anti-Bullying Week, incorporating strategies and materials into the GST, PSHE programme. In respect of anti-bullying the college seeks to:

- Actively involve & inform parents
- Take any concerns seriously and resolve the issue in a way that protects the child
- Respond in line with a range of strategies including restorative justice while taking appropriate disciplinary sanctions
- Enable students to understand the part they can play to prevent bullying, including when they find themselves as bystanders.
- Make it easy for students to report bullying with the confidence of being listened to and incidents acted on. This includes in and out of school concerns school including cyber bullying.
- Update policy & practice including new technologies, for instance updating 'acceptable use' policies for computers
- Appropriate to student age, promote tolerance, understanding and challenge prejudice through the PSHE & SEAL programmes
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed.

The broader element of ensuring that students are able to understand and respond to risk are covered by the college's safeguarding practices and through the SEAL, GST and PSHE programmes.

➤ **Behaviour outside of College**

Students who breach the College's Behaviour for Learning Policy whilst on College's business such as trips and journeys, sports fixtures or a work-experience placement will be dealt with in the same manner as if the incident had taken place at the College.

For incidents that take place outside the College and not on College business, this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. This includes behaviour in the immediate vicinity of the College or on a journey to and from the College. Other relevant factors include whether the student is wearing school uniform or is in some other way identifiable as a student at the school and whether the behaviours could adversely affect the reputation of the school.

For acts of aggression or which threaten the health and safety of others, the College reserves the right to involve the police. Equally, if the College considers that the behaviour might be linked to a young person suffering, or being likely to suffer, significant harm safeguarding procedures may be applied as required.

➤ **Screening and searching students**

The college acknowledges its duties and responsibilities under the Education Acts of 1996 and 2011, Education and Inspections Act 2006 and Health and Safety at Work 1974 in respect of screening and searching students.

As a result college staff may search students' clothing, bags or lockers without consent for any banned item we believe could cause harm. This process will be governed by internal procedures and will only be undertaken by designated staff.

➤ **The use of reasonable force**

The College acknowledges its duties and responsibilities under the 2006 Education and Inspections Act in which all school staff members have a legal power to use reasonable force to prevent students committing a criminal offence, injuring themselves or others, or damaging property and to maintain good order and discipline amongst students. It should be noted that staff cannot be directed or required to intervene but will be supported where reasonable force is deemed appropriate.

➤ **Malicious accusations against school staff**

The College recognises that there may be occasions which are justified when a student needs to raise issues about the actions of a member of staff and has procedures for dealing with concerns. However, where the allegation is clearly one of malicious intent or fabrication, the College will give due regard to the most appropriate disciplinary sanction to be taken which may include fixed term or permanent exclusion, as well as referral to the police if there are grounds for believing a criminal offence may have been committed. The College will also take seriously inappropriate use of technologies including mobile and social networking sites which are targeted at members of staff.

➤ **Active involvement and support of parents**

The College believes strongly in the power of working in close co-operation with parents and of the rights and desirability of parents being actively involved in the education of their child. The College will therefore seek to involve parents/carers actively on behaviour for learning issues. Approaches will include:

- Phone calls
- Meetings
- Early involvement
- Letters
- Home school agreement
- Request to attend re-integration meetings

- Student Planners which allow for two way communication
- Invitations to multi/agency meetings
- Invitation to review meetings
- Follow up & routine communication

Parents/carers are welcome to approach the College for informal or formal discussions about their child's education.

➤ **Implementation, Monitoring, Evaluation and Review**

Board of Directors in consultation with the Head teacher is responsible for the setting of the framework of the policy and the Headteacher is responsible with the day-to-day implementation. The Board of Directors and the Headteacher will ensure that it is communicated to students and parents and expectations are made clear.

The Board of Directors, Headteacher and staff will ensure there is no differential application of the policy on any grounds. They will also ensure that the concerns of students are listened to and appropriately addressed. Staff, including teachers, support staff and students teachers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied.

The Headteacher will monitor the implementation and effectiveness of this policy, review it through the use of data on exclusions and other consequences such as detentions and report to the Board of Directors. The policy will be promoted and implemented throughout the College.

➤ **Related Policies and Documentation**

- Exclusion Policy
- Pupil Restraint Policy
- Anti-bullying Policy
- Misuse of computers by students in College
- Core Expectations
- Rewards Pyramid
- Behaviour for Learning Sanctions Guideline
- Classroom expectations

Students will be made fully aware of the college's rewards and sanctions procedures, rules and core expectations via student planner, induction, GST and posters clearly displayed in every classroom and corridors and through discussion with parents at consultation evenings or at individual visits.

➤ **Responsibilities**

Named Director:	Mr M Ayyaz
Monitoring of the Policy:	The Headteacher /Pastoral Deputy Headteacher
Reporting to:	The Board of Directors