



# RYECROFT C. E. MIDDLE SCHOOL

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## POLICY STATEMENT

# Behaviour

## ‘Rewards and Sanctions’

*“The rewards system used by the school is well understood by pupils. This helps to motivate them to attend regularly, participate fully in lessons and produce good-quality written work”*

*“Disruptions to learning in lessons are rare and are effectively dealt with by teachers using the well-developed school behaviour system”*

**Ofsted November 2017**

*Part of the Uttoxeter Learning Trust*

Approved by Governors: Autumn 2019  
Review Date: Autumn 2020  
V1.0

## ***The Vision of the Staff, Pupils and Governors of Ryecroft C.E. Middle School***

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*Embracing a culture where no child is left behind, we value and respect all the children that God has put in our care.*

*We enrich the lives of our children and ensure that Ryecroft is a safe, happy and inspiring place, embodying the Christian values of trust, humility and perseverance.*

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## 1. INTRODUCTION

At Ryecroft C.E. Middle School we aim to create a learning environment where all pupils enjoy attending a school where they can be challenged to achieve their full potential in an environment which is most conducive for effective teaching and learning to take place. We recognise that pupils learn best where they feel safe and where there is a calm and well managed atmosphere in the school. This policy has the aim of delivering a safe and ordered environment at the school and hence will raise the standards of achievement of our pupils.

In formulating this policy we have followed the current statutory guidance and legislation with particular reference to the *21<sup>st</sup> Century Schools White Paper and the Education and Inspectors Act 2006*. This policy incorporates the *Every Child Matters* outcomes: Be healthy; Enjoy and Achieve; Stay safe.

In order to promote good behaviour we acknowledge that we must strike the right balance between:

- Rewards and sanctions
- Rewarding consistently good behaviour and rewarding improved behaviour.

To ensure fairness and improve the impact of rewards and sanctions, their distribution must be monitored diagnostically, e.g. by gender, ethnicity, disadvantage and special educational needs.

## 2. ROLES AND RESPONSIBILITIES

Parents and pupils can expect the **school** to:

- Provide stimulating, inclusive and challenging lessons for all our pupils.
- Create a safe learning environment where it is easy for everyone to learn without distraction.
- Encourage pupils to develop positive relationships showing mutual respect and consideration for others.
- Encourage pupils to respect and appreciate our environment and community.
- Reward positive behaviour, attainment and effort.
- Provide the support that enables all pupils to achieve their goals, including strategies to monitor and improve their behaviour for learning.
- Show respect and understanding towards the individual needs of each child.
- Communicate regularly with parents.
- Ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- Ensure an individualised, graduated response when the behaviour might be a result of educational, mental health, other needs or vulnerabilities.

We expect **pupils** to:

- Arrive at school on time fully prepared and properly equipped to work and learn.
- Work to the best of their ability.

- Behave in a way that has a positive impact on their learning and the learning of others.
- Listen carefully and follow instructions.
- Request help when needed.
- Help others when needed.
- Speak politely and appropriately to others, showing respect at all times.
- Listen to others and expect to be listened to.
- Appreciate and respect the views of others.
- Take pride in the school and respect its environment, facilities and equipment.
- Behave safely and sensibly at all times.
- Respect the work and efforts of others.
- Respond appropriately when questioning and answering.
- Be responsible and active citizens of the school.
- Behave in a way that does not bring the school into disrepute.

**Parents** can contribute to the success of their child's education by:

- Supporting the learning of their child by ensuring that homework is completed to a good standard.
- Ensuring that their child is fully prepared and properly equipped for the school day.
- Supporting the school to achieve high levels of attainment and behaviour, reinforcing Ryecroft's high expectations.
- Presenting a message consistent with that of the school with regard to our expectations of behaviour and achievement.
- Making the school aware of any relevant issues.
- Encouraging their child to take an active part in all areas of school life.

The Governing Body will establish, in consultation with the Headteacher, staff and parents, a policy for the promotion of desired behaviour and keep it under review. It will ensure that this is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of desired behaviour of students and staff.

The Headteacher will be responsible for the implementation and day-to-day management of the policy and procedures.

Staff, including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedure are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedure consistently.

