

# THE MANOR – A FOUNDATION SCHOOL POLICY DOCUMENT

POSITIVE BEHAVIOUR AND REWARDS POLICY  
RESPONSIBLE COMMITTEE: WELFARE

[12<sup>th</sup> May 2010  
Ratified 1<sup>st</sup> July  
2010]



## The Manor School: **Vision and Values**

At The Manor School we believe that 'Students Come First'

### *It is about:*

- raising **S**tandards
- raising **A**spirations
- developing a culture of **N**o excuses
- **E**quity

Every student matters a great deal to us. We believe every student can achieve their full potential and there is a relentless focus on making this happen. Striving for excellence and improvement is well worth the strenuous efforts of all School staff. We are committed to becoming an "outstanding" School in every respect.

We are dedicated to developing the creative and academic talent of the future using our newfound Creative and Performing Arts specialism as a driver.

We provide a secure, stimulating learning environment and embrace new technologies and qualifications to ensure students of all ability levels are well equipped to meet the challenges of education, work and life in the 21st century.

Manor is the 'hub' of a vibrant community. We take pride in leading in its development.

*"I was really pleased to see the GCSE results at The Manor School rise from 23% to 42% of students achieving five or more A\* - C grades including English and Mathematics (in 2008). This substantial improvement is a testament to the hard work of the Principal, Ben Slade, his staff and the students at the School"*

**(Rt. Hon Jim Knight, MP, Schools Minister – 23/02/2009)**

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### AIMS:

- To foster a positive learning environment for all
- To reward good behaviour
- To give consequences for inappropriate behaviour
- To foster a sense of community
- To enable all students to achieve their potential
- To engender mutual respect
- To create a safe, happy environment for all students, staff and visitors
- To fulfil the requirements of the 'Every Child Matters' agenda
- To ensure consistency of standards everywhere
- To give School users a voice in behaviour guidelines
- To comply with local and national guidelines
- To comply with all aspects of the SEAL (social & emotional aspects of learning) agenda
- To remove all barriers to equal access for all, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of students and good relations across the whole School community.

### Rationale

We recognise that good behaviour is essential so that individuals feel secure and learning can take place effectively. Success and recognition of positive achievement helps student self-esteem and confidence which in turn leads to self-discipline.

This policy will set explicit standards for a rewards and sanctions system. Praise for positive behaviour is more effective in motivating students and is fundamental to the ethos of The Manor School. The Attitudes to Learning Grid (identified around the School and in the student planners) is used as a basis for reporting progress in the following key areas:

1. Creativity
2. Independence
3. Performance
4. Teamwork
5. Effort

These have a clear link to our specialist status in Performing Arts. One of the main aims of the "ATL grid" is to make students realise the impact their behaviour may have on their own learning and that of others. It also allows us to more easily identify those who should be rewarded for their efforts.

Respect for others and their right to learn, personal responsibility and an emphasis on improvement are also clear expectations.

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## **Rewards...**

- ...help to build and maintain positive relationships between staff and students**
- ...produce an ethos whereby success is celebrated**
- ...make School more enjoyable for students and staff**
- ...contribute to student self-esteem and confidence**
- ...raise attainment**

**Sanctions** are more likely to change student behaviour when they address poor behaviour without condemning the person and encourage students to take responsibility for their actions.

## ***Effective sanctions are...***

- ...fairly applied within a short time frame**
- ...reasonable and proportionate to the incident**
- ...organised in a hierarchy and do not escalate too quickly**
- ...consistently applied**
- ...focus on the behaviour not the person**
- ...enable students to make choices for long-term improvement**

The consistent application of the School rules (code of conduct) and the 'consequences' is crucial to establishing and maintaining good order and behaviour for learning. All staff must enforce and support these rules: to ignore a breach of the rules is tantamount to condoning the behaviour and undermines colleagues. Where a matter is referred to another member of staff for action there should be feedback about what action has been taken. This reinforces the idea that staff are working together to improve behaviour and raise standards.

***We must be consistent in our application of the rules, codes of conduct, rewards and sanctions. Inconsistency is confusing to students and undermines the work of other staff and student confidence in our systems.***

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## The Manor Behaviour for Learning Code

### *In order to get the most out of my time at The Manor School I will...*

Listen to staff and follow their instructions without arguing

Enjoy learning and always strive to achieve my full potential

Attend every day and arrive on time to all of my lessons

Raise my aspirations – focusing on what I **can** achieve if I try my very best rather than being defeated by barriers and problems.

Never let my behaviour stop someone else from enjoying and achieving

Involve myself in every lesson and make a positive contribution to the School as a 'learning community'

Never put my safety or that of my fellow students at risk

Get myself organised in the mornings by wearing the full uniform and bringing the necessary equipment and kit to School (books, pens, pencils, rulers, PE kit etc) and completing my homework on time.

