



St Brigid's School
Behaviour:
Rewards
and
Sanctions Policy

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Rationale

At St Brigid's school our core principle of ***"To inspire and be inspired through Respect Love, Faith, Truth, and Excellence"*** underpins everything that we do. This applies to how we treat each other and how we interact to make our school an orderly and calm environment in which to learn, teach and work.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

STANDARDS OF BEHAVIOUR

As a school community we measure academic achievement in terms of progress and development over time towards set goals; in addition to this, we also measure standards of behaviour in terms of the pupil developing the ability to conform to our expectations. Our pupils bring to school a variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on our core principles of respect love, faith, truth, and excellence. Acceptable behaviour is everyone's responsibility.

School Ethos

All adults encountered at school have a responsibility to model high standards of behaviour, both in their dealings with the pupils and with each other, as their decorum has an important influence on our pupils.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote (through example) honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

Curriculum and Learning

We believe that by through offering a broad and balanced curriculum, we provide an effective learning environment that contributes to good behaviour. Thorough planning for the needs of individual pupils combined with active involvement in their own learning with structured feed- back, all help to avoid poor behaviour. It follows that lessons should have clear objectives, understood by all pupils and differentiated to meet the learning needs of different abilities. Both marking and record keeping can be used as a supportive activity, providing feed-back to pupils on their progress and achievements, and as a signal that their efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on behaviour. The classroom environment gives clear messages to the pupils about the extent to which they and their efforts are valued. Classrooms should be organised to develop independence and personal initiative. Furniture should, if possible, be arranged to provide an environment conducive to on-task behaviour. Materials and resources should, if possible, be arranged to aid accessibility and reduce uncertainty and disruption. Overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and develop in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

Rules and Procedures

Rules and procedures should be concise and thus, make clear to the pupil how they can achieve acceptable standards of behaviour.

Working with Governors/Parents/Teachers/Support Staff and Pupils, St.Brigid's has designed our **P.R.I.D.E.** approach to good behaviour using the Pivotal Behaviour System as a guide.

The school's behaviour system is monitored using Behaviour Watch (BW).

Therefore, each and every pupil at St.Brigid's should follow the PRIDE approach:

Prepared for lesson – line up, stand behind chairs and ready

Respect for self and others – keep hands and feet to yourself

Instructions – listen and follow, stay on task

Discipline – one respectful voice at a time

Engagement – always do your best

In the Foundation Phase, we use 'fewer words' but keep apply the same basic Pivotal Behaviour approach with respect to P.R.I.D.E., these are:

Be Ready

Kind hands and feet

Listen

Use a quiet hand

Always try your best

Rewards

Our emphasis is on rewards from Foundation Phase to Key Stage 5 is to reinforce good behaviour, rather than on sanctions for poor behaviour. Praise, both informal and formal, should be given to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. Rates of praise for 'behaviour' should be as high as for 'work'.

All rewards given out will be recorded on Behaviour Watch and monitored by the Head of Year and SLT.

Therefore, all members of staff will reinforce both good behaviour and academic achievement through:

- Verbal praise being given.
- House points being awarded.
- Postcards and certificates being awarded.
- Parents being informed about their son/daughter's achievements.
- Pupils receiving an invitation to a rewards trip.

Exceptional performance with respect to good behaviour or academic achievement, may lead to further recognition, such as:

- A Head of Year reward
- An Assistant Head Teacher award (Primary)
- Deputy Head Teacher award (Secondary)
- A Head Teacher award

Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

N.B.

Details of the school's Sanctions Process can be found in Appendix A.

APPENDIX A

- 1. Classroom Warnings and Consequences**

- 2. Behaviour Outside the Classroom (BOC)**

- 3. Staff Communication and Parental Partnership**

- 4. Detentions**

- 5. Behaviour Stage System**

- 6. Behaviour Stage System – Action/Intervention/Possible Outcome table**

- 7. Use of Exclusion**

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1. Classroom Warnings and Consequences

If a pupil does not adhere to the **P.R.I.D.E.** principles, then there is a clear behaviour pyramid system in place for the classroom teacher to follow. A pupil who does not comply with the instructions given will automatically be escalated to the step. All of the following will be logged in real time using Behaviour Watch.

First Incident within the classroom

Polite Warning given

Second Incident within the classroom

Notice to Improve (NTI) issued (Yellow Card)

Third Incident within the classroom

**Behaviour 1 (B1) issued (Orange Card).
Primary**

The pupil receives a 5 minutes off their next break time **and** 5 minutes off Golden Time.

Secondary

The pupil is sent on internal referral (with accessible work provided by their class teacher) and receives a 10 minute detention with their class teacher at break/lunchtime.

Fourth Incident (Isolation referral)

Escalated Behaviour 2 (B2) issued (Red Card).

Pupils sent to the SLT Isolation Room (Use of SLT on call to collect) for the remainder of the lesson and possibly longer depending on the nature of the infringement. A one hour after-school B2 SLT detention is set and the learner's parents/carers contacted by phone by SLT.