**Pupil leads** (Head Boy/Girl; House/Sports Captains) are an important part of the schools rewards and sanctions system. Elected by the pupils these Y8 pupils provide a link between the pupils, School Council, staff and Governors. Through demonstrating positive attitude and behaviour they act as role models for all pupils.

### **3. REWARDS**

Ofsted October 2017 said *“The rewards system used by the school is well understood by pupils. This helps to motivate them to attend regularly, participate fully in lessons and produce good-quality written work”* and *“Disruptions to learning in lessons are rare and are effectively dealt with by teachers using the well-developed school behaviour system.”*

SIAMS October 2015 added *“Relationships between pupils and teachers are very good. Pupils commented on how approachable their teachers are and how they are willing to help them and give them guidance to sort out problems.”*

If pupils meet our expectations, as a school we will look to reward them as often as possible. Positive reinforcement for pupil behaviour is an important part of our ethos. By combining positive recognition for appropriate behaviour and consequences for poor behaviour we will clearly establish the parameters of the behaviour we want and don't want.

Our systems of rewards include:

- ☺ **Verbal praise** – the most common form and possibly the most effective is instant verbal praise. When praising pupils be specific and mention the exact behaviour.
- ☺ **Display of good work** – in the classroom/around school using display boards/cabinets.
- ☺ **Award of credits** – each teacher should be aiming to award credits in every lesson.
- ☺ **Celebration assemblies** – pupils who complete a credit card will be recognised at a whole school level during Friday Celebration Assemblies.
- ☺ **Bronze, Silver and Gold awards** – pupils will receive these awards once a set number of points have been earned (see below).
- ☺ **Praise postcards** – all staff have postcards which can be sent to parents/carers for sustained effort or good work. For exceptional effort the Head Teacher may also send a postcard home.
- ☺ **Participation in a variety of extra-curricular opportunities** – throughout the year pupils will have the chance to take part in numerous trips, visits and residential.
- ☺ **Participation in Celebration Day/School Disco** – these take place on the last day of each half term. Pupils must have a positive point total to take part in these events.
- ☺ **Positive points** – staff can allocate points to pupils for the following reasons:

<b>ACTIVITY</b>	<b>ACHIEVEMENT POINTS</b>
<b>Headteacher Award</b>	<b>+50</b>
<b>Full Credit Card</b>	<b>+40</b>
<b>Subject Award</b>	<b>+30</b>
<b>Praise Postcard</b>	<b>+20</b>
<b>House/Games Captain (half termly)</b>	<b>+20</b>
<b>Librarian (awarded termly)</b>	<b>+20</b>
<b>Academic Achievement</b>	<b>+10</b>
<b>Extra-curricular achievement</b>	<b>+10</b>
<b>School Ambassador</b>	<b>+10</b>
<b>School Council (per meeting)</b>	<b>+10</b>

Completion of a credit card will result in pupils being entered into a weekly prize draw with a winner from each year group being selected at random during celebration assembly.

At the end of each half term pupils with the highest points in each tutor group will be awarded a certificate in Celebration assembly.

Pupils will also receive a Gold, Silver and Bronze awards as detailed below, each key stage will have its own set of awards

- Gold Award – top 5 pupils
- Silver Award – next 10 pupils
- Bronze Award – next 10 pupils

## **4. SANCTIONS**

The prime objective is to enable teachers to teach and pupils to learn without distraction. Whenever and wherever possible we encourage pupils to be responsible for their own learning and behaviour.

Detailed below is the system that will operate for the majority of pupils within the school. There may be occasions where, in line with its statutory duty, the School will make reasonable adjustments to the policies and practices to accommodate an individual's needs. This may involve, ideally with the co-operation of the pupil and parents/careers, the development of a Behaviour Management Plan to address their particular behaviour needs.

### **Behaviour Support (see appendix A and B)**

Individual teachers and support staff will employ a range of support techniques before resorting to disciplinary measures following the behaviour steps detailed in appendices A and B. All members of staff will log inappropriate behavioural incidents on the SIMS system so that a record of events is kept, enabling careful monitoring and adequate interventions to be implemented.