## ROLES AND RESPONSIBILITIES

### Students will:

- be responsible for their own actions
- follow the School rules and the School behaviour code
- be truthful and own-up to wrongdoing
- accept sanctions imposed for inappropriate behaviour
- report incidents that interfere with the well being of others

### All staff will:

- be positive role models and treat all students as responsible young people in the expectation that they will respond in the same way
- be responsible for ensuring that policy and procedures are followed consistently and fairly applied
- recognise and reward good behaviour in class and around the School
- challenge poor behaviour in class and around the School
- communicate about students by sharing information about students through appropriate channels e.g. notes in planners to parents
- ensure that persistent poor behaviour is discussed with team leaders for further sanctions and support

### The Tutor/Learning Mentor will:

- support the work of staff in managing individual behaviour
- communicate with parents regarding any concerns or improvements as part of monitoring a student
- Recording and collecting evidence e.g. teacher, telephone, and Behaviour.

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- provide guidance and strategies for student self improvement
- make reasons for rewards or causes of concern known to Head of Year

### The 'Head of Department' (a.k.a. Directors and LPs) will:

- be a positive role model
- be responsible for behaviour within their department
- ensure consistency in the application of rewards and sanctions
- monitor individual and group concerns and maintain the department behaviour log
- put behaviour on the agenda for department meetings on a regular basis
- establish a safe room timetable
- organise and run a department detention system
- refer persistent concerns to LG link and appropriate pastoral team
- identify any need for local rules e.g. Health & Safety and communicate these via a written policy to staff and students. This must include supply staff, TAs, Cover Supervisors and any visitors such as exchange students.
- ensure department policy is clear about the criteria for rewards and sanctions used in the department e.g. what subject certificates are awarded for
- analyse data from the assessment system and behaviour log to identify groups or individual students that need rewarding or support for poor behaviour

### The Director of Welfare for Learning/Heads of Year will:

- respond to persistent behaviour across subjects with appropriate sanctions (DWfL)
- ensure that the Behaviour Support Base is fully operational at all times with an 'on call' system (tracking) in place to cover every period of the School week (DWfL)
- ensure that students are placed on monitoring reports where necessary (all)
- monitor the impact of rewards and sanctions on behaviour for learning (all)
- identify students across subjects for appropriate rewards (HOY)
- analyse data from the assessment system for patterns within their year group
- refer students as needed for isolation or exclusion (HOY)
- support tutors/learning mentors in the management of individual students (HOY)
- provide support through monitoring and target setting for those students who are persistent concerns (DWfL and HOY)
- organise whole School detentions where appropriate (DWfL)
- ensure that behaviour is a regular item on the agenda at Year Team meetings (all)
- keep a behaviour log to record incidents (DWfL)
- deal with difficult ongoing situations that effect behaviour/ATL (all)

### The Director of Inclusion will:

- respond to and support teachers and Heads of Year in dealing with behaviour issues that are linked to a statement of SEN or if the student is deemed SEBD, EAL or vulnerable and requiring study support as a priority
- ensure that an up-to-date SEN register is available for all staff to consult (following agreed data protection protocols)
- provide advice to colleagues about effective classroom management

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- provide advice to colleagues about effective differentiation both for students with SEN, EAL or those who are G&T
- seek opportunities to praise individuals and groups through celebrations of success
- make referrals for additional support
  
- recommend internal isolation and/or fixed-term exclusions to the Principal
- ensure behaviour is a regular item on the agenda for Head of Year meetings
- discuss patterns and issues identified through analysis of assessment data

### SLT Links will:

- support the Heads of Department (Directors or LPs) in maintaining good behaviour in departments that promotes learning and achievement
- discuss concerns with the Principal, Deputy Principal, Director of Inclusion and Director of Welfare for Learning
- discuss and support strategies to address persistent poor behaviour identified from assessment data
- get directly involved in running detentions, phoning parents/carers, meeting with parents/carers of recidivist students where no improvement is noted

### The Principal will:

- Deal with permanent and fixed term exclusions and make overall policy decisions about internal exclusion arrangements
- Define the vision for 'Behaviour for Learning' and Inclusion
- Set the expectation
- Deal with difficult recidivist students and their parents/carers
- Take cases to the Manor LARM meeting and/or discuss with the Locality Manager
- Liaise with EOTAS and other agencies
- Work with the Governing Body to uphold standards of discipline at the School

### Promoting Positive Behaviour

In order to foster respect for self and others, kindness and a positive attitude towards work, good and responsible behaviour is valued and recognised.

