

# Thomas Estley Community College

## Expectations & Rewards Policy

September 2021



## Standards/Protecting Learning Policy

Thomas Estley Community College believes that the highest standards of attitude and conduct, 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 Thomas Estley, success is encouraged through the positive reinforcement of good conduct 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 conduct falls below the standards we expect.

There are two strands to our College approach to maintaining high standards of conduct for students:

1. **Standards-** 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.
2. **Protecting Learning** -Thomas Estley Community College is committed to maintaining the right of students to learn and teachers to teach. Where a student's conduct 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 conduct within an incremental sanction system.

Our non – negotiables are displayed in all classrooms and shared with all new students during their induction period. These set out what we expect of our students in lessons and around the college building. Students are reminded to demonstrate the qualities of the Thomas Estley Way in lessons and around college and are readily rewarded for doing so.

### SEND and Equality

In "Valuing Everyone" at Thomas Estley and it is our intention and duty to ensure that the needs of all students with SEND are met, and where necessary, reasonable adjustments are made. This is true in every aspect of our work.

Students will not be subject to a sanction as a result of conduct which arises from either a failure to meet a student's special need or to make reasonable adjustment that could have prevented that behaviour occurring.

Where the conduct of a student with SEND is found to have breached our expectations, and where appropriate support has been in place, the investigation of the incident and sanction following it will take due notice of the needs of that student. Reasonable adjustments will be made to the usual processes and sanctions as determined by the needs of the individual student.

There may be occasions when students who receive in class support are required by their learning support assistant to temporarily leave the classroom. This may be for a range of different reasons and arise as a result of a professional judgement made by the class teacher or the teaching assistant. It should be explained clearly to the student what the purpose of this request is and that it is not necessarily an indication of disruptive behaviour by the student concerned.

## Choices and Consequences

### Standards Detentions

At Thomas Estley we aim to promote positive attitudes. Where conduct and attitudes fall below the expected standards, students will be issued with a break time Standards (S) detention on the same or following day.

Where conduct on the way to and from school, on school visits or activities, when a student is wearing school uniform or when the conduct 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 detention will be issued.

If this detention is missed, conduct within detention remains unsatisfactory or where there is repetition of the same shortcomings, a Friday after school detention with a senior leader will be issued. 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 must record this onto PARS and mark attendance to the detention accordingly.

### Protecting Learning

Staff at Thomas Estley 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 trained in de-escalation techniques and are encouraged to use their own strategies to challenge poor attitudes, only using the C (Choices and Consequences) system when a student continues to demonstrate behaviour that distracts from our core purpose of learning.

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, (C Detentions). ***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.***

## **Verbal Warning**

Where a student's conduct 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 by the class teacher. 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 school 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.

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

## **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 the class teacher. 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. Parents/ carers will be made aware of this by accessing the information on INSIGHT.

At the discretion of the class teacher a student may be required to work in another class within the department for the remainder of the lesson and/or a member of the Pastoral Team may be asked to speak briefly to the student with the intention of returning them to their learning as soon as possible.

## **C3 – On-call conversation/removal**

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 an 'on-call' member of staff will be requested to come and speak to the students regarding their behaviour. Depending on the incident the students may be removed and taken to the isolation area to reflect on

their behaviour. They may spend the rest of the lesson or day in isolation depending on the incident.

Parents / carers will be informed by telephone by the class teacher on the same day. Students will be expected to complete a one hour after school detention the following day with the class teacher.

**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 school property. In such situations teachers may immediately escalate to C2 or C3 sanctions.

### **Escalation Procedure**

In most cases a one off sanction will prove to be sufficient deterrent to repeated poor behaviour. However, where students fail to respond to these usual routines an escalation process is in place. This consists of a series of notifications to parents, additional sanction for students and meetings in school with parents. Through this graduated response it is hoped that students will recognise the imperative to change their behaviour, parents will be kept informed and included and the school will be able to maintain a positive learning environment for all students.

