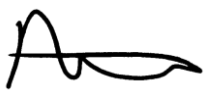




Behaviour and Culture Policy

Policy Name:	Behaviour and Culture Policy			Review Date:	Every Year
Presented to the Resources Committee:	Date: 23/03/2023	Adopted by the Full Governing Body:	Date: 23/03/2023	Chair of Governors Signature:	

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Statement of intent

Queen's Park High School believes that, in order to facilitate teaching and learning, the school's values and acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour, focusing on being Prepared, Engaged and Respectful
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour and meeting expectations
- Challenging and disciplining anyone not meeting expectations
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with students to enable early intervention.
- A shared approach, which involves students, in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all students can achieve their potential.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health. This will be done through the Pastoral Support Team in school. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these students for any SEMH-related difficulties that could affect their behaviour.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and student referral units in England, including student movement'

This policy operates in conjunction with the following school policies:

- Student Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Student Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board, and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of students' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and students at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing students with SEMH-related behavioural difficulties, and how the school engages students and parents with regards to the behaviour of students with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support students with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a student's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for students with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Aiming to teach all students the full curriculum, whatever their prior attainment.

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving their full potential, and that every student with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the students in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting students in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour and expectations
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every student.
- Being aware of the needs, outcomes sought, and support provided to any students with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour.
The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, sanctioning students who display poor levels of behaviour.

Students will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and expectations and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

Pastoral Roles (Appendix A) defines the roles of the Pastoral Team

3. Definitions

All school expectations stem from our values of being Prepared, Engaged and Respectful which allows for Inspiring Individuals, Empowering Minds and Defining Futures. For the purposes of this policy, the school will define “serious unacceptable behaviour” as any

behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or actions which humiliate, intimidate, frighten or demean an individual
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of students
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other students, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork and being disengaged
- Rudeness and being disrespectful
- Lack of correct equipment and being unprepared
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All behaviour, both positive and negative will be recorded on Synergy. Anything which is deemed a Safeguarding concern or is TAF, CIN or CP will be recorded on CPOMs.

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently. Culture and expectations will be reset and realigned following each break from school (Summer, Easter, Christmas etc) – 'oPERation re-set'

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

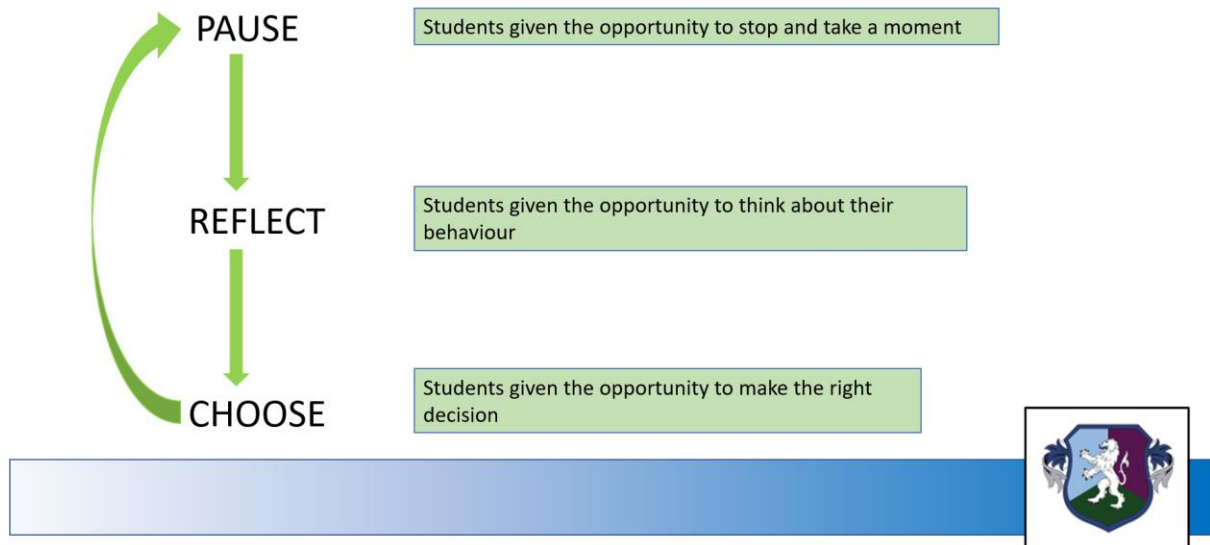
Instances of unwanted behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Records of all unwanted and unacceptable behaviour will be logged on Synergy. Reports generated from Synergy will help to identify students whose behaviour may indicate potential mental health or safeguarding problems.

