

SUCCESS  AT

THOMAS  
ESTLEY  
COMMUNITY  
COLLEGE

Community of courage and commitment to success

# THOMAS ESTLEY COMMUNITY COLLEGE

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## Rewards and Behaviour Policy 2017

Reviewed by Cathy Cornelius  
August 2017

## Rewards Policy August 2017

The purpose of this policy is to set a framework for rewards within which the academic, sporting, social, cultural and the personal achievements of students can be recognised, rewarded, celebrated and recorded.

*'Carrots are better than sticks, smiles achieve far more than scowls; rewards succeed where punishments fail.'*

Thomas Estley believes in rewarding effort, recognising achievements and encouraging students to aspire to exceed our expectations. Rewards are a very powerful tool for staff to use. A student, whose achievements are recognised in any way, whether publicly or in private, is more likely to make a positive impact with the college community.

The function of the reward system is to encourage all students to aspire to high standards in everything they do. It is vital we celebrate, at every opportunity, the successes, progress and improvements of all students. A number of assemblies must contain an element of celebration and rewards. Competition is an important part of the process. The team system must embrace this aspect of celebration again at every opportunity. The College Newsletter recognises and celebrates individual and team successes and achievements.

All Key Stage 3 and 4 students will start lessons with one reward point, therefore over the course of the day a student can receive a minimum of 6 subject rewards. This is to ensure that all lessons start on a positive and that students make the right choices when correcting inappropriate behaviours. In addition to this point all students can receive additional subject rewards in lessons. If behaviour incidents are recorded against students they will have points deducted from their overall reward point balance as the year progresses.

C1 1 reward point deducted

C2 2 reward points deducted

C3 3 reward points deducted

### Key Stage 3

KS 3 Students will collect subject reward stamps in their organisers throughout the day. Subject teachers may issue more than one reward during a lesson. All staff will have a reward stamper and they can issue rewards for any of the following reasons:

R1 Outstanding attitude to learning

R2 High levels of engagement

R3 Demonstrating a thirst for knowledge

R4 High levels of independence

R5 High levels of resilience



Subject teachers will not be required to enter subject rewards onto PARS for KS3 students. Tutors will tally up at the end of each week and add onto PARS for each KS3 student in their tutor group

### Key Stage 4

**Subject teachers will enter subject rewards directly onto PARS for KS4 students NOT tutors.**

After several weeks of consultation with students during the summer term, students expressed that they do not wish to receive stickers or stampers. As above KS4 students will receive subject rewards as listed above R1-5.

Additional rewards may also be issued to KS3 and 4 students for any of the following reasons.

Please note that if staff are issuing any of the following to KS3 students they will need to enter directly onto PARS for the individual students. **Tutors will only be entering subject rewards**

**onto PARS for KS3 students**

Representing the school in an event (5pts)

Representing the school in a community event (5 pts)

An outstanding piece of homework (10pts)

An accumulation of subject reward points (10pts)

Outstanding attitude to learning in lessons over a period of time (10 pts) (this will be linked to ATL data from assessment points)

Theme week nomination (10 pts)  
Outstanding attendance (half termly) (15 pts)  
Academic achievement (30 pts) (linked to data following assessment points)

### **How to record reward points onto PARS**

Rewards must be entered directly onto PARS for students in the same way as behaviour entries are recorded. This way we can run accurate reports at the end of each half term. Click on achievement rather than behaviour and follow the same process as recording a behaviour entry. Grounds will show all R1-5 and the additional rewards which can be awarded. Points section will already be prepopulated.

For KS3 tutors you will click on the 'weekly tally option' in ground section and manually enter number of reward points in the points section when we do your weekly tally for KS3 students. Please remember to click save.

Team leaders will issue weekly updates on rewards totals for tutor groups in their team

### **Rewards**

Reward data will be analysed every half term for all students. Twenty students from each team with the highest number of reward points will be entered into the reward draw. Following consultation with students 100% of students spoken to requested food as a reward.

