

Rewards & Behaviour policy and statement of behaviour principles



Southend YMCA
Community School
building a future

Approved by:	The Governing Body & the Headteacher	Date:
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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- Promote respect, tolerance and consideration for others
- Ensure the safety and well-being of students, members of staff and the general public
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Good behaviour and work will be rewarded.

Our aim is for the Southend YMCA Community to have high standards and expectations of behaviour, appearance and work. All will encourage respect for others, self-discipline and participation in school activities. Good personal, social and academic discipline is the starting point for achieving success. We want all our children to be happy and fulfilled at school and we offer a friendly social environment, encouragement to work, and opportunity to succeed and experience success in and out of the classroom.

Teachers and students at the school have an open culture that promotes all aspects of welfare where students feel safe at all times. They work together to produce self-assured, confident learners who have an improved attitude to learning and experiences success and are proud of their achievements and their school. This enables students to participate fully in school and the local community and equips them with the behaviours and attitudes to be successful in the next stage of education, training or employment. No school can achieve its aims without disciplined behaviour, we aim for academic, social and personal discipline to an expected standard and ensure that students are appropriately rewarded for their achievements.

The school policy is written in line with guidance from the Department for Education on: Behaviour and discipline in schools, Searching screening and confiscation at school, The Equality Act (2010), Use of reasonable force in schools, keeping children safe in education (2018).

Southend YMCA Community School Core Values

The Southend YMCA Community School and its colleagues take our role as educators very seriously and we embrace academic success and personal development equally. We view that developing the whole person and equipping with the skills and values to navigate life (at school and beyond) is very important. Since September 2019 we have been working with the school community to embed our core 'values' that we wish our young people to aspire to and help them develop. These values will form part of our daily life.

It is important that parents and carers are aware of the values as we will use these with our work with young people and their families. For example, any new employees will be asked at interview to provide examples of how they have met the values – thereby ensuring everyone, in everything they do and with every individual they come into contact with is aware of, is actively using and ultimately modelling these values. The values are below together with an explanation of how they now integrate into the way we work.

We want students to have integrity in all they do and embrace the three core values;

1. Have RESPECT;
 - Be tolerant
 - Peer & Self-Respect
 - Are Caring
 - Have pride in what they achieve
 - They are valued
2. Reach their POTENTIAL;
 - By Inspiration
 - By Aspiration
 - By being role models
 - Having resilience
 - Persevering
 - Having high expectations
3. Be RESTORATIVE;
 - Be forgiving
 - Put it right
 - Understand that mistakes are part of learning
 - Seek solutions
 - Have high standards
 - Be disciplined

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Swearing and using inappropriate language

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power (primarily one way).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time (not an isolated incident)
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any bullying incidents should be reported. Incidents can be reported by students, staff and parents and all incidents reported will be investigated. All involved will be kept informed of the result of the investigation.

All students who have been a target of any bullying incident will be supported and restorative work will begin between all parties immediately after the investigation has been completed.

Parents are asked to record/screen shot any messages or incidents of cyber bullying and if these continue to also contact the police on 101.

5. Roles and responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The headteacher is responsible for reviewing and approving this behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the rewards and behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular students
- Recording behaviour incidents and keeping a record of interventions used and contact with parents

All leaders will support staff in responding to behaviour incidents when needed.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the student code of conduct
- Support the school with the sanctions set
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the school

6. Student code of conduct

Students are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Arrive on time to school and lessons
- Treat the school buildings and school property with respect
- Hand in their mobile phone and smoking paraphernalia to reception
- Accept sanctions when given
- Refrain from swearing and using inappropriate language
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

Good work, effort and behaviour are to be commended by teachers whenever possible. Students are awarded positive behaviour points and receive positive phone calls home for high standards of work, attendance and effort. Special recognition is made to students who are awarded a specific number of rewards during the year. These awards are given out in our half termly assemblies. We have an achievement assembly every week to notice the good work students have been completing and to recognise positive changes.

