



St. Edward's Church of England Academy

Praise and reward Policy Behaviour for Learning

**Approved by Trustees:
Last reviewed in: July 2023
Next review due by: July 2024
Statutory Policy**

The Vision for Education at our Academy



St Edward's
Church of England
Academy

Jesus says, "I have come that they may have life and have it in all its fullness."

John 10:10

Our school vision is to ensure that God's aspiration for us all, as expressed in Jesus's words from John 10:10, is reflected in our aspiration for all of our children and staff to experience a full and rich life of learning, growing, helping, and caring for each other.

We are an inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of, and a space for, flourishing and fulfilment because here...

...we are 10:10 people.

As a Christian Academy, we live and breathe our core values:

- Respect
- Courage
- Hope
- Friendship

"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future."

Jeremiah 29:11

***"Be strong and courageous.
Do not
be afraid; do not be
discouraged for
the Lord your God will be with
you wherever you go."***

Deuteronomy 31:6



***"I no longer call you
Followers. Instead I call
you friends."***

John 15:15

"Show proper respect to everyone"

1 Peter 2:17



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Behaviour Vision

At the heart of our vision for behaviour is a commitment to creating a nurturing and inclusive environment where our restorative approach enables pupils to flourish. We believe that by cultivating a culture that prioritises these principles, we can empower pupils, foster positive relationships, and promote personal development. Our 10:10 Christian vision is rooted in the understanding that every pupil can **“live life in all its fullness”** and is underpinned by our values of **“Respect, Courage, Hope & Friendship”**. Managing behaviour at St. Edward's Church of England Academy is seen as an opportunity for learning, growth, and restoration.

As a Rights Respecting School, our aim is to create respect for one another in a Christian, caring and equal society, promoting the moral, mental, physical well-being and development of all pupils by providing a healthy social learning environment, which is vital to effective teaching and learning.

A successful Praise and Rewards Policy requires the commitment and **consistency of all staff** to ensure that pupils know the standards expected of them. **All members of the school** are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Learners should be treated fairly and consistently and all should uphold the ethos and values of our Academy.

Aims

- Support effective teaching and learning
- Foster mutual respect
- Prepare learners for the next phase of their education and beyond
- Create consistency of expectations and consequences (these to be communicated clearly)
- Challenge behaviour, in an appropriate manner, that falls short of our expectations and values
- Promote the ethos and values of our Academy and the teachings of Jesus Christ

We want our policy to:

- Encourage, recognise and reward
- Create a safe learning environment
- Give clarity of expectation to staff and pupils
- Give a clear understanding of staff roles

Quality of Education



Promoting positive behaviour and full attendance enables a high quality of education to be achieved. A well-designed, sequenced and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is adapted and teaching styles and approaches accommodate all levels of ability.

Principles

- Staff use most appropriate method of teaching, which draws on pupils' experiences and values their contributions
- Pupils are received into a classroom where routines are established and high standards expected
- Explicit and regular praise is used for all types of achievement

As a Rights Respecting School, we recognise the importance of ensuring our Academy curriculum will be used to teach and promote the spiritual, moral, cultural, personal, social, emotional and behavioural skills necessary for adulthood. All curriculum areas will provide pupils with opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all pupils can learn and make progress. House Leaders, RE Faculty Leader, Wider School Curriculum Leader and the Senior Leadership Team, will support this curriculum through themed assemblies and resources for use during Collective Worship that will also cover: recognising diversity and celebrating equality, bullying, Substance misuse, careers and enterprise skills, finance, emotional health, healthy lifestyle and online safety.

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 pupils with medical conditions at school

In addition, this policy is also based on:

- Special Educational Needs and Disability (SEND) code of practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property



Roles and responsibilities

Trustees

The Trustees will review this policy in conjunction with the Principal and monitor the policy's effectiveness, holding them to account for its implementation.

Principal

- The Principal is responsible for reviewing this behaviour policy in conjunction with the Trustees
- The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

Staff

- Implementing consistency through the Praise and Reward policy
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents and issuing relevant sanctions
- Uphold the Academy's vision and values through our **RESPECT** agenda

Middle Leaders and Senior Leaders will support staff in responding to behaviour incidents.

