

Rewards and Behaviour Policy



MURRAY PARK SCHOOL REWARDS AND BEHAVIOUR POLICY

Title of Policy	Rewards and Behaviour Policy
Date of adoption	Autumn 2021
Originator	Rebecca Somes and Theresa Lucas
Date of review	Autumn 2023
Additional information	

Rewards and Behaviour Policy

Intent

- To raise aspirations and promote a positive attitude towards school life and beyond.
- To promote a positive and happy learning environment for all staff and students.
- To increase students' self-esteem through consistent and positive recognition.
- To enable and support pupils in developing the skills and attitudes required to meet the challenges of adult life.
- As part of the personal development curriculum students learn about appropriate behaviour and positive relationships.
- To promote consistency across the school when rewarding students for their work or behaviour.
- To promote a positive ethos of success and achievement that is accessible to all students.
- To clearly describe different stages of praise and rewards the school will offer.
- To ensure a consistent and desirable pattern of rewards.
- To support pupils in adhering to the school's behaviour expectations.
- To drive improved individual outcomes to ensure that all pupils achieve to the best of their ability.
- To determine the roles and responsibilities of all within the school in establishing a calm and productive working environment.

Mission Statement

At Murray Park School, we recognise and value the worth of all our pupils. We believe that every pupil can learn and grow to become young adults that contribute positively to society. We value and embrace the diverse backgrounds of all our pupils and believe that every one of them can achieve success in their own way. We are committed to providing as many opportunities as possible for our students to learn, develop and grow. Equally we are determined to acknowledge and praise all efforts and successes of our students. Our focus is on developing young people to have a positive and growth mind-set that primes them for achieving success throughout their entire life.

We have a strong set of values which have been created by our students. All positive points are based on these values: Perseverance Respect Independence Dreams Excellence.

Implementation

Pupils at Murray Park School are praised in a variety of ways:

Formally: Charter for Success, Learner of the Week, certificates, reward trips, public displays of work, tutor slides, articles in the school newsletter and local press, etc.

Informally: verbally in and out of lesson, positive feedback on work, assemblies, displaying work, contact with parent/carers, etc.

This policy will bring together all aspects of school life: pastoral, academic, extra-curricular and social. Pupils will be recognised in a points-based system, designed to encourage and promote opportunities for all pupils to grow and develop. All pupils will earn **GO4SCHOOLS Points** that will be assigned using the GO4SCHOOLS program and will be regularly monitored, tracked and reviewed. Good behaviour is vital to students' progress and achievement in school as well as developing personal responsibility in the community. The school has a stepped approach to sanctions which encourages positive behaviour and works alongside the rewards system. All behaviour and reward points can be viewed by parent/carer/carers/carers on their Go4Schools personalised area.

The GO4SCHOOLS Points earned by pupils will trigger a variety of reward opportunities ranging from:

- Praise texts home
- Letters and postcards home
- Recognition in assemblies/ newsletters/ school website/ displays and tutor notices
- Small prizes such as stationary/ sweets and Chocolates
- Invitation to the half termly Head teachers assemblies
- Invitation to attend the Governors celebration afternoon
- Tickets for the end of year summer prize draw

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- Free trip to the cinema
- Pizza parties and movie afternoons
- Gift vouchers
- Invitation to take part in community competitions
- Invitation to celebration evenings
- Invitation to rewards trips

Other reward opportunities may also be offered throughout the year.

Pupils will be regularly updated with their total GO4SCHOOLS points through tutor time in the mornings. Highest achieving pupils will be displayed, celebrated and highlighted on the weekly tutor notices. Pupils who struggle to accumulate points will also be discretely challenged and encouraged to actively participate.

Staff training will be given on how to implement the points on GO4SCHOOLS in order to ensure that the rewards and behaviour system is fair and consistent.

