



Behaviour for Learning and Rewards Policy St Julian's School

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| Created by | Laura Ceasar |
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| Person responsible for reviewing | Laura Ceasar |
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| Reviewed by | Laura Ceasar |
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1.0 Rationale

St Julian's School is committed to providing a caring and secure environment in which tolerance, understanding and respect for others are fostered. This is achieved through staff, students, governors and families working in partnership to promote a positive culture and to encourage in all students a sense of responsibility to themselves, to the school community and to the outside world.

The purpose of this policy is to enable all members of the school community to manage behaviour in a positive way and so achieve the best outcomes for students in order to support them to achieve to the best of their ability.

Consistent, yet flexible implementation of the policy by all members of the school community is vital, taking into consideration the needs and situations of vulnerable groups of students such as those with SEN, those with physical or mental health needs, or looked-after children; and ensuring equality with regard to race and gender.

2.0 Policy aims:

- Provide clear and consistent procedure for staff and students
- Alleviate low level disruption in the classroom to allow teachers to deliver engaging lessons
- Improve attitudes to learning
- Encourage students to take responsibility for and reflect on their actions
- Promote positive behaviour
- Engage parents in the process of raising the standards of behaviour with the use of support and intervention plans
- Build mutual respect between students and staff at all levels.
- Allow students to make a fresh start

3.0 Expectations and consequences

At St Julian's School, we foster an environment with the highest standards, and follow two clear sets of expectations: **classroom expectations** and **all school expectations**. Consequences are used to help students make appropriate choices about their behaviour.

When students choose to breach the school's expectations, students have a right to expect fair sanctions which are applied consistently. The most appropriate sanction is one designed to put matters right and to encourage better behaviour and attendance in the future.

3.1 Classroom Expectations

- Enter the classroom on time, prepared and ready to work hard
- Follow ALL instructions first time
- Remain on task, allowing others to learn
- Do your best!

3.1.1 Classroom Consequences

Teachers and support staff follow a warning system within lessons. Students who are disrupting the learning within the classroom will be given the following structure of clear and concise warnings:

- **Warning 1 - Informal:** Name written on the board

(Please note students will be given sufficient take up time to modify their behaviour)

- **Warning 2 - Formal:** -1 warning logged on ClassCharts system
- **RESET** - A student is sent to RESET should they fail to modify their behaviour and continue to display any disruption to learning following the warnings. (See Appendix A for RESET information).

Students sent to RESET are expected to leave the lesson immediately and report to the Student Support Centre where they spend two lessons completing work in the RESET room. During this time, they complete a restorative task.

Students also lose 20 minutes of social time (either break or lunchtime or stay until 3:15 if sent period 4 or 5). Parents are informed via text message if their child has attended RESET.

- **Internal Exclusion (IE)** - Failure to adhere to the policies and procedures in RESET may result in a student being upscaled to Internal Exclusion (IE).

Failure to follow procedures in IE or refusal to enter RESET/IE may result in a fixed term **external exclusion**.

Student behaviour is monitored daily by tutors, progress leaders, inclusion staff and members of the senior leadership team. Where concerns are ongoing, appropriate support will be put in place.

3.1.2 Restorative approaches

Restorative work is completed with students who have attended RESET or IE. The aims are: to discourage a repeat of the action; to ensure learners understand why a sanction has been put in place; and to allow the student to reflect on and accept responsibility for their choices or behaviours.

3.1.2a Restorative paperwork

During their time in IE, students are expected to complete restorative paperwork. This is based around 'The Five Magic Questions' (What happened?; What were you thinking?; How were you feeling?; Who else has been affected by this?; What do you need and what needs to happen, so that the harm can be repaired?).

This approach encourages the student to consider their behaviour, why this happened, what they were thinking at the time, who was affected and what they could do to prevent the same thing from happening in the future.

As with all restorative approaches, this allows the student the time to self-reflect and understand that their behaviour affects others. It can also be empowering to realise that they are able to use this self reflection to suggest ways that they could do things differently in the future; rather than simply being told what to do by an adult..

3.1.2b Restorative meeting - Student/Student

At times, where it is considered appropriate, a student may be asked to meet with another student with an unbiased member of staff present to facilitate the meeting. This approach may be used for example where two students are having a disagreement and have been unable to resolve this issue on their own.

The meeting will be based around the 'Five Magic Questions' and both students will get the opportunity to answer the questions in a safe, confidential and unbiased environment. This allows both students to listen to each other's point of view, reflect on their own behaviour, recognise that their behaviour affects others and suggest ways to move forward and prevent this occurring again.