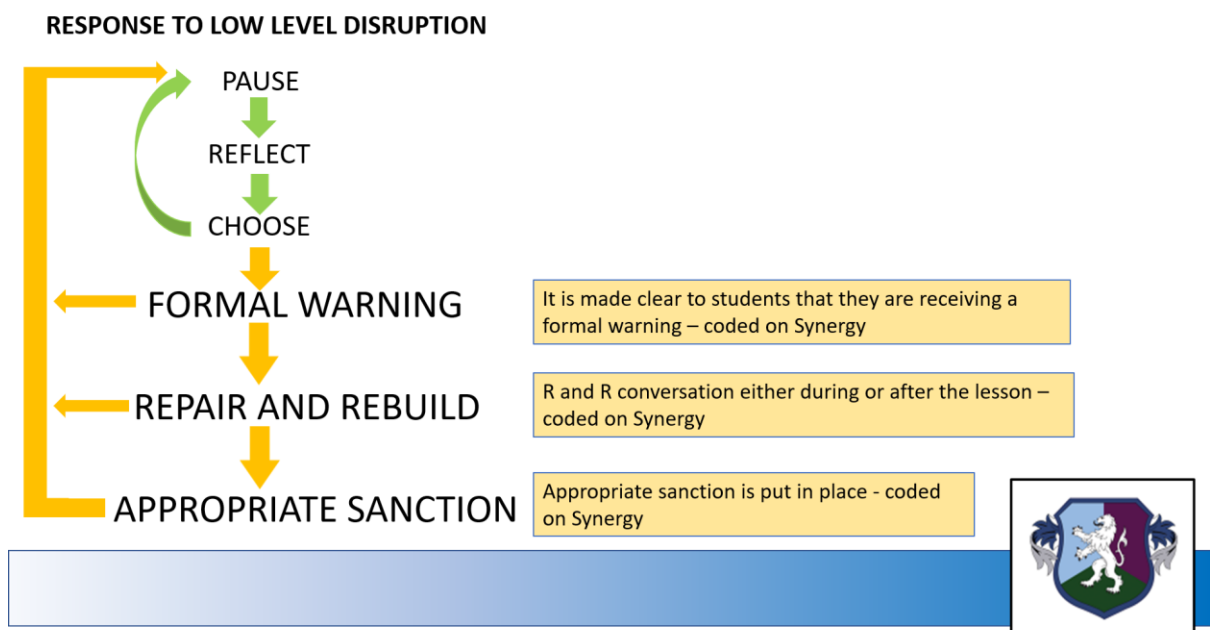
Support, such as Repair and Rebuild conversations with students, a phone call with parents/carers, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

Staff will receive regular training and have opportunities for deliberate practice to ensure consistency within the process and the use of common vocabulary.

RESPONSE TO LOW LEVEL DISRUPTION



Where a student's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:



Reasonable adjustments suggest that this 'Pause, Reflect, Choose' cycle may need to be repeated a number of times to support students who are on the SEND register or on Tier 3 on the Inclusion Framework.

RESPONSE TO LOW LEVEL DISRUPTION vs SERIOUS INCIDENT



Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher and appropriate member of the pastoral team will consider whether the student should be suspended in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Should a suspension not be deemed necessary, Isolation or Remove will be utilised.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

- Further use of suspension, in line with the school's Suspension and Exclusion Policy

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a student is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve students' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help students manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the student's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any student that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour monitoring cards on Synergy
- Pastoral Support Plan (See Appendix B)
- Engagement with local partners and agencies
- Where the student has SEND, an assessment of whether appropriate provision is in place to support the student, and if the student has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a student's education will be considered where serious concerns about a student's behaviour exist.

Inclusion Framework

UNIVERSAL:

- Rewards
- Sanctions
- Behaviour and Culture Policy

TIER 1:

This is the initial monitoring tier. Students may be placed on a monitoring card to the following:

- Group tutor
- Pastoral Team
- Senior Leadership Team (not Headteacher at this point)

Time Frame – 3 weeks (allow for flexibility where necessary). Review after 3 weeks will allow for escalation or de-escalation

TIER 2:

Student requires PSP (Pastoral Support Plan) and further intervention from Pastoral Team. PSP is written with student and parents/carers with clear adjustments, targets and relevant interventions agreed by all.

Time Frame – 6 week plan with review after 3 weeks

TIER 3:

Student referred to SEND for assessment and possible progression down the Behaviour Pathway. TAF initiated if required.

PSP to continue and student will be placed on report to Headteacher.

Time Frame – Until assessment is complete

TIER 4:

Alternative Provision or Managed Move

Time Frame – Max 12 week provision

TIER 5:

Student is at risk of permanent exclusion.

Governor panel held with student, parents/carers, KSL (school representative) and governor to attend.

All behaviour (both positive and negative) will be logged on Synergy. The level of sanction for negative behaviours (Teacher, Pastoral or SLT) will depend on the severity of the behaviour.

Behaviour curriculum

Positive behaviour will be taught to all students as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson. Staff will regularly carry out deliberate practice in order to rehearse and gain consistency in the non-negotiable aspects of positive behaviour (See Appendix C)

Appropriate and reasonable adjustments to routines for students with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-student relationships

Positive teacher-student relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their students and create a strong foundation from which behavioural change can take place. R and R conversations will form the foundations of this.