House Tutors:

- To discuss pastoral issues
- Check uniform and equipment
- Encourage and motivate their tutor group
- Actively involved in monitoring attendance, behaviour and ATL scores (tutor time agenda)
- The first point of contact for pupils and parents
- Daily check-in with those pupils on a Learning Report Card
- The 'go to' person and the first point of call when there is a problem
- The person to deal with minor squabbles within the tutor group
- Organise an end of term reward activity
- Attend parent meetings with the House Leader/SENCO/SLT, where needed
- Be aware of the relevant pastoral information for the pupils in their tutor group
- Deliver and supervise collective worship
- Meet and greet your tutor group in the morning and afternoon

Parents / Carer



Parents are expected to:

- Support their child and the Academy in their attempts to ensure that pupils adhere to the Academy's ethos and values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the relevant teacher promptly and in a positive and constructive manner

Pupils

Pupils are expected to uphold the Academy's values and its ethos of **RESPECT** and in doing so pupils will demonstrate:

- An understanding of positive behaviour in and around the Academy
- Respect by showing politeness and good manners to all of our school community and our environment
- Courage, by facing challenges with a positive mindset and always doing the right thing even when it is hard
- Hope and a commitment to aspire to be the very best in all that they do
- Friendship and consideration for all pupils and their right to learn
- Living life to the full as a 10:10 pupil
- Regular attendance and punctuality



Definitions of Inappropriate Behaviour

Inappropriate behaviour may include

B3 Behaviour Comment – 1pt	B2 – 3 points (minor)	B1 – 10 points (serious)
B3 - Behaviour Comment B3 - Uniform / Equipment Concern B3 - Late x3	B2 - Persistent Lack of Respect for Others/Equipment B2 - Low Level Disruptive Behaviour B2 - Persistent Lack of Work B2 - Persistent Lack of Homework* B2 - Persistent Uniform or Equipment Issue B2 - Persistent Lateness B2 Missed Breaktime Reflection B2 - Overly Physical B2 - Mobile Phone Incident (Minor)	B1 - Persistent Disruptive Behaviour B1 - Repeated Breaches of Academy Ethos and Values B1 - Defiance / Insolence B1 - Fighting or Aggressive / Intimidating Behaviour B1 - Mobile Phone Incident (Serious) B1 - Bullying B1 - Homophobic / Biphobic / Transphobic Bullying B1 - Truancy B1 - Theft B1 - Racist Incident B1 - Sexist / Homophobic / Discriminatory Behaviour B1 - Vandalism B1 - Smoking / Possession of Prohibited Item** B1 - Bringing the Academy into Disrepute B1 - Overly Sexualised Behaviour B1 - Malicious Allegations towards Staff / Pupil B1 – Missed Lunchtime Refection
Information Only – 0 Points		
Examples: No planner Friendship Issue Other	<i>Persistent behaviour incidents are for 3 occasions</i>	
Possible Consequences / Actions		
-Note in the pupil's planner if required -Break time / end of lesson discussion -6 x B3s in a half term will result in an lunchtime reflection	-20minute lunchtime reflection -Behaviour text sent -Phone call home for ongoing issues *Attend homework club to complete homework	-40minute lunchtime reflection issued -Phone call home -Meeting with parents / carers -Depending on the nature of the incident/s greater sanction may be applied, such as: Afterschool reflection, Community Room, internal exclusion and/or suspension

Pupils who accumulate a number of behaviour incidents in a day, will be given a fixed period of time in the Community Room. During this time, they will be removed from lessons to work with a member of SLT or House Leader, work will be set from subject teachers to ensure pupils continue with their learning. There will also be opportunity for pupils and the staff member to discuss their behaviour.



***Possession of any prohibited items include: Knives or weapons, alcohol, illegal substance, stolen items, tobacco and cigarette papers, vapes, 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 the Academy or any person (including the pupil).*

