



St Edward's  
Church of England  
Academy

# Praise and Rewards Policy

(Behaviour for Learning)

Statutory Policy

RECOGNISE • **E**NCOURAGE • **S**TRIVE • **P**REPARE • **E**MPATHISE • **C**HRISTIAN • **T**EAMWORK



# St Edward's Church of England Academy

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## The Vision for Education within a Church of England Academy

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

There is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. It is not simply for Church schools but, recognising the Church of England's involvement in education over many centuries, seeks to promote educational excellence everywhere, for everyone. In Church schools like St Edward's Church of England Academy, the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos. The Church's vision for education can be expressed and promoted as one of human flourishing that inspires what the school is and does.

The vision is deeply Christian, with the promise by Jesus of 'life in all its fullness' at its heart. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but set them in a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.



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## St Edward's Church of England Academy Ethos and Values

St Edward's Church of England Academy has a clear ethos and values that underpin all that it does which are based upon the teachings of Jesus Christ.

Our ethos and values are encompassed in the word **RESPECT**.

Each letter within this word hold further meaning and are central to what we believe our Academy and the community it serves stand for and strive to live out in as we fulfil the Academy motto:

### ***'Learn for Life'***

- **R**ecognise and **E**ncourage - everyone's potential, individual skills and talents
- **S**trive to be the best we can be
- **P**repare for the challenges of life
- **E**mpathise - promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust
- **C**hristian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond
- **T**eamwork – an environment where we work together so we can all achieve our potential



# St Edward's Church of England Academy

## Policy

### Introduction

We aim to provide a safe, caring, well-ordered environment, which is vital to effective teaching and learning.

A successful Praise and Rewards Policy requires the commitment and **consistency of practice, of all staff** to ensure that pupils know the standards expected of them. **All members of the school** are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Learners should be treated fairly and consistently and all should uphold the ethos and values of our Academy.

### Aims

- Support effective teaching and learning
- Foster mutual respect
- Prepare learners for the next phase of their education and beyond
- Create consistency of expectations and consequences (these to be communicated clearly)
- Challenge behaviour that falls short of our expectations in an appropriate manner
- Promote the ethos and values of our Academy and the teachings of Jesus

### We want our policy to:

- Encourage, recognise and reward
- Create a safe learning environment
- Give clarity of expectation to staff and pupils
- Give a clear understanding of staff roles

### Learning and Teaching

Promoting positive behaviour and full attendance enables high standards of teaching and learning to be achieved. A well-designed and relevant curriculum helps develop and maintain positive behaviour and full attendance. Pupils learn more effectively when the curriculum is differentiated and teaching styles and approaches accommodate all levels of ability.



## St Edward's Church of England Academy

### Principles

- Staff use most appropriate method of teaching, which draws on pupils' experiences and values their contributions
- Pupils are received into a classroom where routines are established and high standards expected
- Explicit and regular praise should be used for all types of achievement

The Academy curriculum, supported by the Healthy School agenda, will be used to teach and promote the spiritual, moral, cultural, personal, social, emotional and behavioural skills necessary for adulthood. All curriculum areas will provide opportunities to develop and teach these skills so that, through positive behaviour and full attendance, all pupils can learn and make progress. House Leaders, the Leader of Pupil Engagement and the Vice Principal will support this curriculum through assembly themes and resources for use in tutor time that will also cover: Bullying, Substance misuse, Finance, Emotional Health, Healthy Lifestyle and Online safety.

### Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

In addition, this policy is also based on:

- Special Educational Needs and Disability (SEND) code of practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property



## Roles and responsibilities

### The Governing body

The governing body will review this policy in conjunction with the Principal and monitor the policy's effectiveness, holding them to account for its implementation.

### The Principal

- The Principal is responsible for reviewing this behaviour policy in conjunction with the Governing body
- The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with inappropriate behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently

### Staff

Staff are responsible for:

- Implementing the Praise and Reward policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

Middle and Senior Leaders will support staff in responding to behaviour incidents.