The after-school detention is manned on a staff-rota basis led by a member of SLT. This detention is held on a Wednesday.

Further Disruptions (following Isolation Referral)

Referral to member of SLT for further investigation

Serious Incident (in or out of lesson) **Escalated Behaviour 3 (B3)** issued – Sent to internal isolation in SLT Isolation Room **plus** 1 additional full day internal isolation in SLT isolation Room.

External Exclusion from School

Serious Incident (in or out of lesson) **Escalated Behaviour 4 (B4)** issued.

2. Behaviour Outside the classroom (BOC)

All poor behaviour incidents are logged as a BOC on Behaviour Watch. This is monitored daily by Heads of Year.

3. Staff Communication and Parental Partnership

The majority of communication to parents/carers will be with respect to the monitoring and reporting of the pupil's behaviour concerns through Behaviour Watch. Included in this are the Behaviour Watch text notifications, parental phone calls for **after-school** detentions and behaviour updates from the pupil's Head of Year.

Staff are kept updated on behaviour concerns through the sharing of key information by Heads of Year during their weekly morning briefing.

4. Detentions

If a pupil receives a detention then this is recorded on Behaviour Watch and letters are sent to parents informing them of the date and the time of the detention.

If a pupil does not successfully complete the detention at the first attempt, a phone call home will be made by the teacher issuing the detention. If a pupil does not complete the detention following the second attempt, the Head of Year will make a phone call and the detention will be rearranged and **escalated**.

If non-compliance with successfully completing detentions continues or a pupil does not attend an after-school detention, parents/carers will be contacted by a member of SLT. Parents/carers will be requested to attend a meeting to discuss this issue, and a **one day isolation** will be issued along with the rearranging of the original detention.

5. Behaviour Stage System

The monitoring of pupil behaviour using Behaviour Watch, may result in further intervention being employed. The accumulation of B1 to B4 are monitored weekly by Heads of Year and discussed with the Assistant Head Teacher (Primary /Secondary). The patterns of these accumulations will be the trigger for progression within the Behaviour Stage System.

It is important to note, that at each stage of this behaviour process, pupils are supported in order to enable them to improve their behaviour and thus, make the right choices. However, if a pattern of behavioural issues is identified that is not rectified through intervention then pupils will progress through the Behaviour Stage System.

Stage 1 (S1)

Concern at number of referrals.

Parental contact with pupil placed on report with specific targets set by Form Tutor. This report will be monitored by the appropriate Form Tutor for a **2 week period**.

Concern at number of referrals to be raised by form tutor when a pupil reaches:

NTI - 15 NTI incidents in a half term or 30 in total by May half term.

B1 - 5 B1 incidents in a half term or 10 in total by May half term.

B2 - 2 B2 incidents in a half term or 4 total by May half term.

B3/4 - Immediate Stage 1

Stage 1 can also be reached for multiple infringements of the same type e.g. no homework / book / PE kit, when a pupil reaches:

10 infringements of the same type, e.g. no homework / book / PE kit in a half term or 20 total by May half term.

Stage 2 (S2)

Escalation of behaviour- monitoring of pupil escalated to Head of Year due to deteriorating pattern of behaviour. Pupil continues on report for a **4 week period**. Parental contact each week by Head of Year, with a review meeting after the end of the 4 week period. Review of targets and interventions.

Stage 3 (S3) – Behaviour Contract

Persistent concerns over behaviour and failure to meet targets at S2, to be monitored by SLT. Pupil continues onto S3 report for a **6 week period**. Referral to be made to appropriate agencies. Parental contact each week by SLT, with a review meeting after the end of the 6 week period. Review of targets and interventions.

Stage 4 (S4) – Five Strike Contract

Serious concerns over continued challenging behaviour. Pupil continues on report for a **10** Week period. Parental contact weekly by SLT with a review meeting held on the **4th/8th and 10th week**. The pupil will receive Individual Behaviour support and an Intervention Pla

