

# Rewards and Behaviour Policy



## MURRAY PARK SCHOOL REWARDS AND BEHAVIOUR POLICY

|                               |  |
|-------------------------------|--|
| <b>Title of Policy</b>        | <b>Rewards and Behaviour Policy</b>    |
| <b>Date of adoption</b>       | <b>Autumn 2022</b>                     |
| <b>Originator</b>             | <b>Rebecca Somes and Theresa Lucas</b> |
| <b>Date of review</b>         | <b>Autumn 2024</b>                     |
| <b>Additional information</b> |  |

# 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 and our school motto 'OASIS' 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, Headteacher award assemblies, awards evenings and 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, postcards home 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

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- 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
- Family rewards
- Book vending machine to promote reading
- 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.

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

We always aim to create a positive learning environment in line with our school motto.





#### BEHAVIOUR FOR LEARNING MOTTO

At Murray Park School, we always:  
Organise ourselves effectively  
Arrive on time  
Speak when required  
Interact with our learning  
Self-regulate



To support staff with classroom management the following behaviour levels flowchart is used. There are 3 levels to the behaviour system, and this is displayed in each classroom around the school site (please note the 'Avert' section does not appear on the pupil poster).

# BEHAVIOUR LEVELS

|   |  |  |
|---|--|--|
|    | <h2 style="color: green;">Avert</h2>   |  |
| <p><b>Level 1</b></p>    | <h2 style="color: orange;">Warn</h2>   |  |
| <p><b>Level 2</b></p>    | <h2 style="color: orange;">Move</h2>   |  |
| <p><b>Level 3</b></p>    | <h2 style="color: orange;">Remove</h2> |  |
| <p><b>Additional Information</b></p>  |  |  |
| <ul style="list-style-type: none"> <li>✓ 5 x Move in one week = One week white report.</li> <li>✓ 2 x Remove in one day = One Day IEU and white report.</li> <li>✓ This system is for disruption in the classroom. Detentions for homework or work completion are set by the teacher/department.</li> </ul> |  |  |

*“PROUD TO BE HERE”*



Teacher meets and greets, getting students into the classroom as soon as possible. This applies to tutor time as well as normal lessons.

**Students**

- line up quietly and calmly,
- come into the classroom in silence,
- take coats/blazers off (they do not have to ask permission),

## Rewards and Behaviour Policy

- stand behind chairs,
- put equipment on table,
- wait in silence,
- instructed to sit down.

### Teachers

- 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
- 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
- If a student must leave the room provide a purple lanyard. Students will be returned to your room by on-call without a lanyard.
- 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

### Mobile Phones

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. Mobile phones end at the school gate at the front of school and at the school sign at the back of school.

- 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.
- Phones should be switched off and placed into bags after use.
- If a phone is seen on the school site it will be confiscated by the member of staff, it will be placed in a lockable cabinet or drawer. The phone will be collected by the student at the end of the school day.

### 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.

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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.

Only HOD, or in rare cases of a larger department the AHOD, may call for on-call either by using the on-call Teams page. 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 the reset room
- Warning the student and returning them to classroom
- Asking HOD to set a 45 minute detention by recording Level 3 on Go4schools
- Setting a 45 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 Consequence room.

If on-call is called because a student has failed their time in the Consequence room, 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.

Students may also be given the opportunity to take part in Restorative Approaches, this can include school community work.

### **Reset Room**

Students will be sent to the Reset Room in the small dining hall if they reach level 3 of the behaviour levels. This will result in a 45 minute SLT detention being generated for the next day.

If a student is able to modify their behaviour then they will be allowed to return to their next lesson.

If a pupil generates two level 3 sanctions then they will spend the following day in the Consequence Room – parents will be contacted by the HOY.

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### Consequence 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 Consequence room as a sanction for the following:

- Bad language to staff
- Violence or bullying
- Refusal to borrow 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/carers. At this meeting a post-exclusion reintegration contract needs to be drawn up with the parent/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 consequence room/re-set room.
- Impact information is reported to governors at the Personal Development, Behaviour and Welfare meetings.







# Rewards and Behaviour Policy

## APPENDIX 1

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



# BEHAVIOUR LEVELS

|  |  |  |
|--|--|--|
|   | <h2 style="color: green;">Avert</h2>   |  |
| <p><b>Level 1</b></p>   | <h2 style="color: orange;">Warn</h2>   |  |
| <p><b>Level 2</b></p>   | <ul style="list-style-type: none"> <li>• Student continues to display disruptive behaviour.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher issues a formal verbal warning using 'Level 1' in the narrative.</li> <li>• Explain why - if possible not in front of the class.</li> </ul> |
| <p><b>Level 3</b></p>   | <h2 style="color: orange;">Remove</h2>   |  |
| <p style="text-align: center;"><b>Additional Information</b></p> <ul style="list-style-type: none"> <li>✓ 5 x Move in one week = One week white report.</li> <li>✓ 2 x Remove in one day = One Day IEU and white report.</li> <li>✓ This system is for disruption in the classroom. Detentions for homework or work completion are set by the teacher/department.</li> </ul> |  |  |



## Rewards and Behaviour Policy

### APPENDIX 3