3.1.2c Restorative meeting - Student/Staff

Again, at times where it is considered appropriate, a student may be asked to meet with a member of staff if there is an ongoing issue in a specific lesson that cannot be resolved using other available strategies. These meetings will be facilitated by an unbiased member of staff.

Again, the meeting will be scripted and based around the 'Five Magic Questions', Where both the teacher and the student are able to listen to each other's point of view, and suggest ways to move forward and prevent this from continuing or escalating

Restorative meetings are **not compulsory** but are a way **of working with conflict that puts the focus on repairing the harm that has been done and allowing conflict resolution that includes all of the parties involved.**

3.2 All School Expectations

- Respect each other and the school environment at all times
- Wear the correct uniform (Inc. PE Kit)
- Be equipped to learn
- Remain on school site unless

3.2.1 All School Consequences

Students are expected to adhere to the All School Expectations at all times. Failure to do so will result in the following:

- **Yellow card detention** (a 30 minute after school detention).

The following are examples of reasons for a yellow card detention:

- Lateness to school/lessons
- Lack of equipment (checked daily by tutors)
- Failure to wear the correct school uniform. This includes the lack of a correct PE kit.
- Dropping litter
- Anti-social behavior
- Failure to attend punctuality detention

- **Red card detention** (a 1 hour after school detention).

The following are examples of reasons for a student being set a red card detention:

- Failure to attend a yellow card detention
- Leaving school site
- Truancy from a lesson(s)
- Anti-social behaviour

Failure to attend detentions result in an upscaling to the next level. For example, failure to attend a yellow card detention results in a red card detention. Failure to attend a red card detention results in IE.

- **Subject detentions** are also used for subject related issues, e.g failure to complete classwork/home learning.

4.0 Behaviour Intervention

St Julian's School operates a five tiered staged intervention approach (See Appendix B). Students can be placed on an intervention stage, determined by the progress leader/assistant headteacher (AHT). Stages are reviewed every 4-6 weeks with the student, parents/carers and progress leader. Students who fail to improve their conduct are moved up a stage in the process (A-E).

Improvements to behaviour can result in the student being moved down a stage.

Students can be placed straight onto any stage, based on the severity of the misconduct, without necessarily progressing through each prior stage, and prior to a review date.

At each stage of the process, students are offered support and intervention to promote positive behaviour. The type and amount of intervention depends on the individual student and the type of behaviour displayed.

5.0 Serious Incidents

Examples of serious incidents include:

- Smoking/Vaping
- Damage/theft (*where intentional damage has been made to school property, parents/guardians may be asked to pay for the costs to replace/repair.*)
- Defiance
- Deliberate fire alarm activation
- Fighting/physical assault
- Possession or use of alcohol/drugs
- Verbal/physical abuse of staff or a student
- Possessing or bringing a weapon/dangerous item onto school site
- Bullying/prejudicial language directed at another person

5.1 Consequences for Serious Incidents

In the event of any of the above, it may be necessary to use the following sanctions:

- **Internal Exclusion (IE)** - The amount of days in IE is at the discretion of the Progress Leader/Senior Leader
- **School to School Day(s)** - A student completes IE in another secondary school in Newport.
- **External Exclusion** (*students who receive a fixed-term external exclusion returns to school via internal exclusion*)

St Julian's School follows the **Welsh Government Guidance for Exclusions from Schools and Pupil Referral Units** when considering any external exclusion.

Exclusions are the most serious, formal sanctions, which only the Headteacher (or delegated to the Deputy Headteacher) may use. External exclusions (fixed term for a set number of days and permanent) will be considered in cases of **serious** or **persistent breaches** of the behaviour policy.

Students may be excluded for a fixed number of days or excluded from school permanently. Parents/carers will always be informed in writing of the reasons for these sanctions.

A member of staff will, whenever possible, verbally inform the student's parent/carer of the period of any exclusion, or of permanent exclusion and give the reasons behind the exclusion.

A return to school meeting takes place following a fixed-term exclusion to facilitate discussions about support and intervention.

To aid a student's reintegration following a FTE, students will complete reflective work during their time in IE. This will either be completed alone or with an unbiased member of staff.

This work gives students the opportunity to consider the reason for their exclusion and the impact it may have had on them and others.

It also gives students the opportunity to focus on accepting responsibility for their behaviour, finding solutions and allows them to devise 2 SMART targets for themselves that they consider may prevent further exclusions.