Our approach to positive and inappropriate behaviour

- A common culture of **RESPECT**, including praise and rewards will be used to encourage pupils Attitude to Learning
- Clear rewards and sanctions will be consistently applied
- Subject staff recording ATL at the end of each progress check using the 5 to 1 scale where 5=Outstanding (10:10 pupil), 4=Good, 3=Satisfactory, 2=Needs to Improve, 1=Inadequate.
- Pupils who have no behaviour incidents and 100% will receive the *House Leader Weekly RESPECT Award*
- All staff will record all incidents of positive and negative behaviour
- Pupils being rewarded for consistent positive behaviour and attendance. These include: certificates, subject prizes, other special recognition, eligibility for the end of year / term activities and trips, fortnightly 10:10 time
- Texts / Letters / phone calls home / parents invited into school
- Involvement from external agencies i.e. PCSO, behaviour mentors etc.
- Where a pupil has been removed from a lesson due to their behaviour, they will be placed in the Community Room for the remainder of the lesson and phone call home will be made.
- Faculty Leaders will facilitate a restorative conversation with the member of staff and pupil (s)
- Pupils who display more serious behaviour may be place in the Community Room or be suspended from the Academy for a fixed number of days.

Responding to the behaviour of pupils with possible safeguarding needs

St Edwards Church of England Academy will consider whether behaviour gives cause to suspect that pupil (s) is suffering, or is likely to suffer harm. Where this may be the case as set out in **Part 1 of Keeping Children Safe in Education**, Academy staff will follow the school's safeguarding policy and speak to the designated safeguarding lead, or deputy. We will consider if pastoral support, an early help intervention or a referral to external agencies is needed.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability



We will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgment on individual facts of the situation.

We will consider whether a pupil's SEND has contributed to the behaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, we will refer to the **Equality Act 2010 and School's Guidance**. We will also consider whether any reasonable adjustments have been made to the sanction in response to any disability the pupil may have. It is important to seek to try and understand the underlying causes of behaviour and whether additional support is needed.

The Academy's Special Educational Needs Co-ordinator will evaluate a pupil 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 pupil, 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.

Restorative Practice

When a sanction has been applied, our staff are committed to resolving any issues swiftly and effectively with the pupil(s), this takes form of a restorative conversation or meeting. During this time the pupil(s) will: discuss their behaviour, acknowledge their wrongdoing and take steps to ensure a positive return to the school community. Restorative practice provides a framework for addressing behaviour and repairing harm in a constructive manner. Our vision embraces restorative practices as a way to foster accountability, empathy, and growth. We seek to create restorative spaces where students feel safe to express their feelings, be heard, and engage in meaningful dialogue. All members of the school community actively participate in restorative processes. These practices enable students to reflect on their actions, take responsibility for their behaviour, make amends, and learn from their mistakes.



Respect 1 (R1) – 10 points	Respect 2 (R2) – 20 points	Respect 3 (R3) – 30 points
Extremely Helpful Showing a mature attitude 10:10 pupil Award Weekly House Leader RESPECT Award Other	Excellent Effort Exceptional Work Outstanding Contribution Sustained Extra Curricular Activity Representing the Academy Excellent Improvement Work of the Week	Respect Certificates (Bronze, Silver, Gold, Platinum, Ruby) 100% Term Attendance Full Respect Points (in planner)
Examples of Rewards		
Praise Page Comment Text Home Early Lunch Pass	Text / phone call home Certificate Praise Page Sticker/Comment	Letter / phone call home Certificates Prizes
Certificates and prizes are awarded to pupils during the 10:10 celebration Assembly and House Leader Assembly		

Definitions of Positive Behaviour

End of Term/Year Reward Activities

In order to qualify for these reward activities, pupils need to meet the following criteria:

1. At least 97% attendance
2. A good Attitude to Learning
3. No more than 45 behaviour points
4. Not been placed in the community Room or have received a suspension for a day or more

OR - have shown a significant improvement in their behavior and have the recommendation of their House Leader

Rewards

- 10:10 House Tutor award = 1 week's early lunch pass and a text sent home
- 10:10 House Leader termly award (2 pupils per house) = certificate, 10:10 badge and prize
- Friday 10:10 Time, fortnightly in tutor groups
- Weekly RESPECT Award = Text sent home
- Work of the Week = Principal letter and prize
- Stars of the week = small prize
- Stars of the Term = certificate, prize & RESPECT badge



- 100% Attendance – 1 term bronze certificate and badge. 2 terms silver certificate and badge. 3 terms gold certificate and badge
- Full Respect Points = raffle draw for a prize at the end of each term
- All Badges (school planner) - 100% attendance, bronze, silver, gold, 10:10 award = prize, certificate and awards evening invite.
- Positive Reward Text – At the end of each half term, pupils who have received 0 behaviour incidents will have a reward text sent home