6. Behaviour Stage System – Action/Intervention/Possible Outcome table

Stage	Action	Intervention	Possible Outcome *
<p><u>Stage 1 (S1)</u></p> <p>Concern at number of referrals.</p>	<p>Parental contact with pupil placed on report with specific targets set by Form Tutor. This report will be monitored by the appropriate Form Tutor for a <u>2 week period</u>. Referral considered to external agencies for assessment.</p>	<p>Identification of possible triggers for poor behaviour. Report card monitored. Any other relevant interventions identified.</p>	<p>Improvement – reduction in referrals, pupil is taken off report.</p> <p>Little progress – 1 week extension of S1.</p> <p>Continued concern – progresses to B2.</p>
<p><u>Stage 2 (S2)</u></p> <p>Escalation of behaviour- monitoring of pupil escalated to Head of Year due to deteriorating pattern of behaviour.</p>	<p>Pupil continues on report for a <u>4 week period</u>. Parental contact each week by Head of Year, with a review meeting after the end of the 4 week period. Review of targets and interventions.</p>	<p>Identification of possible triggers for poor behaviour and interventions put in place. Report card monitored daily. Personalised curriculum considered. Review of risk of progress to S3</p>	<p>Improvement – pupil moves back to S1.</p> <p>Little progress – 1 week extension of S2.</p> <p>Continued concern – progresses to B3 – Behaviour Contract.</p>
<p><u>Stage 3 (S3) – Behaviour Contract</u></p> <p>Persistent concerns over behaviour and failure to meet targets at S2, to be monitored by SLT.</p>	<p>Pupil continues onto S3 report for a <u>6 week period</u>. Referral to be made to appropriate agencies including DCC Behaviour Support. Parental contact each week by SLT, with a review meeting after the end of the 6 week period. Review of targets and interventions.</p>	<p>Identification of possible triggers – Modifications made to timetable, if necessary. Pupil meets 1:1 with school based counsellor. Targeted behaviour interventions.</p>	<p>Improvement – pupil moves back to S2.</p> <p>Little progress – 2 week extension of S3.</p> <p>Continued concern – progresses to B4 – Five strike contract.</p>
<p><u>Stage 4 (S4) – Five Strike Contract</u></p> <p>Serious concerns over continued challenging behaviour.</p>	<p>Pupil continues on report for a <u>10</u> Week period. Parental contact weekly by SLT with a review meeting held on the <u>4th/8th and 10th week</u>. The pupil will receive Individual Behaviour support and an Intervention Plan.</p>	<p>Increased individual and group intervention sessions. Review individual intervention plan. Pupil meets 1:1 with school based counsellor. Personalised curriculum and possible reduced timetable.</p>	<p>Improvement – pupil moves back to S3.</p> <p>Continued concern – pupil issued with strikes, as necessary. Interventions to continue in between each strike.</p>

***Additional quantifiable detail with respect to possible outcomes:**

Stage 1 –

Improvement 0/2 NTI while on report.

Little progress 3/4 NTI while on report.

Continued concern 5+ NTI while on report.

Stage 2 –

Improvement 0/4 NTI while on report.

Little progress 5/8 NTI while on report.

Continued Concern 9+ NTI while on report.

Stage 3 –

Improvement 0/6 NTI while on report.

Little progress 7/12 NTI while on report.

Continued Concern 13+ NTI while on report.

7. Use of Exclusion

Exclusion is the means by which the Head Teacher and the Governing Body can withdraw the right of a pupil to attend the school, whether for a fixed period, or permanently on disciplinary grounds.

A decision to exclude a pupil permanently is a serious one and should only be taken:

- In response to serious breaches of the school's behaviour policy.
- If allowing the pupil to remain in school, would seriously harm the education or welfare of the pupil or others in the school.

Exclusion is usually the final step in the process, once the pupil has progressed through all the stages and received 5 strikes on the final stage – S4. At 4 strikes the Head Teacher and the DCC Behaviour Support team will meet with the pupil and parents/carers and the option of an eight week managed transfer will be discussed.

In exceptional circumstances, the Head Teacher may make the judgement to permanently exclude a pupil for a one-off offence. These offences may include:

- Serious violence against pupils or staff
- Sexual abuse or assault
- Using or threatened use of an offensive weapon.

8. Examples of Behaviour

The following lists give examples of the types of behaviour which will lead to referrals being made. *NB These lists are not exhaustive and are for reference only.*

NTI

- **Answering back/poor attitude**
- **Mobile phone use without teacher permission**
- **Interfering with other pupil's work**
- **Refusing to move – first time of asking**
- **Speaking inappropriately**
- **Distracting others**
- **Shouting out**
- **Swearing**
- **Ignoring/refusing to follow instructions**
- **Lack of appropriate school equipment**
- **Silly behaviour**
- **PE Kit infringements – if unwilling to participate**
- **Lack of effort**
- **Not in uniform – must be referred to Isolation Room**
- **Late to lesson with no valid reason**

B1

- **Consistent answering back/poor attitude**
- **Consistent interfering with other pupil's work**
- **Refusing to move after 3 requests**
- **Speaking inappropriately on numerous occasions.**
- **Play fighting**
- **Consistently shouting out**
- **Swearing repeatedly**
- **Consistently ignoring/refusing to follow instructions**
- **Persistent silly behaviour**
- **Lack of continued effort throughout the lesson**
- **Late to lesson with no valid reason followed by disruption/rudeness**
- **Throwing objects**

B2

- **Abusive/insulting language towards staff/pupils**
- **Sexually inappropriate language/behaviour**
- **Vandalism**
- **Dangerous use of equipment**
- **Harassment**
- **Stealing**
- **PE kit infringements (3rd occasion) – refuses to participate**
- **Using inappropriate websites**

B3/B4

- **Actions which may endanger another pupil/member of staff**
- **Violent/threatening behaviour towards another pupil/member of staff**
- **Physical assault of a pupil/member of staff**
- **Sexually inappropriate behaviour towards another person**

This policy must be read in conjunction with:

- **Safeguarding Policy**
- **Substance misuse Policy**
- **Anti-bullying Policy**
 - **Appeals Policy**
- **Strategic Equality Plan**