Permanent exclusion from St Julian's School will be considered in certain circumstances. These could include:

- Serious actual or threatened violence against another person
- Serious persistent disruptive behaviour
- Continued open defiance and refusal to meet school expectations
- Illegal activities on school site e.g. possession of illegal drugs or weapons, supplying of illegal drugs

5.0 Students' conduct and behaviour outside school premises

The school will, where necessary, impose sanctions on students where their behaviour has fallen below an expected standard when off the school site. This includes behaviour during activities arranged by the school, such as work experience placements, educational visits and sporting events, behaviour on the way to and from school and behaviour when wearing school uniform in a public place.

Our objectives are:

- To maintain good order on transport, educational visits or other placements such as work experience or college courses .
- To secure behaviour that does not threaten the health and safety of students, staff or members of the public .

6.0 Rewards

It is school policy to recognise, acknowledge and reward individual achievements by students. The following are examples of rewards used to celebrate achievement:

- Positive phone calls home
- Letters of recognition
- Presentation with platinum badges and certificates
- Rewards trips

7.0 Responsibilities

All members of **staff** have responsibility for ensuring that the behaviour policy is adhered to in a fair and consistent manner. St Julian's School will provide training to support staff in doing this. Regular communication with parents and carers will be maintained when a student's behaviour gives cause for concern.

Parents and carers are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour. This includes parents and carers being required to attend meetings in school and discussing and enforcing the school rules with their child.

All **students** will be expected to take responsibility for their own behaviour and understand the school rules both within and outside the classroom.

The **Senior Leadership Team** monitors the implementation of the policy in the school through daily classroom visits, analysis of behaviour data, analysis of student, staff and parent/carers consultations.

The **Governing Body** will review the implementation of the policy through the data presented for analysis at governors' meetings and during their link visits in the school.

Appendix A- Reset ,procedures and expectations

Reset Procedures/ Expectations

Reset procedure

- On arrival students will report to the Student Support reception.
- **Students will be expected to place their mobile phone in an envelope**
- Students will be directed to the Reset room (T6) and will spend 2 hours there. (This will always include a loss of 20 minutes social time/end of day), with the exception of Year 11, where one hour only will be spent.
- Within the room students will complete a restorative worksheet. The remaining time will be spent completing literacy and numeracy or an extension booklet which includes work from all subject areas.
- Where appropriate for completion of work, chrome books will be made available to students (KS4 only)

On entering Reset

- Students should be instructed to place all personal items beneath their desks and their coats on the back of their chair,
- Students should be told they are allowed to take a drink and a pencil case from their bags
- Students names/ table numbers are written on the daily TTP grid;
- They will be given appropriate work.

Students failing to meet expectations of Reset

- If a student fails to meet expectations during the day and requires warnings (Verbal warning/W1).
- If a student's behaviour does not improve and it is necessary to award W2 (verbally) for continued disruption, this will be logged on the daily TTP grid; the student will then be upscaled to IE and escorted there by a member of Reset staff..

Coats

- Students ARE NOT ALLOWED to keep coats on during lesson time.
They will be allowed their coats during periods of colder weather, at lunch times but Inclusion staff will ensure that they are removed on the bell

Break time

- Students are to be permitted to get a snack/ drink from their bag at breaktime
They are not allowed on phones. All items must be placed back in their bag at the end of break

Lunch time

- Students will remain in the Reset room for 20 minutes of their social time and then be dismissed by the member of staff on duty.

Appendix B- Staged Intervention Grid

| Stage | Level of concern Intervention Plan | Support avenues |
|----------|---|---|
| E | Permanent Exclusion/Full time AP (Inc. long term BAC)/Managed Move | |
| D | <u>PSP 2+</u> Failure of PSP 2, additional review cycle | Alternative provision Bespoke Timetable/ Alternative Provision (AP) Managed Move Short term placement BAC PT TT |
| C | <u>PSP 2</u> No improvement, continued escalating concerns. Further IE, School to School days and external exclusions | BAC outreach work PT TT Specialist support e.g YJS, FF |
| B | <u>PSP 1</u> Increased level of concern. Continued increase in behaviour points, Reset, IE, School to School days and external exclusions OPP + t (linked to PSP targets) | School to school days Single day provision at BAC Learning coach referral Prevent sessions (e.g. anger management) PL Report Referrals (Families First, SPACE, Youth worker, Youth Justice, preventions etc) |
| A | <u>Support and Intervention Plan (SIP)</u> Low level concerns. Increasing number of behaviour points, Increasing Persistent reset Or Single one off incident (return to school) OPP | Allocations meeting: 1:1 sessions SSO mentor Year report In class adjustments (i.e seating plans) Restorative sessions |