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

- A verbal reprimand
- Expecting work to be completed at home, breaktime or lunchtime
- Reflection at breaktime, lunchtime or after school
- Referring the pupil to a more senior member of staff e.g. Faculty Leader or a member of the Senior Leadership Team
- Removal from lessons
- Letters or phone calls home to parent(s) / carer(s)
- Academy and parent(s) / carer(s) meeting
- Placing a pupil on an LRC (Learning Report Card)
- Agreeing a Pastoral Support Plan
- Removal from reward activities / trips
- Community Room or Internal Exclusion
- Suspension
- Pupil Disciplinary Committee (PDC). (A meeting with Trustees and relevant Academy staff)

See Appendix 1 for sample letters / texts to parent(s) /carer(s) regarding their child's behaviour

Ensuring consistency of implementation

- Attitude to Learning communicated to pupils during tutor time, collective worship and in lessons
- Classroom teachers to maintain a consistent approach to classroom management
- All staff support to deliver consistency outside of lessons e.g. school yards and corridors
- Data tracking by the pastoral team
- Calm environment in and around the Academy supported by all staff
- 'Praise and Rewards' a standing item at faculty area meetings



- All stakeholders (staff, pupils and parent(s) / carer(s)) are clear of what is expected of them
- Uniform checks by all staff
- Monitoring by Middle Leaders / Senior Leaders / Trustees

Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus or on the way to or from school. Where pupils display behaviour outside of the Academy and in turn bringing the Academy into disrepute, this Praise and Rewards Policy will also be implemented.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discuss the matter with the parent/care and the pupil in accordance with this policy.

Please refer to our Safeguarding and Allegations of Abuse Against Staff policies for more information on responding to allegations of abuse.

Uniform - Please refer to our uniform policy for full details.

As an Academy we place a high importance on the appearance of our pupils and we would ask that you refer to the Academy website for full details on our Academy uniform and remind you that our uniform policy states:

Pupils who do not comply with uniform rules may be removed from lessons and break/lunchtime reflections issued. There may be exceptional circumstances where a pupil is unable to wear the correct uniform e.g. lost or broken shoes. In such cases parents / carers should contact the Academy and speak to the House Leader or write a note indicating what the problem is and when this can be rectified. A uniform pass to allow a temporary exception to uniform requirements may then be issued at the Academy's discretion.

Bullying - Please refer to our anti-bullying policy for full details.

Classroom management

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 and engages pupils



- Display the Academy's values and ethos along with other guidelines that are designed to support pupils and staff in establishing a calm and purposeful learning atmosphere
- Check uniform and equipment on entry
- Develop a positive relationship with pupils, which includes:
 - Following the Academy's 'Consistency across the classroom'
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day/lesson positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Sharing good practice and ideas



On Call Process

Outstanding	-Subject teacher to record an R2 Commendation. This is only awarded for outstanding attitude.
Good	-Pupils should aim to achieve at a least a good in all lessons. -Subject teacher may wish to record an R1 Commendation.
1 WARNING	
Satisfactory	-Verbal warning. A reminder given regarding the pupil's behaviour and/or effort, and that they will be sent to another class if their behaviour does not improve.
2 WARNINGS	
Satisfactory (B3)	-Pupil is sent to a buddy teacher (Use HL On Call if needed) for a short period of time, but must return to the lesson. -A B3 Behaviour Comment is logged. A break time / end of lesson conversation is held.
3 WARNINGS = FL REMOVAL / HOUSE LEADER ON CALL	
Needs to Improve (B2)	-Pupil is sent to work with the FL (Use HL On Call if needed) for the remainder of the lesson. -Subject teacher to record as a B2 incident and Action: HL On Call -A 20-minute lunchtime reflection will be issued and restorative conversation held. -A behaviour text will be sent home by the HL. FL may also wish to call home.
SERIOUS OR FURTHER ISSUES = SLT ON CALL (Pupil Removal)	
Inadequate (B1)	-Further issues despite pupil being removed to work with FL. -Pupil is removed from the lesson by a member of SLT and will be placed in Inclusion with them for the remainder of the lesson, or longer depending on the severity on the incident -FL to record as a B1 incident and Action: SLT On Call -SLT will contact home to inform parents / carers -A 40-minute lunchtime reflection issued