1<sup>st</sup> Prize - £5.00 top up on thumb print

2<sup>nd</sup> Prize - £2.00 top up

3<sup>rd</sup> Prize – a cookie/cake

All winners will be allowed into lunch first with a nominated friend.

Students with 100% attendance will also be recognised and an email will be sent to parents/carers of these students to highlight this achievement.

Students who demonstrate exceptional achievements may also receive a Principal's Commendation. Reward data will be analysed at the end of the year to identify students who have gained the most rewards through-out the year. There will be an end of year prize for one student in each team with the highest number of reward points.

Cathy Cornelius/Mark Hardy  
August 2017

## Behaviour

At Thomas Estley we have a proactive approach towards barriers to learning. We believe that it is fundamental for all staff to build positive relationships with all students.

Students are greeted as they arrive at College, praised for being good role models and rewarded for effort, achievement and for being active citizens. We celebrate diversity and promote a sense of belonging for all students.

Student behaviour contributes towards the College's positive ethos. Students listen to one another's views and respect, showing responsibility and maturity in their work. There is a positive, supportive atmosphere where good behaviour is praised both in lessons and in College generally. Expectations are clearly shared, are high, and are responded to well by students. Tutor groups are represented by student ambassadors. Working parties and Student Researchers provide opportunities for students to take on roles of responsibility. We work in partnership with parents to promote good behaviour for learning.

Strategies in place to overcome barriers to learning are:

- Core Values
- College ethos built on good relationships and mutual respect
- Innovative curriculum
- Curriculum covers equality, respect, friendships, anti-bullying, rights and responsibilities, social and emotional skills in addition to positive behaviour for learning
- Working in partnership with parents/carers
- Student voice affects our practice
- Any attainment gaps between students is tracked and tackled
- Student consultation regarding policies, recruitment and risk assessments
- Academic mentoring
- Extensive extra-curricular opportunities through Extended Services
- Loan out of sports equipment at lunchtimes
- Positions of responsibility
- Bespoke learning programmes
- Referral to Youth Services
- Reward System
- Working Together Project
- Introduction of the Pupil Premium Achievement mentor
- Pupils involved in decided on the college Basic 8 non-negotiables
- Equality of opportunity
- Inclusion support
- 1 to 1 tuition
- Anger management/self-esteem/bereavement support/friendships groups
- Community involvement
- Someone to talk to (peer mentors, pastoral manager, tutor, team leaders, SLT, school nurse, Youth Tutor)
- Liaison with outside agencies to offer the following support strategies:
  - Community police are well known by students and are regular visitors leading assemblies on anti-social behaviour and identity marking bikes and scooters, etc.
  - Student Support
  - Swanswell
  - SEN Specialist Teaching Service
  - EMASS
  - YISP
  - Social Care
  - Common Assessment Framework

- CAMHS
- Attendance Improvement Officer/Family Attendance Surgeries
- Grounded Course/Living with Teenagers
- Anger Management
- Lost and Found
- Bespoke curriculum
- G&T Opportunities
- 1:1 Tuition
- Breakfast Club

(Please note this is not an exhaustive list)

Evidence:

- Parent voice - very positive about behaviour
- Very positive feedback from College visitors and members of the public during school trips
- Student voice - students are proud of Thomas Estley
- Attendance data
- Bullying log
- Racist comment record
- Exclusion data

### **The Role and Practice of the Tutor**

The role of the Tutor is a most responsible one and vital to the efficient running of the College and to effective and successful pastoral care. For this aspect of work, a teacher as tutor works in a mutually supportive Team, led by a Team Leader.

The Tutor is probably the first person to whom a student turns for help and advice. Usually matters of monitoring overall progress and developments, behaviour, conduct, support and advice to students is co-ordinated by the Tutor, often in consultation with individual subject teachers. Close liaison between teacher and Tutor is essential in these matters, and this link lies at the heart of good order and discipline. Sometimes it may be necessary to draw on other skill or expertise from colleagues including Team Leaders, Pastoral Manager, Inclusion Department, College Nurse, Assistant Principal and Vice Principals/Principal or, through them, from an outside agency.