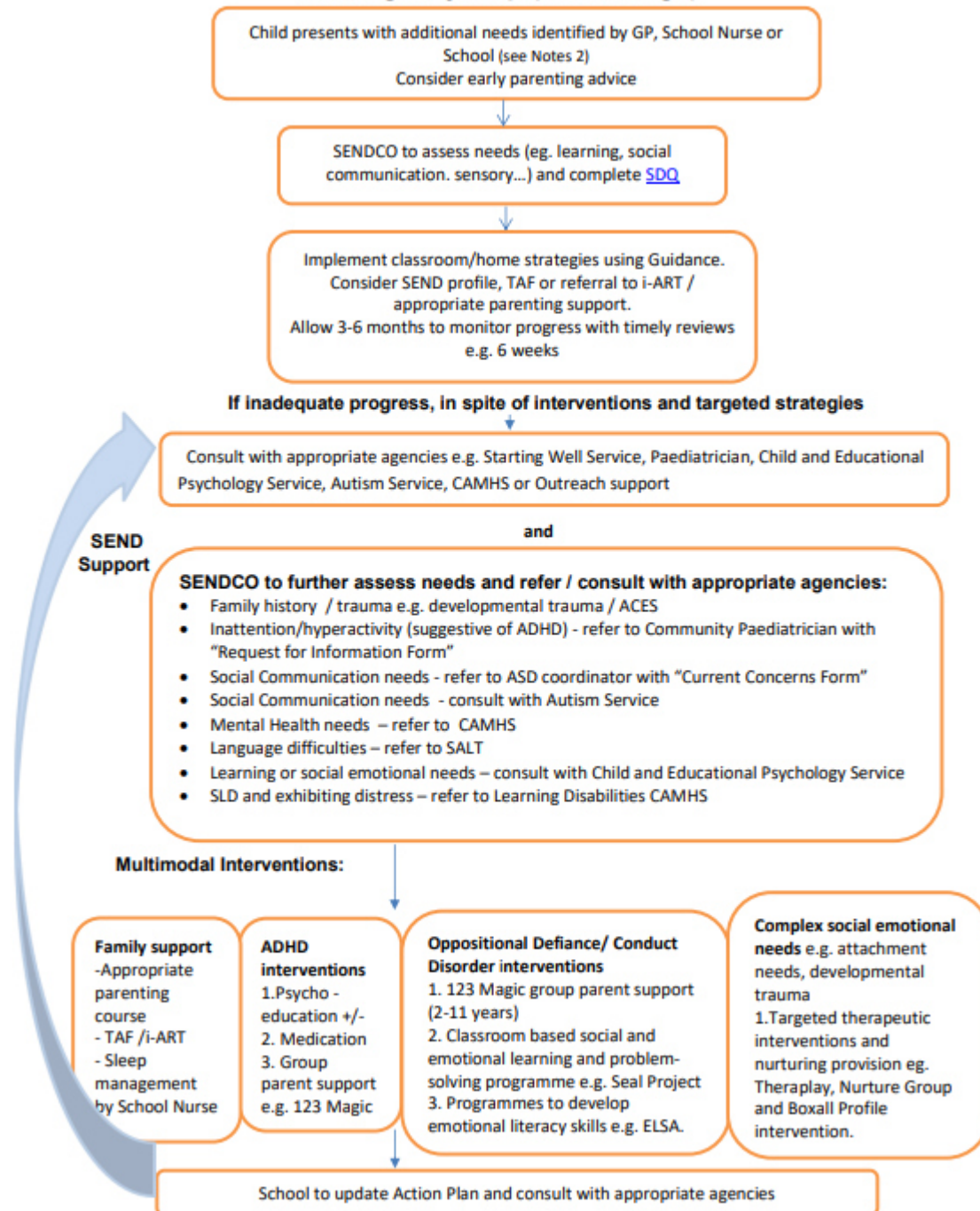
Preventative measures for students with SEND

Behaviour will always be considered in relation to a student's SEND. If it is deemed that a student's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the student.

Where a student is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the student concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a student whose SEND means they find it difficult to sit still for long periods of time
- Ensuring a student with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a student with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions
- Key personalised strategies on Synergy to advise staff of the graduated approach

Multiagency Map (School Age)



De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, members of staff will have the legal right to use reasonable force to prevent students from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the student will be immediately taken to the headteacher, and the student's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the student from the school via a suspension, in line with the DfE's guidance on 'Suspension and Permanent Exclusion'. Where suspension is carried out, the student's parent will be asked to collect the student and take them home for the rest of the day – students will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for a suspension, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving students with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

A risk assessment will then be put in place for any student where reasonable force has had to be used. The risk assessment will be reviewed fortnightly and updated accordingly.