Rewards Trips

These are designed to reward students who have demonstrated excellent attendance and behaviour over the course of a term with an opportunity to participate in a specific trip or activity. The venues are selected, and the trips organised by a designated Head of Year. Upon receipt of an invitation pupils are still required to pay for the cost of the activity. The criteria under which an invitation will be extended to students are;

- Pupils are chosen by their Head of Year for having fulfilled the criteria of 95% attendance or better in a given term
- A pupil will not have received more than three GO4SCHOOLS incident reports in a given term
- A pupil will not have been placed on any form of pastoral or subject report at any time during a given term
- A pupil will not have been referred to the Internal Exclusion Unit at any time during a given term or will have been served a fixed term exclusion

Pupils are invited to participate in the Rewards Trips by letter which requires a signed parent/carer response.

Celebration Evening

This is an annual opportunity to invite pupils to a celebration of their achievements at a formal awards ceremony attended by pupils, parent/carer/carers/carers, staff and members of the governing body. Pupils are invited to attend the ceremony in recognition of their achievements and to be publicly awarded. Nominations are made by subject leaders and Heads of Year which celebrate outstanding achievement in a number of areas. The rewards include public recognition at a formal ceremony, certificates, prizes and trophies.

The Murray Park Charter for Success (see Appendix 1)

At Murray Park we consistently promote the extensive personal development of pupils, giving a wide, rich set of experiences, pupils are also given the opportunity to develop their talents and interests to an exceptionally high quality. We provide rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities. Our pupils' character is exemplary through the promotion of the Murray Park Charter for Success, PRIDE values, tutor slides and rewards system. The Charter for Success enhances our pupils' spiritual, moral, social and cultural development, it also supports pupils to be confident, resilient and independent, and to develop strength of character. This initiative also enhances each pupils' cultural capital and offers a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.

In addition to the already robust reward incentives pupils can achieve here at Murray Park, pupils can also achieve awards throughout their time here at Murray Park by completing the different tasks highlighted on the Charter for Success grid, these will be monitored through GO4SCHOOLS and will be marked off when completed. The more experiences students gain on the Charter for Success grid, the higher they will move through the award system.

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Bronze	5 experiences gained
Silver	10 experiences gained
Gold	15 experiences gained
Platinum	20 experiences gained
Diamond	25 experiences gained

Good Practice Guidance for Classroom Management (see Appendix 2)

FOLLOW ALL INCIDENTS OF MISBEHAVIOUR THROUGH. MAINTAIN OWNERSHIP OF ALL INCIDENTS YOURSELF AS FAR AS POSSIBLE.

- Arrive early – greet all students
- Staff to model exceptional behaviour to ensure our students model this behaviour and become better well-rounded students
- Ensure the staff code of conduct is followed at all times
- Staff to address students appropriately e.g. not referring to students with terms like 'love' or 'darling'
- Insist that students enter rooms in an orderly manner. Enter room when you are satisfied they are ready to start. Ensure that uniform is smart - check ties etc. and remember to send pupils to student services to rectify uniform issues. If ongoing then refer to the relevant HOY (Head of Year)
- Have a classroom routine to start the lesson - e.g. watch students entering room in silence and standing behind chairs prior to entry
- Planners must be on desks, equipment out and bags are off desks
- Take the register within the first 15 minutes of the lesson
- Learn students' names as soon as you can
- Make lesson objectives clear to students
- Ensure homework is recorded in planners and understood
- Mark books frequently
- If a student has to leave the room provide a pass. Students will be returned to your room by on-call without a pass
- Praise students for following instructions and being ready to learn
- Praise students for performances in lesson
- Use the rewards system wherever possible
- Close the lesson with time to pack away
- Establish a routine for finishing lesson - packing away, standing behind chairs, and release in an orderly and gradual fashion
- Do not release classes early (unless this has been agreed to alleviate problems with busy corridors or to aid in reducing potential issues related to Covid-19)

Mobile Phones in Lessons

Students are not allowed to use phones around the school, unless they are permitted to use their phones during lessons at the discretion of the teacher, for a short period of time where it adds to the quality of learning in the lesson.

- Phones should only be used when the phone poster is ticked.
- Teachers reserve the right to confiscate phones if students deviate from the set task.

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- Phones should be switched off and placed into bags after use.