Care is exercised through regular daily contact between Tutor and Student.

The main duties and responsibilities are as follows:

#### **1 Registration and Routine Business**

The Tutor is responsible for the accurate daily marking of the PARSs (a vital legal document) and for seeing that all information kept in the Register is maintained up-to- date. Other returns of a routine nature are dealt with as required, together with the distribution of information to parents. All absences should be accounted for as authorised or unauthorised following procedures laid down under STUDENT REGISTRATION AND ATTENDANCE.

#### **2 Reports and Individual Student Records/Files**

Any information of a confidential nature should be referred to the appropriate Team Leader and other colleagues if agreed. The Tutor comments on Reports, covers all aspects of achievement, personality and overall progress which are not covered by academic reports.

### 3 References and Special Reports

Tutors prepare, in consultation with colleagues, initial drafts for references, testimonials, reports to outside agencies and the like as required. These are handled through Team Leaders/Assistant Principal/Vice Principals. **Personal Appearance and Conduct**

Tutors monitor the personal appearance and conduct of their tutees. This is particularly important in the early identification of any health or social problems which may require further action by the Tutor and other colleagues such as the College Nurse, Team Co-ordinators and/or Assistant Principals. **Tutors implement the College Code of Conduct and College Dress Guidelines.**

### 4 Team and College Assemblies

Tutors attend (and lead on a rota basis) all Team and College Assemblies (unless of a religious nature where absence may be granted by the Principal on conscientious grounds). Tutors supervise the movement of their Tutor Group from the place of registration to the place of assembly in a quiet and orderly fashion.

### 5 Team Meetings

Tutors attend Team Meetings called by Team Leaders as part of the published College schedule of meetings. Case conferences and relevant meetings also involve Tutors if at all possible for discussion with other colleagues, outside support agencies and parents.

### 6 Relations with Parents

It is hoped that parents see Tutors as a matter of priority at Parents' Evenings and specific Parent/Tutor Consultation Sessions are scheduled annually for this purpose including the Year 8 pastoral afternoon. Tutors are involved if at all possible in parental interviews at the College at other times. Indeed, if a concern arises, Tutors in the first instance will be involved in parental interviews. Tutors are encouraged to foster good home-College relationships, but are advised not to undertake home visits without prior reference to Team Leaders, Assistant Principals or Vice Principals.

**Support to Tutors** is part of the role of Team Leaders. This process gives further support to Tutors in Teams and enables Teams to contribute to College policy and to ensure its implementation through Teams and Tutor Groups.

On a day to day basis, Team Leaders:

- a) Support Tutors in their central tasks in the College
- b) Provide a helpful, additional route for support, guidance, counselling, discipline and monitoring of student progress, prior to Assistant Principal and the Vice Principals
- c) Initiate work amongst Tutors in providing varied opportunities for students within Team, including Team activities, community work and service
- d) Contribute to day to day organisation of the College through Teams (e.g. prepared via (e) below)

Provide a regular channel of communication for Teams with Assistant Principal, Vice Principals and the Principal through the forum of weekly meetings (e.g. planning of distribution of information, letters; progress of individual students; day to day organisation and arrangements)

- e) Convene regular Team meetings to:

- Provide information
- Share good practice
- Monitor the progress and performance of individual students
- Agree strategies for work with individual students (both of the above are to be linked with department and staff student reviews)
- Recommend Team and College Awards
- Support Tutors
- Link with Year 9 Transfer Vice Principal

## **Standards and Behaviour Policy – Recording & Reporting Behaviour Incidents**

Thomas Estley Community College believes that the highest standards of behaviour, maintained in an environment where all are valued as individuals, are crucial to ensuring that all students fulfil their academic potential and become happy, confident members of their communities.

At our school success is encouraged through the positive reinforcement of good behaviour through praise. It is our responsibility to promote confidence, self-esteem and resilience through challenge, encouragement, recognition, incentives and rewards that are appropriate to the age and academic stage of each individual student.