### Parents

**Parents are expected to:**

- Support their child and the Academy in their attempts to ensure that pupils adhere to the Academy's ethos and values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the relevant teacher promptly and in a positive / constructive manner

### Pupils

Pupils are expected to uphold the Academy's values and its ethos



## St Edward's Church of England Academy

### ***'Learn for Life'***

- **R**ecognise and **E**ncourage - everyone's potential, individual skills and talents
- **S**trive to be the best we can be
- **P**repare for the challenges of life
- **E**mpathise - promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust
- **C**hristian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond
- **T**eamwork – an environment where we work together so we can all achieve our potential

In upholding the Academy's ethos and values, pupils will also demonstrate:

- Self-respect: this includes showing a commitment to try our very best in all that we do
- Consideration and respect for others and their right to learn, demonstrating politeness and good manners
- Regular attendance and punctuality

### **Definitions of Positive Behaviour**

- Good / Excellent Effort
- Good / Exceptional work
- Good / Excellent Improvement
- Showing a mature attitude / Exceptionally good attitude
- Extremely helpful
- Representing the school
- Sustained attendance or involvement in an extra-curricular activity
- 100% attendance over a half term or term

This list is not exhaustive and there are many other types of positive behaviour that may be praised or rewarded.





## St Edward's Church of England Academy

### Our approach to positive behaviour

- A common culture of RESPECT including praise and rewards will be used where pupils are encouraged to do even better
- Clear rewards will be consistently applied. These are:
  - Subject staff recording ATL for every lesson using the 4 to 1 scale where 4 = outstanding, 3 = good, 2 = Needs to Improve, 1 = Inadequate\*
  - All staff recording all positive incidents on SIMS\*
  - Pupils being rewarded for identified milestones in positive behaviour and attendance including end of half term certificates / subject prizes, other special recognition prizes and eligibility for end of year or term activities / trips
  - Special responsibilities / privileges
  - Texts / Letters / phone calls home / parents invited into school

\* All positive behaviour will accrue points for an individual and their House. Please see Appendix 2.

### Definitions of Inappropriate Behaviour

Any act that is contrary to the values and ethos of St Edward's Church of England Academy

#### **Inappropriate behaviour may include:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

#### **Serious inappropriate behaviour will include:**

- Repeated breaches of the expectations of St Edward's Church of England Academy
- **Any** form of bullying
- Overly sexualised behaviour which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting



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- Smoking
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Bringing the school into disrepute whether this be in the Academy or outside of it
- Malicious allegations towards pupils or staff
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Mobile phones ( these should be placed in lockers at the beginning of the day and collected at the end of the day and are not to be used until off the premises)
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Our approach to inappropriate behaviour**

- A common culture of RESPECT including praise and rewards will be used where pupils are encouraged to do even better
- Clear consequences will be consistently applied. These are:  
Staff recording in SIMS any incidents where pupils' behaviour / work falls below the standard expected of them and follow up consequences used where necessary to encourage the pupil to modify their behaviour and thus **want** to succeed

### **The Academy may use one or more of the following sanctions in response to unacceptable behaviour:**

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the pupil to a more senior member of staff e.g. Faculty Leader or Leader of Pupil Engagement
- Letters or phone calls home to parent(s) / carer(s)



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- Academy and parent(s) / carer(s) meeting
- Placing a pupil on ATL report
- Agreeing a Positive Support Plan

**Appendix 3 provides more details of possible consequences for identified inappropriate behaviour**

**See Appendix 4 for sample letters to parent(s) /carer(s) about their child's behaviour**

We may also remove pupils from classes or the yard in response to serious or persistent breaches of this policy. In such cases they will be expected to complete the same work as they would in class.

Pupils who do not attend a given detention will also incur a more serious consequence such as an after school detention

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Where pupils display behaviour outside of the Academy that could have a detrimental effect on the smooth running of the Academy and the welfare of its pupils or staff this Praise and Rewards Policy will also be implemented.

### **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy. Please refer to our Safeguarding and Allegations of Abuse Against Staff policies for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

### **Uniform**

As an Academy we place a high importance on the appearance of our pupils and we would ask that you refer to the Academy website for full details on our Academy uniform and remind you that our uniform policy states:



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**Pupils who do not comply with uniform rules will be removed from lessons and break/lunchtime routines until they do comply. If there is a good reason for so doing, a uniform pass to allow a temporary exception to uniform requirements can be applied for and issued at the Academy's discretion.**

### **Bullying**

Please refer to our Anti-bullying policy for full details.