The Link System

Heads of Departments (HOD) are responsible for behaviour in their areas. This responsibility involves supporting staff with problems and working to pre-empt further problems. Each HOD will have a rota of 'link' for all staff in all lessons in their areas.

The 'link' system will be used where a student has not responded to lower in class sanctions or warnings and must be removed from the classroom. The student must be supplied with work and sent to the 'link' teacher. The original classroom teacher must then see and sanction the student at the end of the lesson. If this removal does not modify the student's behaviour in the lesson then the teacher should contact the HOD. They should then decide on a course of action. This may involve requesting on-call if the HOD thinks this to be necessary.

The HOD must ensure that there are clear arrangements for 'link' for all teachers in their departments and that these are followed appropriately. Due to Covid-19 link classes can only be Year group classes so may be arranged across departments.

On-Call

'On-Call' is a pro-active system, which aims to prevent classroom incidents by raising the profile of SLT and middle leaders around the site.

When on-call, staff will visit each lesson in the school at least once and check that student conduct is good. The member of SLT responsible for behaviour will identify, from data, lessons that require priority visits from on-call staff.

The on-call system is designed to be a last resort if a student has not responded to strategies employed by class teachers or HOD and are hindering the learning of others or presenting risk to themselves or others. To request on-call the classroom teacher will inform the HOD by an agreed department method. This is likely to be using the Lync system or sending another pupil with a note to the HOD, outlining the pupil and reason for the request for on-call.

Only HOD, or in rare cases of a larger department the AHOD, may call for on-call either by phoning the IEU or sending a note with a reliable student. This allows the HOD to monitor and filter on-calls and to ensure ownership of problems in their area. It is not for HOD to conduct an investigation or to deal with the incident at that moment, merely to make a decision on a referral upwards to on-call.

There may be occasions where class teachers, teaching in areas physically distant from HODs, may call on-call so that the student can be delivered to the HOD for appropriate action or where there is an emergency and a student presents a danger to themselves or to other people.

The member of SLT with responsibility for behaviour will monitor on-call records in order to ensure appropriate use.

When On-call SLT or duty on-call staff arrive, explain incident fully out of earshot of student. At this point it is important to de-escalate the situation, however serious, and allow on-call staff to deal with the problem.

On-call staff will select a response to the situation from the following options:

- Sending student to link partner
- Warning the student and returning them to classroom
- Asking HOD to set a 30 minute detention

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- Setting a 30 minute SLT detention where a discussion takes place with a senior leader re their behaviour (middle leaders will check decision with SLT)

All resolved on-call incidents must be entered onto the on-call log by duty staff by the end of the lesson, when they return the walkie-talkie to the IEU.

If on-call is called because a student has failed their time in the IEU, the on-call staff isolates the student safely elsewhere and seeks further guidance from a member of the SLT, the Deputy Head teacher or the Headteacher.

Internal Exclusion Room

This is a staffed study room, aimed at:

- Controlling the volume of high level behaviour at both Key Stages
- Reducing the number of fixed-term exclusions

A pupil may be placed in the IEU as a sanction for the following:

- Bad language to staff
- Violence or bullying
- No school uniform.
- Persistent non-cooperation
- Extreme verbal bullying
- Repeated refusal to comply with staff requests
- Bringing the school into disrepute /smoking

Students will work all day and will complete their day at 3.15.

Exclusion































Students who are involved in high-level breaches of the school Code of Conduct will, as a last resort, be excluded. The decision to exclude will only be taken by the Headteacher. These are likely to be 1-3 days in the first instance. Following an exclusion, a reintegration meeting must be attended by HOY and parent/carer/carers/carers/carers. At this meeting a post-exclusion reintegration contract needs to be drawn up with the parent/carer/carer that must be reviewed within a 2-week period. Our aim is always to avoid exclusion, we may use alternative provision such as the Bridge to support our pupil's reintegration to mainstream (see appendix 3).

Impact of rewards and behaviour

The rewards and behaviour policy will be evaluated in several ways to ensure its relevancy and impact; aims to drive improved individual outcomes and in turn school outcomes and attendance.