Students will be able to accumulate achievement points every lesson that will convert into time back on a Friday afternoon. Students will be able to take part in school events or choose to leave early according to how many points they have achieved throughout the week. A maximum of 1 hour will be awarded which will also take into account their weekly attendance.

Students will be given 3 reminders by staff to allow them the opportunity to modify their actions and take ownership of their choices, in terms of the behaviour. After a student receives the 3rd reminder staff will log the behaviour on SIMs. If a student receives more negative behaviours than positive at the end of the day, they will remain behind for a period of time after school. Students can remain behind for up to 30 minutes on the same day. Students will have the opportunity to gain positive behaviour points in every lesson, which will cancel out any negative behaviours.

Students may gain these positive points for;

- Producing good standards of work
- Having a positive mind-set
- Being polite and well mannered
- For perseverance
- Having a caring nature
- Supporting peers
- Determination
- Going above and beyond
- Excellent effort
- Doing the right thing

Students will remain behind to complete their sanction with their tutor. During this time students will take part in an activity provided by their tutor. This could consist of;

- Catch up work
- Restorative/reflection activities
- Curriculum tasks
- Access to Teams to complete additional works or revision

Students' behaviour and attendance will influence their invite to any trips, visits or other activities both inside and outside of the school grounds.

As well as the above, students are awarded annual subject prizes for attendance, outstanding effort and achievement.

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Positive Behaviour points
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Recognition assemblies
- Special rewards

- Half termly awards in whole school assembly

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reminder
- Removing the student out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Supervised break and/or lunchtimes
- Letters or phone calls home to parents
- Parent meetings
- Suspensions
- Termination of placement

We may use the internal isolation in response to serious or persistent breaches of this policy. Students may be referred to internal isolation which will be with the headteacher or the Deputy headteacher in their office. This can be during lessons if they are disruptive, and they will be expected to complete the work set during this time.

Use of suspensions;

- A fixed term suspension is a serious consequence and can only be approved by the headteacher.
- There has been an appropriately serious breach of the rules, where there is a serious risk to the education or wellbeing of other students in school.
- Where a student's defiance has reached such a point that the student's behaviour has become unmanageable and so it has become unsafe to keep the student on site.
- Where there is a high risk that a student's place could be terminated or the student could become permanently excluded there is a need to consult with other agencies and plan to put in place alternative strategies or education plan for the student for the set period of time.

Students may also lose privileges such as:

- Involvement in activities, trips or events
- The school may specify criteria to take part in certain activities (e.g. attendance) and students who do not achieve the specified criteria will not be eligible to take part.

7.2 Off-site behaviour

Sanctions may be applied where a student has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a student makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the student in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff](#) for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 Classroom management

In classrooms our teachers are trained to use a number of behaviour management tools to support learning.

Sanctions may include;

- A Restorative conversation between staff and student
- Time added on after school
- A phone call home
- An agreement made between staff and student

If the issue cannot be put right by the student then a further sanction could be added. Staff will be expected to call home.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages students to be engaged
- Develop a positive working relationship with students, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

As a general rule nobody has the right to touch, move, hold or contain another person. However, people with a duty of care operate in exceptional circumstances where sometimes necessary to act outside the norm.

The school will always try to take remedial action to ensure that situations do not escalate to a level that requires force. However, where force is necessary, the school will have due regard to its legal duty to make reasonable adjustments for less able children and children with SEN. The school will use no more force than is absolutely necessary to stop the behaviour and will always try to avoid acting in a way that might cause injury, but in extreme cases this may not always be possible. The school is allowed to use reasonable force, without requiring parental consent.

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned

- Never be used as a form of punishment
- Be recorded and reported to parents

Staff have been trained using the Team teach methods and two staff are intermediate trainers of Team Teach. The guides and hold that will be used in school are:

- Guides – Caring C one arm, Caring C two arms, Caring C and Hug
- Holds - Single Elbow (one & two person), Double Elbow, Figure of Four & Half Shield

This policy is in line with the use of reasonable force policy.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

8.3 Searching & Confiscation

We do not allow the use of mobile phones or MP3 players. These should be handed in on arrival to school at main reception before entering the main school.