Appendix C- Escalation policy

| <u>Criteria</u> | <u>Outcome/consequence</u> |
|-----------------------------------|---|
| Missed yellow card detention | Upscaled red card detention |
| Missed red card detention | Upscale IE |
| 5 x Reset | 1 day IE |
| 3 x IE in 1 term | School to School |
| Not meeting expectations in Reset | Upscale to IE- 5 hours plus social times |
| Not meeting expectations in IE | SLT decision: <ul style="list-style-type: none">➤ Further day in IE➤ School to School IE➤ External Exclusion |
| Serious Incident | SLT decision: <ul style="list-style-type: none">➤ IE➤ School to School IE➤ External Exclusion➤ Permanent Exclusion |

Appendix D- IE policy, procedures and expectations

IE runs from 9:00am until 3:30pm.

On Arrival to Student support reception:

- On the day they are booked into IE, students should report to the Student Support reception following tutorial.
- Students will be expected to place their mobile phone in an envelope provided by Student support reception staff.
- Phones will be returned to students at the end of the school day.

Procedures within IE

- Students should be instructed to place all personal items in the cupboard in the room (monitored by the IE Coordinator).
- Students will be told they are allowed to take a drink and a pencil case out of their bag, all other items and outdoor clothing should be placed in the cupboard.
- Students' names will be written on the board; Charged Chromebooks will be available for students to use to complete work at the discretion of the IE Coordinator.
- Students will start the day with a group exercise to include a conversation about room expectations and the plan for the day.
- Students will complete a restorative justice worksheet (Following a discussion led by the IE Coordinator).
- Students will be expected to complete allocated work-**IE COORDINATOR WILL CHECK AT THE START OF EVERY LESSON WHAT WORK THEY HAVE TO COMPLETE AND IF THEY HAVE ANY QUESTIONS**
- Staff teaching the student on a day that they are booked into IE will be contacted by the IE coordinator the previous day and will be asked to place work for the lesson on the students Google Classroom, bring paper copies of set tasks to IE or email the IE Coordinator
- Chrome books will be made available to students. Staff on duty in IE will take responsibility for ensuring that chromebooks are treated with respect/ returned in the condition that they were given.

Students brought in for a 'serious incident' during the school day

- If a student needs to be brought in to IE for a 'serious incident' during the school day, the member of staff dealing with the incident will ensure that the student is calm / reassured prior to entry into the room.
- Where there is no work organised for them, they will be given a chromebook to work on directed lessons on OAK Academy.

Students with ALN/ LDC students

- Where a student with ALN / from the LDC is booked into IE, a member of staff from the LS department/LDC will meet briefly with the IE Coordinator to ensure that he has an overview of their needs.
- IE coordinator will read individual pupil profiles (shared drive) where available, to ensure that their needs are met whilst in IE.

Students failing to meet expectations of IE

- If a student fails to meet expectations during the day and requires warnings (Verbal warning/W1), please write these on the board next to their name, so that all staff on duty are aware.
- If a student's behaviour does not improve and it is necessary to award W2 (verbally) for continued disruption, please log this on Class charts as '**School support required**' **NOT** **Warning 2** then **phone 203**. Student Support reception will then contact school support or their progress leader to come and speak to the student.
- If behaviour is so disruptive/ there is a serious incident, where it is not appropriate for the student to be kept in the room, please again log '**School support required**' on Class charts and **phone 203**.
- Student support reception will then walkie for school support who will attend and remove the pupil from the room.

Students who exceed expectations in IE

- A positive phone call will be made to parents/ carers where a student engages well for the whole day and where the expectations of IE are exceeded (at the discretion of the IE Coordinator).

Coats

- Students ARE NOT ALLOWED to keep coats on during lesson time (except when this decision is made school wide by LT).
- They will be allowed their coats at lunch times during colder weather, but staff on lunch duty will ensure that they are removed and placed back in the cupboard when lessons resume

Break time

- Students are to be permitted to get a snack/ drink from their bag at breaktime
They are not allowed on phones. All items must be placed back in the cupboard at the end of break

Lunch time

- Students will be taken to **the West canteen by the IE coordinator**
- Students are not allowed their phones at lunchtime

End of the day

- Students are expected to tidy up their work stations before leaving. Please dismiss them after checking each of the individual booths and collating work.