This policy aims to promote the positive in each individual student but also recognises the need for consequences where behaviour falls below expected standards for the campus.

There are two strands to our college approach to maintaining high standards of behaviour for Key Stage 3 and 4 students:

### **Standards – The Basic 5 Non-negotiables**

By encouraging respect for themselves, adults, one another and the fabric of the college, and by insisting on punctuality, uniform and equipment, this college aims to be an environment in which students feel part of a positive, safe community where they are fully prepared for learning.

### **Protecting Learning**

Thomas Estley Community College is committed to maintaining the right of students to learn and teachers to teach. Where a student's behaviour impacts negatively on their own or others' learning in the classroom a "3 strikes and you're out" approach is adopted. This gives students the opportunity to take responsibility for and make **choices** to correct their own behaviour within an incremental sanction system.

Both parts of the policy will be displayed in all classrooms and shared with all students at the start of the academic year.

## Choices and Consequences

### The Basic 5 Non-Negotiables (B5)

**B1: Arrive to college and lessons on time**  
**B2: Attend college in full school uniform**  
**B3: Treat everyone with respect**  
**B4: Behave sensibly on corridors and around the building**  
**B5: Ready to learn! Have the correct equipment**

Thomas Estley Community College promotes positive attitudes. Where behaviour and attitudes fall below the expected standards, as laid out in the Basic 5, students will be issued with a break time **Standards** detention (B5 Basic 5 non-negotiables) on the same or following day.

Where behaviour on the way to and from school, on school visits or activities, when a student is wearing school uniform or when the behaviour of students out of school is likely to bring disrepute to the school a **Standards** detention or other sanction may be issued.

If a student fails to attend a Standards detention, or if their conduct in detention is inappropriate, a 30 minute lunchtime team leader or SLT detention will be issued for the same day.

If this detention is missed, conduct within detention remains unsatisfactory or where there is an accumulation of four or more detentions in a week, a Friday after school detention will be issued. The college retains the right to issue Saturday detentions in exceptional circumstances. Although schools are not required in law to request permission to keep a student for an after school detention, we will inform parents / carers 24 hours before the detention. It is the parent's / carers responsibility to ensure that their son or daughter can get home safely after any such detention.

Any teacher who sets a Standards detention (B5) must issue the student with a detention slip (The Blue Slip) and record directly onto PARS. If a student has been issued a 'blue slip' the detention will be recorded on the PARS system by the issuing member of staff.

Detention activities may include catching up missed work, revising from a revision guide, reading or written work related to the nature of the behaviour or community service activities e.g. collecting books, tidying chairs, litter picking etc.

### Protecting Learning – Behaviour in the Classroom

Staff at Thomas Estley Community College are encouraged through their induction programmes and CPD training to demonstrate high standards of behaviour management in classrooms. We expect all staff to adopt a positive and non-confrontational approach. Staff are encouraged to use their own strategies to challenge poor behaviour, only using the **C (Choices and Consequences) system** when a student continues to demonstrate behaviour that distracts from our core purpose of learning after appropriate strategies have been used without positive impact.

We also uphold the fresh start principle. Consequences from previous lessons should not be brought to a new lesson (subject to appropriate sanctions having been satisfactorily served). Students start each lesson with a clean slate.

Students are encouraged to understand the seriousness and impact of disrupting their own and others' learning.

If a student continues to disrupt the learning environment, a member of staff can use the Protecting Learning System, (The Escalation Route). The C system is built on the premise that disruptive behaviour in the classroom has **Consequences** but that a student can make **Choices** for themselves to preserve their entitlement to remain in a classroom.

## **Warning**

Where a student's behaviour is having a negative impact on their own learning or that of others they will receive a warning that continuation of the behaviour will lead to a C1 detention. Where practicable, and particularly with students in key stage 3 or with SEND, a visual cue will be used e.g. name on a board.

