

ST BEDE'S CATHOLIC VOLUNTARY ACADEMY



REWARDS AND CONSEQUENCES POLICY

2018/2019

REVIEW DATE: SEPTEMBER 2019

**We commit ourselves to love, respect and serve one another as disciples of
Jesus Christ.**

CLASSROOM EXPECTATIONS: DEVELOPING A CULTURE OF HIGH EXPECTATIONS

GENERAL PHILOSOPHY

As a Christian community within a Catholic tradition, the school values each individual member of that community and is committed to fostering a spirit of respect, care and tolerance among students and staff alike. We aim to provide a safe, secure learning environment in which each student can become a happy well-adjusted person able to take responsibility for his/her behaviour and learning, nurtured within the school's Gospel values.

The school will try to do everything possible to foster the self-esteem of all students and to promote the confidence necessary to do well. To encourage students to fulfil their full potential emphasis is placed upon the Rewards System. Praise and recognition of achievement are considered to be vital ingredients.

Expectations of pupils are high. The 'Being Prepared to Learn' document, written in positive and clear language, is designed to help students know the standards of behaviour expected of them. This provides a firm framework of discipline to enable students to develop an organized, self-disciplined approach to learning, to personal development and to interpersonal relationships. It is based on respect for oneself, for others, for school and the wider environment. It stresses the need for safety and good order to allow both staff and students to work safely, happily and productively.

Where a student does not respond to the encouragement to behave well, a range of sanctions will be applied. Each case will be separately assessed, but it will be usual for the sanction used to be appropriate to the seriousness of the misbehaviour. With a behavioural problem related to or affecting learning it may be necessary to consult with the Head of Special Educational Needs. For certain behavioural problems it may also be deemed necessary to involve agencies outside the school such as the Educational Psychologist. In such cases, this will be done in consultation with the pastoral and inclusion team, Headteacher and the student's parents. The school regards itself in partnership with parents.

One of our most important priorities is to maintain the closest possible communication concerning their children's progress. We try to be responsive to parental concerns and queries and we rely upon them to be supportive of the ethos and standards of the school and to be responsive to our concerns should problems arise. Parental support is sought so that a troubled child or a child who behaves in an unacceptable way receives wise counsel both at home and at school. Children benefit more when we work together.

Rewards and Consequences

- 'Being Prepared to Learn' on every classroom wall
- Tutors to discuss the 'Being Prepared to Learn', Rewards and Consequences systems at the start of every term
- Class teachers to refer to the 'Being Prepared to Learn', Rewards and Consequences expectations within lessons
- Class teachers to refer directly to each stage of the Consequences system to reinforce the high expectations we have for learning
- Class teachers to award 'Reward' stickers when students deserve them

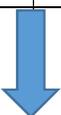
Rewards

- Each student will be given a 'Rewards Chart' to collect reward points
- Points should be awarded for a range of things including those listed below. Students should be recognised and rewarded accordingly. The reward points should not simply be used as a tool to motivate students with challenging behaviour. The purpose of the system is to reward the students who do everything as expected, regardless of academic ability. Therefore, points can be rewarded for a range of qualities:
 - ✓ Academic achievement
 - ✓ Excellent effort
 - ✓ Good homework
 - ✓ Improvement and progress
 - ✓ Citizenship qualities
 - ✓ Making a positive contribution
 - ✓ Being involved in extra-curricular activities
 - ✓ Service to the school and local community
 - ✓ 100% attendance each week awarded a stamp by tutor
- Reward points can be traded in at specific points for a range of things including stationery. Alternatively, students can build up reward points to access a rewards activity on offer
- Students hand in rewards to tutor once a week or when the card is full
- Tutor logs rewards on Go4schools
- Students trade in points with an SLO
- The SLO deducts points traded from the system
- The SLO tallies excellence point totals each week for the awarding of certificates in assemblies and rewards assemblies
- House Leaders identify students qualifying for rewards activities in the Autumn and Summer terms
- SLO distributes 'Rewards Menu' to students at the end of the Autumn and Summer terms

Consequences

A clear, simple consequence system has been designed for both staff and students to follow. It consists of various stages, the relevant consequence and it will be displayed in classrooms across the school. The system is as outlined below:

- When a consequence is given, it is never cancelled to ensure the system is fair to all students.