### Routines and Rules

Routines and rules in the classroom contribute to a secure and happy learning environment. To be effective they are:

- agreed by the students and clearly understood;
- displayed
- fair and consistent

All rules result in the students knowing the boundaries.

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### Achievement

- Success is celebrated and individual and collective achievement valued.
- Students are encouraged to identify their own and others' strengths and to recognise and value diversity.
- Students are encouraged to value their efforts and those of others.
- Good models of behaviour are highlighted and reminders of expectations of behaviour given.
- There is an emphasis on positive reinforcement of behaviour through verbal praise and positive body language which encourages students to behave well and work hard.

Social, physical, creative and academic achievements are celebrated in many ways as an ongoing process in all aspects of School life, by:

- displays of work;
- sharing success with the School community.

Other rewards for good behaviour and achievements include:

- individual letters home / commendations
- vouchers
- special awards or certificates in assemblies
- special privileges

External rewards may be short long term, individual or class based.

### Sanctions

If a student does not respond to an adult request then they will be given a polite reminder and the subsequent step explained using warning – choices – removal system

### CODE OF CONDUCT

Please see the BFL code “LEARNING” (above)

Also students need to remember to:

- Be polite
- Be tidy
- Be responsible for your own actions
- Co-operate with others
- Be careful of younger students
- Be helpful to visitors
- Tell someone if you are hurt or worried

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### At Lunchtime/breaktime:

- **Remain on the School site (with the exception of Year 11 students or those whose parents have confirmed that they can go home for lunch)**
- Eat sensibly and quietly in the dining hall.
- Help younger students where it's necessary.
- Leave as soon as you have finished making room for other students.
- Leave your table clean and tidy.

### Outside:

- **Get help immediately if you see a stranger or if someone needs First Aid**
- Respect other people
- Be considerate of others
- Be fair
- Respect the School grounds and facilities
- Stay in the main areas of the School
- Share and care for School equipment e.g. computers, recreation areas etc.
- Walk sensibly to your classrooms when the in buzzer for period 5 goes

### DISCIPLINARY PROCEDURES:

The School's disciplinary procedures for students and staff will be adhered to (Appendix 1, 6).

### Feedback:

Evaluation will be delivered to the Governor's Welfare Committee each term.

The Manor School will adhere to the Education and Inspections Act 2006. See Appendix 7.

The Behaviour Policy will be reviewed every two years and ratified by Governors.

Details of the various sanctions and rewards are in the attached Appendices

### AGENCIES /ACTIVITIES PROVIDING EXTRA SUPPORT IN SCHOOL

Many students are given support to identify, address and prevent problems. These provide one-to-one sessions or focussed group sessions with trained and qualified staff.

They include:

- Family support workers
- YISP
- Youth workers
- Student support
- Traveller team
- Connexions advisor

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- Local Authority parent support officer
- EWO
- Social worker
- Homework club
- Attendance and truancy officers
- Breakfast Club
- Romsey Mill Charity Transitions worker
- Romsey Mill step up Programme
- School nurse
- Teaching assistants
- Multi disciplinary team
- CAF and LARM meetings
- Secondary support Service

### ENCOURAGING APPROPRIATE BEHAVIOUR

**Success will be best achieved with a positive student/teacher relationship**

#### REWARD SYSTEM

The code of conduct and consequences of inappropriate behaviour are well documented both as a policy and as working practices. There is a reward system which is outlined below.

From September 2009 the points system will focus on the Attitudes to Learning as indicated in the Learning and teaching policy.

Each term there will be a celebration to recognise students' achievements and success. For those students who get zero tracking for the whole year additional rewards will be given.

It is hoped that students will be encouraged to behave and work in a positive appropriate way but, as with many initiatives, it needs all members of staff to follow and contribute to the system.

The reward system is designed to acknowledge and reward students who produce quality work, work hard, have zero or low tracking, are punctual, attend well and are good citizens.