Removal from the classroom

The school may decide to remove students from the classroom for a limited period, at the instruction of a member of staff. Staff should use lesson support (patrol) via Synergy to request removal from a lesson. In the first instance the aim is to return the student back to the lesson, following a short cooling off period and time to reflect. If this is not possible the student will be removed from the lesson.

The student will be moved to a room that is:

- In an appropriate area of the school
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove students from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all students and restore stability following an unreasonably high level of disruption
- To enable disruptive students to be taken to a place where education can continue in a managed environment
- To allow the student to regain calm in a safe space

The school will ensure that students' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a student spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the student is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the student will decide what the student may and may not do during their time spent removed from the classroom. The headteacher will request that the student's class teachers set them appropriate work to complete.

The relevant staff member from the pastoral team will establish a clear process for the reintegration of a student who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the student return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, student and their parents, and other agencies if relevant, where necessary.

Students will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will make it clear to parents and students that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of the 30 minutes after school detention as a sanction will be applied fairly and consistently, and staff and students will be made aware of when it may be used.

All teachers at the school will be permitted to impose a 30 minutes after school detention on a student, unless the headteacher decides to withdraw this power from any teacher.

Centralised detentions will be held at the end of each day for 30 minutes. Staff are required to supervise on a fortnightly basis. Students and parents/carers will be informed of the detention via Synergy and will have 24 hours notice.

Parental consent will not be required for detentions.

SLT detention for 60 minutes on a Friday will be used for more serious incidences such as truancy. Staff will make referrals for such detentions but it is at the discretion of SLT and Pastoral leaders.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student. If the detention is during lunchtime, 15 minutes will be allocated to allow the student time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the student at increased risk.
- Whether the student has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether suitable travel arrangements can reasonably be made by the parent for the student; it does not matter whether these transport arrangements are inconvenient for the parent.

Detentions will not be issued where there is any reasonable concern that it would compromise a student's safety. An alternative and appropriate sanction will be issued instead.

7. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Student Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and students will be instructed not to smoke on school grounds. Students will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with students related to controlled substances occur, the school will follow the procedures outlined in the Student Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

9. Prohibited items, searching students and confiscation

Headteachers and staff authorised by them will have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Searching and Screening Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or
 - To damage the property of any person, including the student themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of rules and routines that are understood by all students.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep students stimulated.
- Establish an effective learning and environment where all students feel safe and can learn.

Subject to reasonable adjustments, e.g. those made for students whose SEND may affect their behaviour, students will be expected to follow the school Student Code of Conduct, which requires students to be Prepared, Engaged and Respectful



**At QPHS we believe all students have the right to learn and feel safe, therefore you need to be
PREPARED, ENGAGED and RESPECTFUL**

This takes no effort at all, so students are expected to:

PREPARED

- Be on time for school
- Take the shortest route to each lesson to ensure you are on time
- Wear correct uniform at all times

RESPECTFUL

- Follow instructions of all staff first time, every time
- Put all litter in bins provided
- Walk calmly and quietly to the left of the corridors

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

The school will also have an established set of classroom routines to help students work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all students, then explaining the task clearly so all students understand what they are supposed to be doing.

Teachers will support students to understand and follow classroom rules and routines. Teachers will inform students of classroom rules and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers will explain the rationale behind the rules and routines to help students understand why they are needed, and will model rules and routines to ensure students understand them. Teachers will also explain clearly to students what will happen if they breach any classroom rules to ensure students are aware of the sanctions that may be imposed.

To support students’ continued awareness and understanding of classroom rules and routines, teachers will reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers will also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.



At QPHS we believe all students have the right to learn and feel safe, therefore you need to be **PREPARED, **ENGAGED** and **RESPECTFUL****

Classroom expectations:

PREPARED

- Be on time for lessons
- Arrive to lessons with the correct equipment
- Stay in your lesson. The toilet and water facilities must only be used during break and lunch times

ENGAGED

- Follow the seating plan set by the teacher
- Listen carefully when the teacher and others are talking
- Work hard and stay on task

RESPECTFUL

- Follow instructions of all staff first time, every time
- Raise your hand and wait for permission before speaking
- Don't talk when the teacher is talking

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to students and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.

- Ensuring the teacher can see students' faces, that students can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a student's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.
- Reward points are logged in Synergy with the student knowing exactly what they have received the point for.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers will encourage students to praise one another, and praise another student to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that students are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all students are fairly rewarded.

QPHS Rewards system can be found in Appendix D

11. Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in the Student Code of Conduct will apply both inside school and out in the wider community, particularly if the student is dressed in school uniform.

Staff can discipline students for misbehaviour outside of the school premises, including conduct online, when the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

Staff may also discipline students for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the student has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of students from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, students, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data, which will be logged on Synergy and SIMs, will be monitored and objectively analysed at least on a termly basis, by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

13. Monitoring and review

This policy will be reviewed by the headteacher and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is March 2024.