## **C1**

Where the disruptive behaviour continues the student will be set a C1 detention. Again this information will be noted verbally, and visually where possible. A C1 detention will be served the same or following day with the class teacher. The length of time is determined by the class teacher and can be influenced by the amount of disruption caused, the amount of work that may need to be completed and the student's attitude. At lunchtime students must be given the opportunity to eat, and use the toilet. The right to use the college canteen facilities at break time is a privilege and not a right. There is an expectation that staff will use part of the detention to have a restorative discussion with the student in order to ensure the dignities of student and staff are preserved and a clean slate established before the next lesson.

A C1 will also be issued for any student who fails to complete homework.

Detention activities may include catching up missed work, sitting in silence, writing lines, and written work related to the nature of the behaviour or community service activities e.g. collecting books, tidying chairs, litter picking etc.

Parents / carers will receive an email via PARS to inform them that a C1 has been issued.

Where a student fails to attend a C1 detention or their behaviour in detention is unacceptable, a second detention time will be set. If the matter remains unresolved after this second detention the sanction will be escalated to a C2.

Staff are required to record the C1/detention issued onto the PARS system within half a day.

## **C2**

Where a student chooses to continue with their disruptive behaviour a C2 detention will be issued. This will be a longer detention conducted by either the class teacher, head of department or the team leader. Again a restorative discussion should take place before the student returns to class.

While the detention may be longer, the same principles apply as for a C1. When a C2 is issued the classroom teacher **MUST** telephone parents to express their concerns as well as recording it onto the PARS system within half a day. If a student fails to attend both a C1 and C2 detention then students should be issued an after school faculty detention. This detention will need to be recorded onto PARS.

Students who receive 4 or more C2s in a week will be placed onto tutor report for a week or until their behaviour improves. If the tutor report is unsuccessful then students will be placed onto Team Leader report and then SLT if there is still no improvement. If the SLT report is unsuccessful parents/carers will be required to attend a meeting and college where an individual behaviour plan will be generated with clear targets for the student to ensure behaviour improves.

Students who receive 5 or more C2s in a week will be required to attend an after school detention on a Friday.

Head of departments will receive reports for their subject area to track and monitor behaviour within their department. Heads of Department may place students on departmental report.

## **C3**

Where a student still chooses to continue with their disruptive behaviour a C3 will be issued. At this point a student will be removed from the classroom and department by an "on call" member of staff and taken to the reflection room for the remainder of the lesson or rest of the day depending on the severity of the incident. A restorative discussion will be arranged.

Parents / carers will be informed by telephone by the class teacher, head of department, team leader or SLT as appropriate and will be required to attend a meeting in school to discuss their son / daughter's behaviour and any support that may be required.

***Teachers are reminded that the implications of removing a student from lessons are significant and a C3 should only be issued as a last resort and when other efforts to encourage a student to change their behaviour have been unsuccessful.***

### **Serious Incidents**

While C sanctions are designed to promote a graduated response to disruptive behaviour and empower students to make good choices and protect their own and others' learning there may be instances where it is inappropriate to work through from C1 to C3. These might include, but are not limited to, the use of foul, abusive or aggressive language or actions, bullying, racist, sexist or homophobic language, serious health and safety breaches in practical subjects, intentional damage of others or serious damage to school property. In such situations teachers may immediately escalate to C2 or C3 sanctions.

### **Further Consequences, Internal, Fixed Term and Permanent**

#### **Exclusions**

It is expected that the C and S systems will be sufficient for dealing with the majority of incidents of poor behaviour. Where this is deemed not to be the case the school reserves the right to issue more significant sanctions. These may include after school and Saturday detentions, internal exclusion (removal from lessons in school to work alone), internal exclusion starting school at 10am and finishing at 4pm, fixed term exclusion (a period of time spent away from the school), or Permanent Exclusion (removal from the school roll). For all such sanctions parents will receive written notification of the sanction. In all such cases a full investigation will be carried out using DfE guidance.