### **Sanctions for poor behaviour**


To work opposite the positive points for appropriate behaviour, the school operates a negative point system for inappropriate behaviour inside and outside of lesson. All pupils have their points total cleared at the start of a new term to allow them a fresh start. The list below shows the tariff for sanctions:

<b>ACTIVITY</b>	<b>BEHAVIOUR POINTS</b>
<b>Exclusion</b>	<b>-60</b>
<b>Isolation</b>	<b>-50</b>
<b>Removal from Lesson</b>	<b>-40</b>
<b>Abusive Behaviour – Physical/Verbal</b>	<b>-30</b>
<b>Cyberbullying</b>	<b>-30</b>
<b>Persistent Disruptive Behaviour</b>	<b>-20</b>
<b>Prejudice (Racist, sexist, homophobic) incident</b>	<b>-20</b>
<b>Possession/Use of a mobile phone</b>	<b>-20</b>
<b>Homework</b>	<b>-10</b>
<b>Incorrect Uniform/PE kit/equipment/reading book</b>	<b>-10</b>
<b>Repeated Disruption</b>	<b>-10</b>
<b>Low Level Disruption</b>	<b>-5</b>


Class tutors are expected to record the highest stage of severity reached-following the behaviour flowchart-on SIMS on the day of any incident and complete a paper record of any break time detention issued or removal from lesson (ELT lunchtime detention).


Parents will be informed at various stages of this process through the issuing of IBPs so that they can support the work of the school.


A range of more formal sanctions may also be used:

 **Report cards** (Individual Behaviour Plan-IBP) – a tiered approach will be used in order to obtain comments on attitude to learning and behaviour from staff and parents; staff can therefore intervene more appropriately and reports will be sent home each evening to be signed and returned to school, making parents aware of their child’s progress.

- Green report-issued/monitored by form tutor once a pupil accrues 100 negative points.
- Amber report-issued/monitored by Behaviour Lead once a pupil accrues 200 negative points.
- Red report card-issued/monitored by Headteacher once pupil accrues 300 negative points.

 **Internal isolation** – organised by a member of the Senior Leadership Team and/or Behaviour Lead. These will be issued as a result of a one off event where it is felt that the safety and/or learning of the pupil or their peers will be impeded by the pupil’s presence in lessons or around school. Or when a pupil accumulates 100 negative points (receiving a green IBP) in any term.

 **After School Detention\*** – for pupils whose behaviour is a serious concern and they have accrued 200 negative points and/or received an amber IBP.

 **Parental Support Plans (PSP’s)** – for pupils whose behaviour is a serious concern and have a negative total of at least 300 points, therefore receiving a red report card and being put forward to the Primary and Secondary District Inclusion Panel (DIP) to be identified as a child at risk of exclusion.

*\* This detention is undertaken in line with the 1997 Education Act which gives schools the legal authority to detain pupils after the end of a school session on disciplinary grounds. **The school does not need parental permission for the detention to take place.** If a child fails to attend without a reasonable excuse, a more severe punishment of a half day fixed term exclusion may be given.*

 **An exclusion from the school**

Fixed Term Exclusion (FTE)

Permanent Exclusion (PE)

The school’s response to poor behaviour will endeavour to be positive and constructive at all times, isolation from lessons or exclusion being used only as the last resort, or if a situation has arisen which demands strong and immediate action.



### **Safeguarding:**

Pupil's individual circumstances will be taken into account when the decision for a fixed term and/or a permanent exclusion is taken. This includes any current safeguarding concerns and informing relevant agencies so that appropriate support can be put in place.

### **Monitoring**

Positive and negative behaviour will be monitored weekly by the Deputy Headteacher and Lead for Behaviour. Form teachers will be provided with a weekly update of the pupils in their form and are expected to promote positive behaviour and support pupils who are struggling (see IBP).

## **5. SEARCHING**

School staff can search a pupil for any item if the pupil agrees.

Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - i) To commit an offence,
  - ii) To cause personal injury to, or damage to the property of, any person (including the pupil)

Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

### **Confiscation**

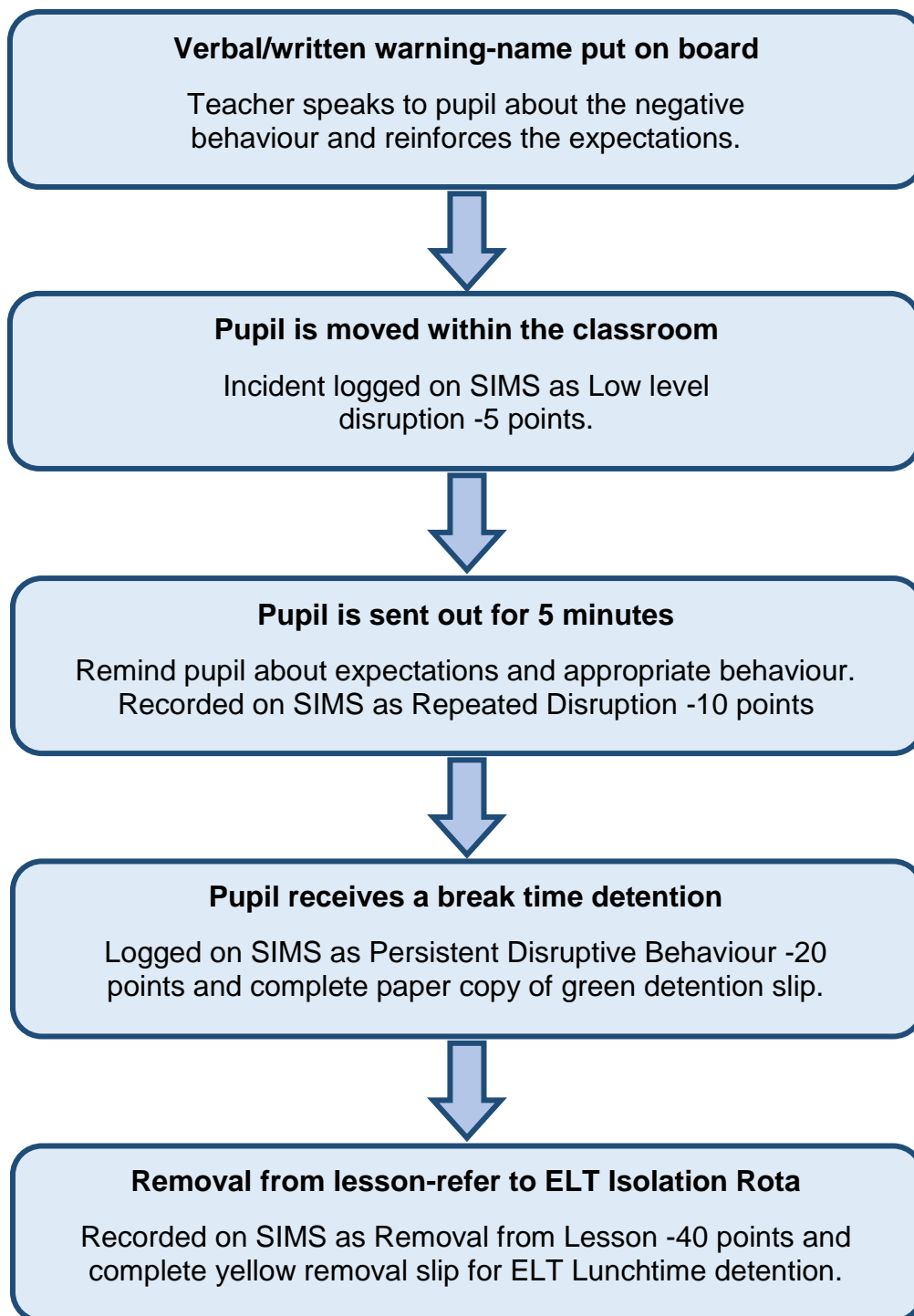
School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

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Signed on behalf of the Governing Body