Appendix A - Roles of the Pastoral Team

One of the roles of the Pastoral Team is to help students meet the expectations as outlined in this policy, ensuring students have the right to learn and feel safe. Analysis of Synergy data will occur daily, weekly, 3 weekly and half termly to enable next steps and to be put in place to support students in making the correct choices. This is not an exhaustive list of the roles and responsibilities. These can be found within job descriptions.

Group tutors (responsible for tutor group):

- Run an effective daily set up routine
- Monitor daily attendance of their tutor group
- During daily setup monitor reward and sanction points
- Supervise students on monitoring card (3 weekly cycle)
- Weekly monitoring of students on ASD. Liaise with KSL/AKSL for movement along inclusion framework

AKSL (responsible for a year group) and KSL (responsible for KS with particular year group focus):

- Daily monitoring of 'behaviour concerns' on Synergy and respond to any referrals, adding sanctions onto the table on the staff intranet
- Daily and weekly monitoring of reward and sanction points of students in year group
- Meet with group tutors on a fortnightly basis to discuss key students in year group via tutor briefing
- Supervise students on monitoring card (3 weekly cycle)
- Half termly meeting with attendance officer to move students through attendance process and analyse attendance data (KSL)
- Half termly analysis of key data – sanction points and actions for students, attendance, suspensions (KSL)
- Half termly analysis of inclusion framework (KSL)

Pastoral staff (non teaching):

- Lesson by lesson monitoring of key students to apply interventions where necessary
- Daily monitoring of 'behaviour concerns' for students on caseload
- Daily/weekly monitoring of pastoral logs with follow up with relevant staff and students
- Weekly monitoring and analysis of minutes late to lessons. Phone calls made to parent/carer
- Weekly meeting with AKSL/KSL to monitor key students based on inclusion framework and reward and sanction points. Interventions to be applied where necessary
- Monitoring and analysis of remove data – parent/carer meetings for students persistently in remove and interventions where applicable



Pastoral Support Plan (PSP – Appendix B)

Name of student

Form Group

Contents:

Overview

1. Stage one: information gathering
 - a) Initial Summary Sheet
 - b) Staff Questionnaire
 - c) Student Questionnaire
 - d) Parent Questionnaire
2. Stage two: developing the plan
 - a) The PSP
3. Stage three: interim reviews
 - a) Interim Review Template
4. Stage four: full reviews
 - a) Full Review Template

Overview

This is a pastoral support plan (PSP) between **QPHS** and **name of student**.

We implement PSPs when students need additional assistance to positively engage with learning.

A PSP is **not** a disciplinary strategy; it is a structured intervention for students who need it most, e.g. those displaying challenging behaviour or suffering from adverse childhood experiences.

This PSP will:

- Not be used as a method for enforcing behaviour strategies.
- Be developed in consultation with the student, their parents and industry professionals.
- Be designed with the student's best interests at heart.
- Be implemented effectively and kept under review to ensure their continued success.

This PSP will have an interim review in **(DATE)**.

Stage one: information gathering

[Once a PSP is approved, schools should conduct the information gathering activities within this stage to ensure they understand the student's needs. The school should establish who is responsible for completing the Initial Summary Sheet, e.g. the headteacher and the SENCO.]

Initial Summary Sheet

Student's name:		Date of birth:	
Attendance record (%):		Date summary sheet was completed:	
Details of any SEND:			
Brief description of support already in place:			
Name of person who recommended PSP:			
Reason for recommendation:			
Details of any involvement from other agencies:			
Details of any exclusions:			
Signed:			
Signed:			

Staff Questionnaire

Staff are asked to complete the below questionnaire. In the first section, staff should circle the answer that they believe appropriately reflects the student's behaviour (using the 'Behaviour key' below). In the second section, staff should use the space provided to write their response.

Behaviour key:

- 5 – excellent
- 4 – good
- 3 – adequate
- 2 – insufficient
- 1 – poor

Student's name:						
Staff member's name:						
Section one						
Positive behaviour	Rating					Negative behaviour
Good attitude to teacher	5	4	3	2	1	Poor attitude to teacher
Stays on task	5	4	3	2	1	Does not focus on task
Self-contained	5	4	3	2	1	Attention seeking
Asks for help						Is too self-contained
Displays appropriate behaviour	5	4	3	2	1	Displays inappropriate behaviour
Positive with peers	5	4	3	2	1	Negative with peers
Always equipped	5	4	3	2	1	Never equipped
Remains in place	5	4	3	2	1	Is often out of their place
Follows instructions	5	4	3	2	1	Ignores instructions
Puts their hand up	5	4	3	2	1	Calls out
Answers appropriately	5	4	3	2	1	Answers back
Homework always complete	5	4	3	2	1	Never completes homework
Stays calm if others behave badly	5	4	3	2	1	Reacts badly when others behave badly

Section two	
Please outline some of the student's strengths:	
How does the student demonstrate their strengths?	
What specific behaviours does the student show that cause you concern?	
Please provide any comments on what you think should be included in the PSP:	
Date:	
Signature:	
Please return to:	

Student Questionnaire

[The list of activities below is not exhaustive – add activities you deem appropriate.]