- Analysis of points awarded, ensuring appropriateness and consistency
- Data provided from the system indicating trends in groups or individual pupils
- Lesson Observations and Learning Walks
- Comparing rewards, attendance and incident information
- Observations during tutor time and assemblies
- Number of pupils triggering rewards and behaviour points
- Consultation with JLT, SLT, staff, parent/carers and pupils
- Number of invitations issued to the awards evening and the Head teacher assemblies
- Weekly exclusion data produced and compared to the previous year
- Daily behaviour reports to pastoral staff, this analyses on call, detentions and pupils in the IEU
- Impact information is reported to governors at the Personal Development, Behaviour and Welfare meetings.

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THE MURRAY PARK CHARTER FOR SUCCESS					
5 = Bronze Award	10 = Silver Award	15 = Gold Award	20 = Platinum Award	25 = Diamond Award	
Eat food from a different country. 	Read a classic novel. 	Visit a museum or a place of historical significance. 	See a live performance at the theatre. 	Write a letter in a different language about your hobbies. 	Cook a meal for your family. 
Visit the beach. 	Visit a farm. 	Grow some vegetables. 	Take part in Sports Day. 	Write and send a letter. 	Undertake a new personal fitness activity. 
Visit a place that you have never been to before. 	Raise money for a charity. 	Travel abroad. 	Bake some bread. 	Design a computer programme. 	Take part in an extra-curricular club. 
Take part in a school sports club. 	Undertake an activity which benefits the local community. 	Gain a First Aid certificate. 	Hold a position of responsibility in the school. 	Visit a university. 	Play a musical instrument in front of someone. 
Create a piece of artwork. 	Undertake work experience. 	Present in tutor time about your hobbies. 	Complete your CV. 	Visit a place of worship. 	Take part in a drama activity. 



BEHAVIOUR LEVELS

<p>Level 1</p> 	<ul style="list-style-type: none"> • One verbal warning - issued at the teacher's discretion.
<p>Level 2</p> 	<ul style="list-style-type: none"> • Disruption continues - formal warning - opportunity to move seat if this will help. • Name is recorded on Go4Schools and a 10-minute detention is issued if required.
<p>Level 3</p> 	<ul style="list-style-type: none"> • Disruption continues to stop learning - student is sent to the relevant HOD/Link classroom • Recorded on Go4Schools and a 30-minute detention for the next day is issued. • Parents are contacted via text/phone-call
<p>Level 4</p> 	<ul style="list-style-type: none"> • Should behaviour still be a concern, or should behaviour be so significant that Level 1-3 is not suitable, On Call can be contacted and a member of staff will remove the student and place them in isolation. • SLT detention will be issued for the next day, to be recorded on Go4Schools alongside a phone call/text home.
<p>Level 5</p> 	<ul style="list-style-type: none"> • Internal isolation in the Internal Exclusion Unit (IEU). • Students are isolated in the IEU for 3 behaviour incidents in one week, or for serious behaviour incidents. Placed on report. • SLT/HOY make decisions on students being placed in the IEU.
<p>Level 6</p> 	<ul style="list-style-type: none"> • Fixed term exclusion or internal support from the Alternative Provision. • Exclusions trigger a parental meeting and behaviour report with the HoY/SLT/Headteacher.



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ALTERNATE PROVISION FLOW CHART

1	<ul style="list-style-type: none">• All support networks utilised and considered by HOY• Referral form sent to the AP Lead
2	<ul style="list-style-type: none">• Referral accepted• Parental meeting held to discuss provision• Timetable agreed• Allocation of keyworker
3	<ul style="list-style-type: none">• Bridge home & school contract signed by student, parent and school• 6-week reintegration plan completed and signed by parent
4	<ul style="list-style-type: none">• Risk assessment in place• Pupil profile and provision updated on the AP register
5	<ul style="list-style-type: none">• Induction to the Bridge
6	<ul style="list-style-type: none">• Fortnightly reviews take place of timetables with Headteacher, Assistant Head AP & SENCO• Weekly calls home to update on progress of 6-week reintegration plan• Reintegration back to mainstream where possible