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Date

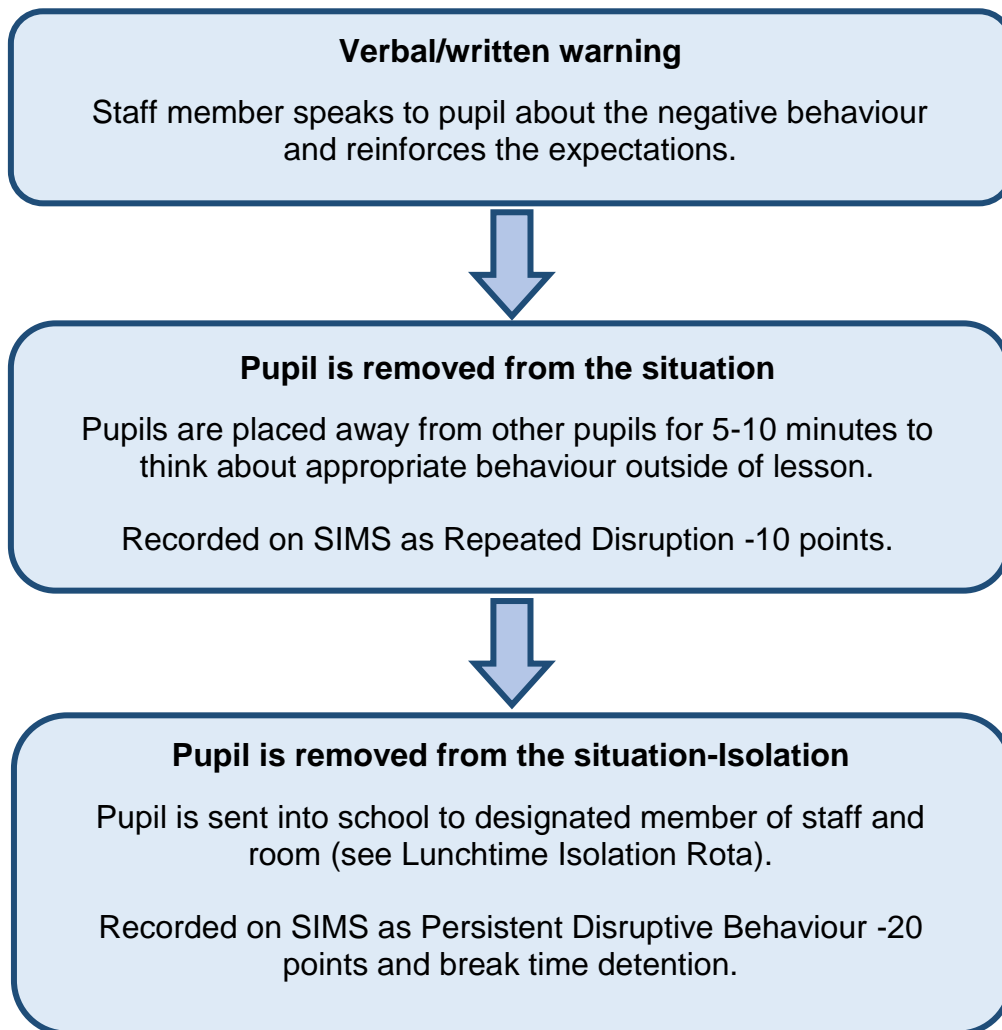
## Appendix A: Behaviour for learning protocols within lesson.



- Staff are only expected to record the most severe level of behaviour reached on the flow chart **on the day of the incident.**
- Green and yellow slips **must** be put in the detention box in the designated detention room **on the day of the incident.**
- Staff are expected to follow the chart consistently and **explain** the next steps clearly to the pupil, whilst reminding them (and the class) of the behaviour expectations within the lesson.

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## Appendix B: Behaviour for learning protocols outside of lesson.



- Duty Staff are expected to record the most severe level of behaviour reached on the flow chart **on the day of the incident** in the record book and pass back to the Lead for Behaviour to log on SIMS.
- Staff are expected to follow the chart consistently and **explain** the next steps clearly to the pupil, whilst reminding them of the behaviour expectations outside of lesson and around the school building.



**RYECROFT C.E. MIDDLE SCHOOL  
DETENTION/REMOVAL FROM LESSON\***

Name ..... Form .....

Date of incident ..... Period & Lesson .....

Date of Detention ..... Member of Staff.....

Why am I here?

How am I going to correct my behaviour?

**\*circle as appropriate**