#### **Alternative provision**

#### **Learning South Leicestershire Behaviour Partnership**

This partnership aims to provide alternative solutions to Permanent Exclusion from school for children from within the catchment area. These alternatives may include a managed move to a partner school or a range of alternative academic provision.

#### **Bullying**

Thomas Estley Community College is firmly committed to ensuring that all students are able to attend school free from the fear of bullying. The college has an Anti-Bullying Policy which clearly determines the sanctions that are applied where bullying is identified.

In summary these include, but are not limited to, detention, internal fixed term and permanent exclusion. A full copy of the policy is available via the school's websites or by contacting the school directly.

## **Malicious Allegations against Staff**

Where an investigation proves that an allegation by a student against a member of staff is unfounded and/or malicious sanctions will be imposed taking into account the individual circumstances of the allegation. These may include, but are not limited to, detention, internal, fixed term or permanent exclusion.

## **Recording of Incidents**

**All incidents that result in a C1, 2 or 3 sanction are the responsibility of the class teacher and must be recorded on the PARS system within half a day**

## **Class Teachers**

Class teachers are responsible for behaviour in their own classrooms. They should seek to create positive professional relationships with individual students and classes. Good lesson planning should, where necessary, include planning for behaviour management. Thomas Estley recognises that all teachers from time to time will benefit from advice and training regarding behaviour management, and class teachers are encouraged to make use of support from head of department and team leaders when necessary.

The certainty of a sanction is more effective in changing young people's behaviour than the severity. Class teachers must ensure that when a C detention has been issued, a sanction is instituted and a restorative conversation takes place.

Where disruptive behaviour, even at a low level, is repeated, teachers are encouraged to contact parents and where possible meet with them, supported where appropriate by the head of department or team leader.

## **Form Tutors**

Form Tutors should encourage positive behaviour amongst their tutees. From day 1, Form Tutors should be aware via PARS of those students within their form who are experiencing difficulty in managing their behaviour, and should take swift action to mentor, contact home, and if appropriate, sign post to further support. The Form Tutor will issue and monitor tutor reports as appropriate.

## **Team Leaders**

Team Leaders will monitor the C levels issued in the department on a weekly basis and where necessary take appropriate action to support students and groups to improve their behaviour within the department. This may be done in conjunction with members of the department, an SLT link and/or the SENCO.

They should also be able to offer advice and guidance to colleagues to enable them to manage behaviour effectively in their own department and where required support restorative interventions.

## **Parents and Carers**

Effective partnership between school, parent/carer and student is essential in supporting good behaviour. Parents/carers are asked to support the school's promotion of the College Code and discuss matters reported to them at home with their son or daughter. Where necessary they will be asked to attend meetings to discuss behaviour and also to be pro-active in contacting school if they have concerns of their own.

## **Searching Pupils and Confiscation**

Under powers laid down in the Education Act 2006 and following advice in Screening, Searching and Confiscation, staff may search a pupil if:

They have the pupil's consent, for any item.

Without consent if they have reason to suspect that a pupil may have in their possession, Knives or other weapons

Alcohol

Drugs

Stolen items

Tobacco, cigarette papers, E-cigarettes, Vaporiser

Fireworks

Pornography

Any article that the 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 any person including the pupil.

In normal circumstances searches will be conducted in the presence of two staff, at least one of whom will be of the same gender as the pupil to be searched.

## **Use of Reasonable Force**

Thomas Estley Community College places great value on developing positive relationships between students and with staff. As such our College Behaviour Policy is built on the principles of equality, justice and a ***de-escalating approach*** to behaviour management.

All staff receive regular refresher training in aspects of Behaviour Management. However:

"All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property, and to maintain good order and discipline in the classroom."

Head teachers and staff authorised by the head teacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules." Ensuring Good Behaviour in Schools DfE Jan. 2014.

This policy is linked to and should be read in conjunction with the following policies:

Anti-Bullying

Special Educational Needs

Safeguarding E-safety Equality

It will be monitored by the Governing Body and Senior Leadership Team using college and national data.

## **Equality Monitoring**

Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.

Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.

This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.