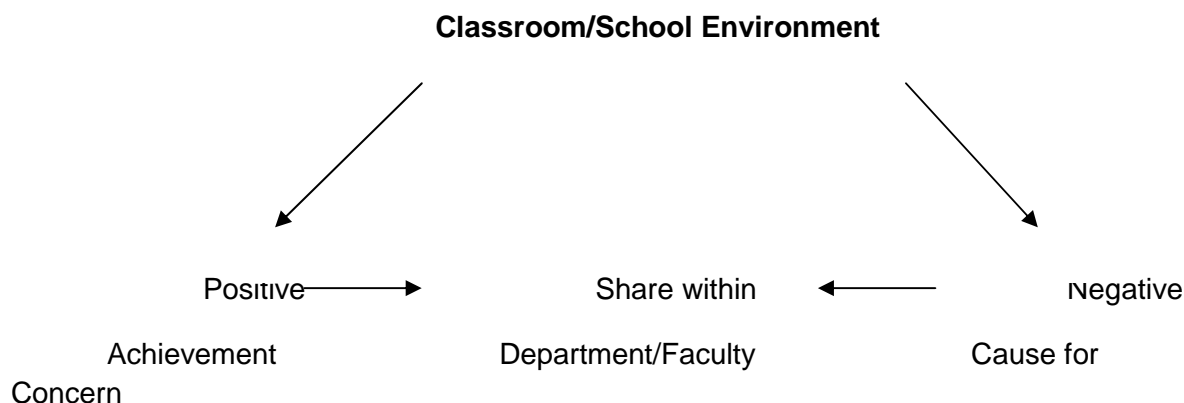
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## POSITIVE BEHAVIOUR POLICY IN PRACTICE



### REWARDS

- Positive Praise
- Reinforce success
- Acknowledgement of improved behaviour
- Points for good attendance, behaviour and work.
- Congratulation cards
- Principal's commendation
- Free entry to disco
- Butter Cup - Form rewards for low tracking, spelling, and achievement in form time activities. Y7
- Year 8 and ( trophies for low tracking and good attendance
- Quiz nights
- Beetle drives and bingo
- £5 draw for good attendance (every half term)
- Inclusion on trips, visits and special events
- Certificates to reflect success – attendance, low tracking punctuality
- Local Authority money award for students with 100% attendance

### SANCTIONS

- ◆ Tracking
- ◆ Report card
- ◆ Individual department sanctions
- ◆ Internal exclusion / External exclusion
- ◆ Parental involvement
- ◆ Senior team involvement
- ◆ Loss of enrichment activities and extra curricula activities
- ◆ Loss of privileges

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### CONSEQUENCES AND STRATEGIES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

1. Each department should run a reporting system and this needs monitoring.
2. In class issues occurring before an R could be recorded on SIMS.
3. Staff to record contact with parents, inform HOD/HOY/buddy and incident reporting books to be brought to all line management meetings.

#### Serious incident procedures:

##### (violence/threatening behaviour/swearing/theft/bullying or victimisation)

1. student removed to BSB (phone/radio and teacher to inform HOD/SLT)
2. completion of statements –staff /students as soon as possible.
3. investigation by APR /EHE, then to BSL –must be within 24 h.
4. Internal /external exclusions
5. Feedback to relevant staff – then student on subject or whole School report until sustained improvement.
6. reintegration meeting with APR /EHE /teacher if necessary –report card with targets  
*HOD to monitor department reports/ APR monitor whole School reports each evening*

#### Low level disruption procedures:

*(everything other than 'serious incidents' that disrupts learning in lessons –talking in class, off task, walking around, calling out, mobile phones/ MP3, refusal to remove outdoor clothing & non uniform items, chewing, eating, drinking, consistently late, not following instructions, not having kit / equipment, etc)*

#### NB. There is a direct link between effective, differentiated lessons and incidences of low level disruption

1. Verbal warning that behaviour is inappropriate –W on green sheet
2. Second telling –choice to do as asked -C on green sheet
3. Removal to HOD /buddy –R on green sheet.

<b>First Time:</b> Tracking Warning (W)	One Point
<b>Second Time:</b> Tracking Choice (C)	Two Points
<b>Third Time:</b> Tracking Removal (R)	Three Points

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- \* Consequences of removal (R). Teacher MUST complete and return R tracking pro forma to EHe/ Sally Lemmon and also contact the parent/carer about the incident and record the contact made in the telephone/contact log.

## **Sanctions:**

**Y7,8,9 detentions**

**Y10/11 Lose enrichment**

**If student behaviour is still inappropriate with HoD/HOY/"buddy" it becomes SI**

**All procedures are discussed with staff and displayed on classroom walls**

## **STUDENTS ON REPORT**

- If a student has a total of 6 on the tracking in one week or 10 over three weeks they will be placed on report.
- The online report card will be monitored by Behaviour Support Team
- If there is still no improvement in the student's behaviour there could be parental involvement.

## **Information**

- There will be two detention lists for years 7 8 and 9 – to be staffed by TLR teachers and SLT.
  - Detention (a) All students on an R to complete 2 X 1 hour detention after School.
  - Detention (b) All students refusing to do as asked, walking out of classroom, truanting to complete 2 X 1 hour after School.
  - Failure to attend these detentions will result in an "SI".
- For all yr 10 and 11 students sanctions as above however failure to attend detentions will result in loss of enrichment activity, School based social outings and loss of privilege