Please answer the questions below as best you can. By answering these questions, the school will be able to make a support plan for you that should help you in school. If you find answering these questions hard, you can ask your parents or a teacher to help you.

Name:				
Class:				
Date:				
For the questions below, put a tick in either the 'Good', 'Ok' or 'Bad' column to tell us how you find each activity. Then, in the far-right column, write anything else you would like to say, such as if you find the activity hard or boring.				
Activity	Good	Ok	Bad	Comments
Reading				
Writing				
Maths				
PE				
ICT				
Science				
Art				
Listening time				
Group work				
Assembly				
Breaktime				
Lunchtime				
Homework				
Working with friends				
Working with the teacher				

In this next section, you should answer the questions as well and as honestly as you can. If you need help, you can ask your parents or a teacher.

What things do you enjoy doing at school?

What do you find hard at school?

What would make school better in your opinion?

Do you have good friends at school?

Do you feel relaxed and happy at school? If not, why?

Do your teachers help you when you need it? If yes, how?

What do you enjoy doing when you are not at school?

How would you like the school to support you more?

Once you have finished this questionnaire, please bring it into school and give it to your Head of Year.

Parent Questionnaire

The school is committed to developing the best Pastoral Support Plan to suit your child's specific needs. To do this, we would like to gather your opinions on your child's behavioural and emotional needs. Please complete the questionnaire below and return it to the school as soon as possible.

Child's name:	
Parent's name:	
Parent's name:	
Please answer the questions below so that we can develop a PSP that incorporates your views and suggestions.	
What do you think your child's best qualities are?	
What worries do you have about your child?	
What difficulties have you noticed regarding your child's behaviour?	
How does your child behave at home?	

What would you like the school to do to help your child?

How do you manage your child's behaviour outside of school? What works well?

Why do you think your child is struggling with being in the school environment?

Please provide details of anything further you wish to talk about during the PSP meeting:

Signed:

Date:

Please return to:

Head of Year

1. Stage two: developing the plan

Once all the documents from stage one have been returned, the members of staff responsible for the PSP should review them and write a brief summary of the findings.

The summary sheet should be sent to all relevant parties, e.g. the student, their parents and the student's teachers.

With the information gathered from stage one, the school should develop a draft PSP and should seek professional advice should as needed.

A copy of The Draft PSP should be kept, and another copy should be distributed to the student and their parents along with a letter inviting them to attend a PSP meeting.

Once relevant parties have received a copy of the draft PSP, they should be invited to the school to discuss any amendments.

The PSP

Student's name:	
Date of birth:	
Class:	
Details of any SEND:	
Name of the adult conducting the interim review:	[The student should decide upon a member of staff who they feel comfortable conducting the interim reviews.]
Details of any involvement from other agencies:	
Main findings from stage one	

Key triggers identified	
Details of the support that is currently in place	
Target one	Strategies to support target one
Target two	Strategies to support target two
Target three	Strategies to support target three

Action needed	Date	Responsible person

The student agrees to:	Tick

Signature:

The student's parents agree to:	Tick

Signature:

The school agrees to:	Tick

Signature:

Other professionals agree to:	Tick

Signature:

Date of the first interim review:	<input type="text"/>
Date of the first full review:	<input type="text"/>

2. Stage three: interim reviews

During the interim reviews, the student and staff member should discuss how the student is feeling. If ineffective strategies are established, the member of staff conducting the interim reviews should suggest that a full review is held with the student and their parents to discuss the effectiveness of the PSP. Invite the student's parents to attend the interim reviews, if they wish.

Student's name:		
Interim reviewer's name:		
Date:		
Question	Comments	
Has the student made progress against their targets?		
Has the school implemented support measures as agreed in the PSP?		
So far, has the support been effective? If not, why?		
Has the student met their agreements, as outlined in the PSP?		
Have the student's parents met their agreements, as outlined in the PSP?		
Have any agencies involved met their agreements, as outlined in the PSP?		
Further comments		
Next steps		

3. Stage four: full reviews

The purpose of the full review is to make amendments to the PSP where it has been identified as ineffective. A copy of the PSP should be available during the meeting and all individuals involved should have time to discuss the areas that they feel need further amendments.

Student's name:	
Details of those in attendance:	
Date of full review:	
Details of why a full review has been called:	
What strategies have been identified as ineffective?	
What new strategies will be implemented?	
Date that PSP will be amended:	
Further comments	



Deliberate Practice

(Appendix C)

Deliberate practice refers to a special type of practice that is purposeful and systematic. While regular practice might include mindless repetitions, deliberate practice requires focused attention and is conducted with the specific goal of improving performance.