Warning	 <ul style="list-style-type: none">• a warning/reminder about low level disruption or behaviours. No consequence.
C1	 <ul style="list-style-type: none">• repeated behaviours or no homework for the first time are recorded on the consequence board. Note in planner. Recorded on Go4schools.
C2	 <ul style="list-style-type: none">• repeated behaviours or regular lack of homework. Recorded on the consequence board, planner and Go4schools. Break time detention with the class teacher. Failure to attend break detention goes to C3 after school detention
C3	 <ul style="list-style-type: none">• persistent disruption to learning or refusal to hand over planner at C1. Refusal to attend break detention. Note in planner. Student sent to Subject Leader for faculty Isolation. Recorded on Go4school. 1 hour detention for C3. Parents/carer informed
C4	 <ul style="list-style-type: none">• serious behaviour incidents. Students on-call and removed from lessons and placed in the 'Consequences Room' for the equivalent of a school day. A restorative justice session will occur afterwards and students will be placed on report for a period of 2 weeks to monitor behaviours. Students gaining 3 or more C3s in a week will spend a day in 'Consequences Room' as a C4 and serve their afterschool detentions. Repeat breaches of uniform policy will result in C4. Refusal to hand over mobile phone results in C4 or using a mobile phone to take pictures or film whilst in school.
C5	 <ul style="list-style-type: none">• fixed Term Exclusions or alternative at the discretion of the Headteacher and dependent upon the incident type. A 2 week report follows an exclusion. If a C5 is awarded for refusing/failing to complete a C4 satisfactorily, then a C4 will be completed upon return from exclusion.

The 'Consequence System' supports our Anti-Bullying Policy, KCSIE 2018 and may be applied in cases of Bullying and Sexual Harassment within school. Sexual Violence will refer to the necessary agencies and Police.

In rare instances, contact may be necessary to safeguard the wellbeing of staff and students at St Bede's. Therefore, designated staff will be trained in Team Teach approaches to manage difficult and potentially dangerous situations which may arise.

We operate a 'No Mobile Phone' policy to safeguard students on the school site. Any mobile phone seen at any point during the school day will be confiscated for parent collect. If parents are unable to collect phones the same day, phones will remain in the school safe until they can do so. Refusal to hand over phone will result in a C4.

Students and parents are expected to conform to our uniform expectations. If students are wearing incorrect uniform, parents will be contacted to bring suitable uniform in that same day. Repeat offenders will result in

C4 isolation. It is advisable that the correct uniform is bought in the first instance to prevent being inconvenienced.

Break or lunchtime incidents

- serious break or lunchtime incidents will result in students being kept with duty staff or placed in detention room for the remainder of the break or lunchtime.

Reports

- House Leaders will monitor Go4schools logs weekly and place identified students upon report
- Any identified student with 3 C2 consequences within a 2 week period triggers student report: Green (tutor), Amber (House Leader), Red (SLT Team Leader).
- any student gaining 3 x C3s in a week will result in a C4 and report
- Any Y11 student placed upon any report will lose the right to Ashby privilege for the duration of being on report

We aim to support students to develop skills which prepare them for life, for the world of work and to be a good citizen. Therefore, we will reward the positives and guide students to develop themselves using our 'Being Prepared to Learn' code of conduct:

'BEING PREPARED TO LEARN'

AT St Bede's, WE expect everyone to be 'PREPARED TO LEARN' by preparing themselves for learning in ADVANCE of lessons:

- Be **PUNCTUAL** - arrive on time.
- Be appropriately dressed - wear the **CORRECT UNIFORM**, including PE kit, in the correct way and remove coats/jewellery on entry into the school.
- Be **EQUIPPED** - have your own **PENCIL CASE** that includes pen, pencil, ruler, planner, calculator and the relevant work books as a minimum. You **MUST** have your **PLANNER**.
- Turn **ALL DEVICES OFF** including mobile phones / music equipment and remove earphones from clothing and put them away in a bag.
- Have a **POSITIVE** attitude to learning. There is no **CHALLENGE** more challenging than the challenge to **CHANGE** yourself.

And by PRIORITISING LEARNING in the classroom:

- **LISTEN CAREFULLY** to others and follow instructions from adults straight away and without question.
- **RAISE YOUR HAND** for attention, particularly when you need help to learn.
- **BE RESPECTFUL** of the learning opportunities, of equipment and work, and of the needs and beliefs of others.
- **ALWAYS WORK TO THE BEST OF YOUR ABILITY** and complete tasks as required to achieve success. Be resilient, resourceful, reasoning, reflective and above all responsible. **ASPIRE** to succeed.
- Work well in groups to promote **PROGRESS** and learn from each other
- Ask **QUESTIONS** of the work to develop understanding. **THINK** about the task carefully.
- **IGNORE** distractions; focus on **YOUR** progress.