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Academy's values and ethos along with other guidelines that are designed to support pupils and staff in establishing a calm and purposeful learning atmosphere
- Develop a positive relationship with pupils, which includes:
  - Following the Academy's 'Consistency across the classroom'
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
  - Sharing good practice and ideas

### **Positive Physical Support**

In ensuring that pupils and the environment are safe there may be RARE circumstances, where identified staff may need to use Positive physical Support to prevent them.

Please refer to the Positive Physical Support Policy for further details.



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## **Confiscation of items**

Any prohibited items (page 10) found in pupils' possession will be confiscated. These items will not be returned to pupils and parent(s)/carer(s) (in the event that the confiscated item is illegal, the Police will be contacted to collect it from the Academy).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on 'Searching, Screening and Confiscation'.

## **Additional Needs**

The Academy recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The Academy's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

## **Monitoring arrangements**

This behaviour policy will be reviewed by the Principal and Governing body every year. At each review, the policy will be approved by the Principal and Governing body.



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## **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Uniform policy
- Attendance policy
- Mobile phone policy
- Allegations of Abuse Against Staff policy
- Positive Physical Support policy



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## **Appendix 1:**

### **Ensuring consistency of implementation**

- Attitude to Learning communicated daily to pupils in registration, assemblies and in lessons
- Classroom teachers to maintain a consistent approach to classroom management
- All staff support to deliver consistency outside of lessons e.g. school yards and corridors
- Data tracking by House Leaders
- Calm environment around building supported by daily duty team
- 'Praise and Rewards' a standing item at faculty area meetings
- All stakeholders (staff, pupils and parent(s) / carer(s)) are clear of what is expected of them
- Uniform checks by all staff
- Monitoring by Middle Leaders / Senior Leaders / Governors



## Appendix 2: Praise and Rewards

### Achievements

- Attitude to Learning (ATL) grades are given EVERY LESSON and to receive a 'Respect' text home 'an average **score 3** and 100% attendance for the week needs to be achieved. = This means that if a pupil gets a '2' in a lesson they need to get a 4 elsewhere to hit the average
- Each week pupils are informed how many points they have and they record this in their planner

Respect 1 (R1) – 10 points	Respect 2 (R2) – 30 points	Respect 3 (R3) – 50 points
<ul style="list-style-type: none"> <li>• Good Effort</li> <li>• Good work</li> <li>• Showing a Mature Attitude</li> <li>• Great Improvement</li> <li>• Extremely Helpful</li> <li>• Other</li> <li>• Planner signed, up to date &amp; uniform meets Academy expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Bronze Merit Certificate (350 needed)</li> <li>• Silver Merit Certificate (750 needed)</li> <li>• Excellent Effort</li> <li>• Excellent Improvement</li> <li>• Exceptional Work</li> <li>• Exceptionally Good Attitude</li> <li>• Sustained extra-Curricular activity</li> <li>• Representing the school</li> <li>• Weekly Respect text</li> </ul>	<ul style="list-style-type: none"> <li>• Gold Merit Certificate (1250 points needed)</li> <li>• Platinum Merit Certificate (2000 points needed)</li> <li>• Subject prize</li> <li>• House Prize</li> <li>• 100% Term Attendance</li> <li>• 100% Half Term Attendance</li> </ul>
Sticker / stamp in planner	Text home / certificates*	Certificates* / Prizes / Letter home
*Certificates and prizes are awarded in assemblies and where there are special / exceptional achievements parents may be invited to attend these		

**It is possible to get 400 points in a 10 week term purely from weekly texts and planner / uniform requirements being in line with the Academy expectations.**

**Reward Activity each term = average of 3 for ATL**

**Plus** one of the following

97% attendance, Merit certificate achieved, (30 points x no of weeks in term) – 30 points (allows 1 week to be missed),

**Plus**

House Leader's recommendation





## Appendix 3: Inappropriate Behaviour and consequences

Incidents of inappropriate behaviour are assigned a level as indicated in the table below. B3 are more serious incidents and as such carry a greater consequence.