The term 'deliberate practice' was coined by Ericsson (1993) to describe a type of practice which 'is a highly structured activity, the explicit goal of which is to improve performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve it further.

Deliberate practice is something which will become the norm at QPHS to ensure consistency across our routines and processes. It is something which we will not only do between staff member, but also something you will be required to do with students. It will become part of the 'Queen's Park way'.


Where Will We See Deliberate Practice Being Used?

- Making sense of the classroom and corridor expectations
- Entering and exiting classrooms
- Fire drill routine
- Assembly routine
- Repair and Rebuild conversations
- Walking along the corridor

➤ **Making Sense Of Classroom And Corridor Expectations**

Deliberate practice will emphasise the 'why' behind our expectations. Staff and students should all be able to use the same vocabulary to state why we have the expectations we do at QPHS.

Deliberate practice will be used to rehearse what we should all be saying to students when we are asking them to do something. It will be carried out by staff and students



At QPHS we believe all students have the right to learn and feel safe, therefore you need to be **PREPARED, ENGAGED and RESPECTFUL**

This takes no effort at all, so students are expected to:

PREPARED

- Be on time for school
- Take the shortest route to each lesson to ensure you are on time
- Wear correct uniform at all times

RESPECTFUL

- Follow instructions of all staff first time, every time
- Put all litter in bins provided
- Walk calmly and quietly to the left of the corridors

Making Sense of our Expectations


Our expectations of students really clear, but it is important to know WHY we have these expectations of students.

PREPARED

- Being on time to school allows for the smooth start to the day. Students can attend set-up and be in the best frame of mind for learning in lessons.
- Walking the quickest way to lessons ensures punctuality to class so there is no lost learning time. Corridors will flow and corridor behaviour will be good.
- Wearing the correct uniform creates a sense of belonging to the school community. Coats off inside also helps to recognise any students not in uniform who potentially should not be in the building.

RESPECTFUL


- Everyone in the school community has the right to feel respected. Following instructions, not shouting out and being kind enhances a positive learning environment where students feel safe.
- Relationships between staff and students are built upon mutual respect and trust
- Walking calmly on the left of the corridors maintains a safe environment in a potentially less supervised area of the school. Accidents are avoided and students can walk around school feeling safe and unintimidated.



E.g. I need you to take your coat off inside **so** I know you are part of our school community

E.g. Walk on the left **so** that the corridors remain a safe place to be

E.g. Get to your lesson quickly **so** you don't miss any learning time



At QPHS we believe all students have the right to learn and feel safe, therefore you need to be **PREPARED, ENGAGED and **RESPECTFUL****

Classroom expectations:

PREPARED

- Be on time for lessons
- Arrive to lessons with the correct equipment
- Stay in your lesson. The toilet and water facilities must only be used during break and lunch times

ENGAGED

- Follow the seating plan set by the teacher
- Listen carefully when the teacher and others are talking
- Work hard and stay on task

RESPECTFUL

- Follow instructions of all staff first time, every time
- Raise your hand and wait for permission before speaking
- Don't talk when the teacher is talking

Making Sense of our Expectations

Our expectations in the classroom are really clear, but it is important to know WHY we have these expectations.

PREPARED

- Being on time allows the lesson to have a clear start with no interruptions and emphasises the need for effective time management.
- Having the right equipment allows for the smooth start to the lesson and no wasted time on giving out pens etc.
- Students are requested to remain in lessons to ensure optimal learning. Students out of lessons can result in safeguarding issues as individuals are unsupervised.

ENGAGED

- Seating plans are worked out carefully to ensure teachers have 'line of sight'. Effective seating plans are not designed to pick on students and isolate them, but to get the best out of everyone.
- Listening is an important life skill which needs to be practised. Listening to others will only enhance learning.
- Teaching and learning is the core purpose of QPHS. Working hard and staying on task is the only way to achieve and be successful.

RESPECTFUL

- Everyone in the school community has the right to feel respected. Following instructions, raising a hand for attention and talking at the appropriate time enhances a positive learning environment where students will feel safe.
- Talking out of turn, answering back and being rude and saying 'no' is not part of being respectful and does not promote a positive learning environment.

E.g. I need you to sit at this desk on the seating plan **so** that we can get the best out of you.

E.g. I need you to listen **so** you are able to learn and allow others to learn

E.g. Unfortunately I am not able to let you go to the toilet because leaving the lesson means you are not learning

- **Entering And Exiting Classrooms**
- **Fire Drill Routine**
- **Assembly Routine**
- **Walking Along The Corridor**

Deliberate practice for the above will be carried out with students at pre-arranged times; during Set-Up or during lessons where necessary to get a class on board, until everyone knows, understands and can follow expectations.

➤ Repair And Rebuild Conversations

Deliberate practice on Repair and Rebuild conversations will be revisited throughout CPD sessions.