Out of Lesson Behaviour / Pastoral Concerns

B3	-A B3 Behaviour Comment is logged and an immediate conversation held
B2	-Staff member to record as a B2 incident and Action: Lunchtime Reflection -A 40minute lunchtime reflection will be issued. House Leader / House Tutor to have a restorative conversation -A behaviour text will be sent home by the House Leader .
B1	-Staff member to record as a B1 incident and Action: Lunchtime Reflection -House Leader or SLT to contact home -A 40minute lunchtime reflection issued



Attitude to Learning

ATL Descriptors

ATL 5 Outstanding (10:10 Pupil)

- Is actively engaged, eagerly contributes, fully focussed and proudly presents their work
 - Epitomises our RESPECT agenda in their rapport with staff and their peers
 - Aspires to give their best in all tasks and willingly undertakes extension tasks
 - A pupil who is leading life to the full and demonstrates a positive and progressive attitude to learning
- In short, a pupil who is living life to the full. This is a 10:10 pupil!

ATL 4 Good

- A pupil who demonstrates a good attitude to their learning, who is focussed on completing each task to their best of their ability and does not disrupt the learning of others
- This pupil shows our RESPECT agenda in their rapport with staff and their peers throughout the lesson
- A pupil who takes pride in their work and presentation of it

ATL 3 Satisfactory

- Although generally polite, there are occasions when the pupil may need a reminder about their behaviour
- Although work is completed, it is not to the best of the pupil's ability or to the standard that the pupil is capable
- On occasions, a pupil who could participate more fully in the lesson or try to work better with others

ATL 2 Need to Improve. A pupil who:

- Does not respond to the instructions of staff despite reminders
- Who is making little or no effort to complete tasks or to do them to their best of their ability
- Who is disrupting the learning of others despite reminders and/or continues to be disrespectful to staff, their peers and/or property/belongings

A pupil who gets a 2 should be sent to work with the FL, buddy teacher or HL

ATL 1 Inadequate

- A pupil who fails to make any improvement in their attitude to learning despite several warnings
- On Call used and pupil is collected by a member of SLT



Positive Physical Support

In ensuring that pupils and the environment are safe there may be rare circumstances, where an identified member staff may need to use Positive Physical Support. Please refer to the Positive Physical Support Policy for further details.

Confiscation of items

Any prohibited items (page 8) found in pupils' possession will be confiscated. These items will not be returned to pupils and parent(s)/carer(s) (in the event that the confiscated item is illegal, the Police will be contacted to collect it from the Academy).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE's guidance on 'Searching, Screening and Confiscation'.

Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Trustees every year. At each review, the policy will be approved by the Principal and Trustees.



Appendix 1:

Positive Behaviour Letter (R3)

Dear Parent / Carer,

I am delighted to inform you that your son/daughter <insert name> has received an R3 (30 positive behaviour points) for <insert reason>.

This achievement is to be congratulated and demonstrates a clear desire to achieve their very best and I would ask that you take the opportunity to further discuss this achievement with your son / daughter and further encourage them to carry on with this effort.

Thank you for your continued support.

Yours sincerely,

Positive Behaviour Text (R2)

*Congratulations! \$Forename\$ has received an R2 commendation and 20 Respect points!
Well done \$Forename\$, keep up the hard work!*

Inappropriate Behaviour Text (B2)

\$Forename\$ has received a B2 incident today and therefore has been given a 20minute lunchtime reflection. Please contact your child's House Leader if required.

Inappropriate Behaviour Text (B3)

\$Forename\$ has received a B3 incident today and therefore has been given a 40minute lunchtime reflection. Please contact your child's House Leader if required.

Persistent Failure to Complete Homework (B2)

\$Forename\$ has now failed to complete homework on 3 occasions and therefore will be required to attend homework club tomorrow lunchtime. Many thanks.



St Edward's
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Academy

Satisfactory Attitude to Learning in lessons

*\$Forename\$ has now received 6 ATL scores of 3 (satisfactory) in lessons this half term.
Please contact your child's House Leader if you have any concerns.*

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Uniform policy
- Attendance policy
- Mobile phone policy
- Allegations of Abuse Against Staff policy
- Positive Physical Support policy