Behaviour Contact B1 – 0 Points	B2 – 3 points	B3 – 10 points
Information Only Recorded in behaviour log <ul style="list-style-type: none"> <li>Placed on ATL monitoring</li> <li>Pupil discussion</li> </ul>	<ul style="list-style-type: none"> <li>Persistent disruptive behaviour</li> <li>Persistent lack of respect to others</li> <li>Persistent uniform issue</li> <li>Persistent lack of homework</li> <li>Persistent lack of work</li> <li>Persistent lateness</li> <li>Mobile phone incident (minor)</li> <li>Missed detention</li> <li>Overly Physical</li> </ul>	<ul style="list-style-type: none"> <li>Repeated breaches of the Academy's ethos and values</li> <li>Defiance/Insolence</li> <li>Aggressive / intimidating behaviour</li> <li>Fighting</li> <li>Mobile phone incident (serious)</li> <li>Bullying</li> <li>Smoking</li> <li>Truancy</li> <li>Theft</li> <li>Vandalism</li> <li>Possession of any prohibited items</li> <li>Overly sexualised behaviour which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation</li> <li>Racist, sexist, homophobic or discriminatory behaviour</li> <li>Bringing the school into disrepute whether this be in the Academy or outside of it</li> <li>Malicious allegations towards pupils or staff</li> </ul>
Consequences / Action <b>could</b> include:		
Information Only Recorded in communication log <ul style="list-style-type: none"> <li>House Tutor Contact</li> <li>House Leader Contact</li> <li>SLT Contact</li> <li>Faculty Leader Contact</li> <li>Subject Teacher Contact</li> </ul>	Action Taken: Break time detention Note in planner	Action Taken by FL, HL, LOPE, SLT, PLO, <ul style="list-style-type: none"> <li>Off the yard 1 day or longer if repeat offence within specified time frame and after school detention</li> <li>Restorative action in line with misdemeanour</li> <li>Removal of pupil from lesson (s) / yard</li> <li>Inclusion</li> <li>Fixed term Exclusion / Permanent Exclusion</li> </ul>

Persistent is defined as behaviour that occurs on 3 separate occasions.

- On a third exclusion or if more than 10 days in a term a Governor's Disciplinary Committee will convene and meet with parents and the pupil and Pastoral support Plan will be instigated or revisited



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## **Appendix 4:**

### **Examples of letters sent for positive or inappropriate behaviour**

#### **Positive Behaviour**

Dear Parent / Carer,

I am delighted to inform you that your son/daughter <insert name> has received an R3 (50 positive behaviour points) for <insert reason>.

This achievement is to be congratulated and demonstrates a clear desire to achieve their very best and I would ask that you take the opportunity to further discuss this achievement with your son / daughter and further encourage them to carry on with this effort.

Thank you for your continued support.

Yours sincerely,  
<insert name>



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## **Inappropriate Behaviour 1**

Dear Parent / Carer,

Here at St Edward's Church of England Academy we encourage pupils to strive to do their very best and to uphold our values and our ethos.

It is therefore, with regret that I have to inform you that your son / daughter **<insert name>** has today received a B3 (10 negative points) for **<insert reason>**.

As a result they will now receive the following consequence **< insert consequence>**.

I would ask that you take the opportunity to further discuss this inappropriate behaviour with your son / daughter and further encourage them to do their very best.

Thank you for your continued support and please do not hesitate to contact me should you have any further queries.

Yours sincerely,

**<insert name>**

(Faculty Leader / House Leader / Senior Leader)



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## Inappropriate Behaviour 2

**Dear Parent /Carer,**

Further to our telephone conversation it is with regret that I have to inform you that your son /daughter has continued to receive B3's and thus more negative behaviour points.

As a result they will now receive the following consequence **< insert consequence>**.

I would ask that you take the opportunity to further discuss this continued inappropriate behaviour with your son / daughter and further encourage them to do their very best.

Further breaches of the Praise and Rewards Policy could lead to more serious sanctions being put into place and we are encouraging **<insert name>** to modify their behaviour so that this does not happen.

Thank you for your continued support and please do not hesitate to contact me should you have any further queries.

Yours sincerely,

**<insert name>**

(Faculty Leader / House Leader / Senior Leader)



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### **Fixed Term and/or Permanent Exclusion**

Please refer to the Exclusions Policy