Any prohibited items found in students' possession will be confiscated. These items will be returned after a set time of 7 days or when the parents come to collect the items following a meeting.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to students after discussion with senior leaders and parents, if appropriate.

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

The Headteacher and staff authorised by them have statutory power to search students or their possessions, without consent, where they suspect that the student has certain prohibited items. The items that can be searched for under this power are knives, or weapons, alcohol, illegal drugs and stolen items or anything that maybe seen as a risk to themselves or others.

Staff can search a student for any item banned under school rules or within the DfE's latest guidance on searching, screening and confiscation, if the students agrees. Where a student refuses to cooperate with such a search the school will apply an appropriate disciplinary penalty. The school will also contact parents/carers or if necessary involve the police.

If a student refuses to cooperate they will not be allowed to enter the school as per the DfE guidance.

Screening

The school can require a student to undergo screening by a walk through or hand held metal detector without the consent of the student and will carry out spot checks on entry to school.

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent students with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the student.

The school's special educational needs co-ordinator or the equivalent will evaluate a student who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a student, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Different strategies used to support students include;

- Use of internally trained staff to support students
- Reporting systems including positive report, time out
- 1:1 referrals for behaviour management
- Round Robins / information gathering
- Meeting with parents
- Support rooms
- Peer support / Buddies / Positive student role models
- Extra-curricular activities
- External agency support including well-being coach, life coaches and early intervention initiatives
- Alternative timetable
- Named mentors and key workers
- Restorative practice
- In house Pastoral Manager for instant access to guidance and support

9. Student transition

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to student behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those students transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board. At each review, the policy will be approved by the Governing Body and the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy

13. Consultation

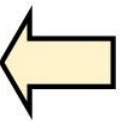
This policy has been written in consultation with staff, students and parents. All staff and students worked together during a workshop to set out the expectations, of both staff and students, within this policy. Parents were consulted during a parent forum during the Autumn term.



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Stage 1
Low Level Disruption
Non-engagement
Not following simple instructions from staff



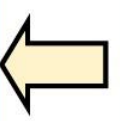
Stage 2
Continual LLD
Non-engagement & argumentative behaviour
Defiance



Stage 3
Stage 1 & 2 in continual or multiple lessons
Defiance and challenging behaviour



Stage 4
Isolated for the rest of the day
Parents/carers informed of behaviour
Meeting organised if needed



Stage 1

Teacher to log behaviour through the drop down menu in SIMS
Teacher to manage the classroom behaviour
Restorative conversation if needed

Stage 2

Teacher to log behaviour through SIMS adding a comment to the behaviour log regarding the behaviour.
Call made home by the class teacher to explain the behaviours and arrange meeting if needed.
Restorative conversation organised
Tracked by AHT for Behaviour & HT

Stage 3

Student removed from lesson but returns to the following lesson —isolated with free teacher or HT
Teacher to log behaviour through SIMS adding a comment to the behaviour log regarding the behaviour.
Call made home and logged on SIMS

Stage 4

Student removed from lessons for a period of time—to be reviewed
Behaviour logged and meeting to discuss next steps arranged
All contact logged on SIMS with actions added to comments

Strategies that could be used

Warning system (3 strikes, RAG, post it), Agreed seating plan, negotiating terms and rules of the class room, model behaviour (Class teacher & TA), Show Respect, Be Restorative (Fresh Start), Notice them being good or if something is wrong or different, encourage a growth mind set, praise rather than punish, non verbal communication



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Now try them yourself!

Classroom management isn't just about getting your students to listen. It's about working proactively with them to stop disruptive behavior and build student participation and cooperation. These class-wide and one-on-one approaches to classroom management largely work across subjects and grade levels. Use the ones that best appeal to your situation and teaching style and look forward to better teacher-to-student and student-to-student interactions!