### **Bullying**

Thomas Estley is firmly committed to ensuring that all students are able to attend school free from the fear of bullying. Our Anti Bullying Policy 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 on the college website 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 appropriate school's database (PARS). Behaviour data is monitored each week. Where patterns are identified for individual students, parents may be asked to attend school for a meeting.

### **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. We recognise 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 the pastoral teams 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 and/or year lead.

### **Heads of Department**

Head of department should monitor the C levels issued in the department on a three weekly basis and where necessary take appropriate action to support students and groups to improve their behaviour within their department. This may be done in conjunction with a year lead or SLT. Reports will be generated and shared with middle leaders.

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.

### **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 and maintain communication with parents/carers.

### **College Pastoral Team/Year Leads**

The Pastoral Team must monitor all behaviour incidents across the campus on a daily basis. They will identify individual students/groups whose behaviour requires support and intervention at a level above that provided by the Form Tutor, and will set up and lead

programmes that enable students to improve their behaviour. This will involve liaison and coordination of outside agencies, links with departments, SENCOs and contact with parents. They will be responsible for conducting and monitoring behaviour of students in their year group each week. Students who accumulate 3 or more C2s in a week across a range of subjects will be required to complete and an after school detention with their year

lead. Students may also be placed onto year lead report if their conduct in lessons remains a concern over a two-week period. If conduct continues to deteriorate this will escalate to students reporting to a member to the senior leadership team.

## **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 high standards 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.

## **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, internal exclusion (removal from lessons in school to work alone), fixed term exclusion (a period of time spent away from the college), 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:

<https://www.gov.uk/government/publications/school-exclusion>

- Permanent Exclusion may be required:
- in response to a serious one-off breach or persistent breaches of the school's behaviour policy **and**
- where allowing the student to remain in school would seriously harm the education or welfare of the students or others in the school
- In practice this means that there are two likely scenarios for a permanent exclusion
- A student has had a history of persistent disruptive behaviour and the school feel they cannot do anymore.
- A student has committed a single serious one-off offence, even if they have never been in trouble before. That might be something like assaulting a pupil or member of staff or bringing a knife, gun (real or replica) or drugs into school. However, it is up to each school to define what counts as a serious offence.

## **South Leicester Behaviour Partnership**

In partnership with other local schools Thomas Estley is part of the 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.

## **Searching Students and Confiscation**

Under powers laid down in the Education Act 2006 and following advice in Screening, Searching and Confiscation, DfE Jan 2018 staff may search a pupil if:

They have the student'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 or cigarette papers

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 places great value on developing positive relationships between students and with staff. As such our 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

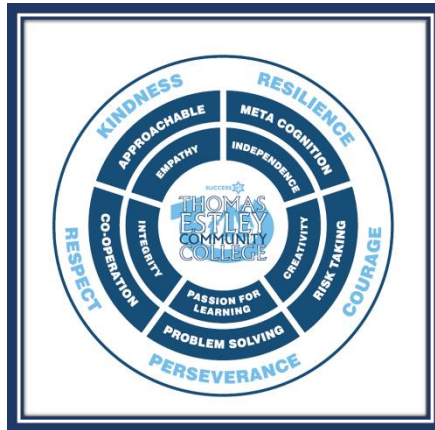
Child Protection

E-safety

Equality



## ‘Thomas Estley Way’ Character and Leadership Rewards



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.

Rewards will be given to students who demonstrate the character and leadership qualities of ‘The Thomas Estley Way’, in lessons and/or around College or in the local community. Each half term we will focus on a particular section of the wheel; however, students can receive rewards on all other aspects of The Thomas Estley Way.

Rewards will be entered onto PARS by the class teacher and parents/carers are able to see this information by accessing INSIGHT. Students may also receive departmental post cards home as a recognition of the efforts.

'Thomas Estley Way' reward data is monitored each week and this information is shared with tutors and year leads.

Students with the highest number of rewards, in each year group, are recognised at the end of each half term and their success is shared with the Principal. Parents will be informed of their child's achievement by email.

Students are also rewarded for 'going above and beyond' in areas beyond the classroom, for example organising a community or college event or representing the college in a performance or competitive activity.