These conversations are integral to building positive relationships between staff and students: something which we have identified as key to the success of our behaviour policy at QPHS. It is important, therefore that staff are confident in carrying out repair and rebuild conversations correctly and effectively.

The conversation is not a prelude to an apology. It is a chance for student and teacher to talk freely about the lesson and be able to get into a position where the next lesson is a fresh start. At the heart of restorative justice (repair and rebuild) is the idea that everyone is inherently worthy and that our connection to one another is what matters most.

When relationships break down – as they will – it is about having fair responsive processes in place in which everyone can share their stories, hear the impact of their actions, repair the relational harm and figure out the best way forward, together.



- Whenever possible move the student to a safe place out of the public view and the pressure of an audience.
- Remember you are the adult and focus on the outcome not being drawn into an argument – Don't bite back
- Resist the urge to bring up past misdemeanours. 'this is the twentieth time this term we have had this conversation.
- Refuse to chase secondary behaviours or engage in power play.
- Switch to listening mode, this is not the time for lengthy speeches.
- Use choice if you can but not if it inflames the situation.
- Ask questions do not make accusations.

Sentence starters and prompts for Repair and Rebuild conversations:

- I understand.....that you are angry/upset/livid/frustrated
- I need you to.....come with me so we can resolve this/calmly tell me what you think
- Maybe you are right.....maybe I need to speak to them too
- Be that as it may.....I still need you to join in with the group/complete the tasks
- I've had this happen, I've always thought the same.....but we need to focus on.....
- I hear you and that's not easy.....but I believe you can.....
- I would like to start afresh next lesson.....do you think this is possible?
- What in this situation has been the hardest for you?
- What needs to happen now to make things as right as possible?



QPHS Reward System (Appendix D)

The reward system is based on two principles: RECOGNITION and PRIDE. To this end, public displays of success are crucial to affect the culture around celebrating achievement, effort and engagement in the school and as such, many of the category's below include the awarding of a 'badge' akin to the process of earning badges in organisations such as the scouting or girl guide movements. Students should be proud to display badges they have earned and aim to collect the full set. Tracking and logging of the rewards will be setup on Synergy. This should be looked at in terms of how we report this home to parents with IA data (including extra-curricular involvement), as we aim to communicate home both academic achievement, effort and personal development/engagement with the wider life of school.

Reward Category	Renumeration / Recognition	Frequency	Staff Lead	Notes
Headteacher's Commendation	Certificate home and on the wall	Weekly	YEO/HOP All Staff	MS Forms used by staff. HOP/MEL to mail merge and print/laminate certificates and post a copy home
Top 5 Weekly Highest Rewards	Entry into the Draw	Weekly	YEO	30minute assemblies to take place at during a P5, with drinks (juice) on arrival and presentation of gold pin badges for each attendee. Draw takes place during the assembly. MOR to attend the celebration.
	Gold pin badge awarded in Rewards Assembly (1 per ½ term)	½ Termly	YEO/KEA	
Tutor Group Highest Attendance	Early Lunch on a Friday	Weekly	YEO/PSO	12:10pm early lunch
Attendance 100%	Certificate in Assembly	Termly	YEO/PSO	
	Letter Home			
'#Subject#' of the ½ Term	Subject Display Board	½ Term	CTLs	Display Boards to be created by DAW for each subject area.
	Badge			
Community Spirit	Badge	½ Termly	YEO	10 Synergy Points
Act of Kindness	Badge	½ Termly	YEO	10 Synergy Points
Extra-Curricular Engagement	Badge	½ Termly	YEO	

House with Highest Average Points	Own Clothes Day	½ Termly	YEO	Reset each ½ term
Beach Treat	Free Coffee/Snack from The Beach	½ Termly	CUT	
Ho-Cho Friday	Ho-Cho on a Friday	Weekly	BEA	Pastoral leads to input rewards points
Student of the Term	100 Points and Certificate	Termly	KSL/SLT	KSLs to decide – 1 for each KS
KS5 Rewards	Yr12 4 x Vouchers Yr 13 4 x Free Prom Entry	Yearly	PRD	
School Council	Badge & Picture on Screens	Yearly	YEO	50 Synergy Points
Student of the Year	500 Points and Certificate	Yearly	KSL/SLT	KSLs and SLT to decide – 1 for each KS

Milestone Awards

There are a large number of students who may not be classed as ‘outstanding’ in terms of their academic or attendance achievements. However, it is important to recognise students who are working hard and in receipt of positive rewards balances over the course of the year. To this end, there are three milestones each academic year that students might be able to achieve for consistent engagement and positive points awarded to them. Each level will result in a certificate being awarded to students:

Bronze Reward Points Certificate	250 points
Silver Reward Points Certificate	750 points
Gold Reward Points Certificate	1500 points
Platinum	2500

Bronze certificates will be given to tutors to present, Silver certificates to HoY and Gold/Platinum certificates to the Headteacher/SLT for presentation.