



Southfields Academy

Behaviour System -Reward, Sanction and Repair

Summer 2020-21 - Post Consultation Version

Academy Behaviour System : Reward, Sanctions and Repair

Ethos and Guidance

Recognising and rewarding student achievement is at the heart of our approach to positive behaviour.

Our public celebration of positive behaviour will enable students to see the rewards of positive behaviour and to learn appropriate behaviours of their own.

Aims of the Reward System

- To create a positive ethos through effective recognition of achievements. This includes rewarding students who demonstrate behaviour for learning inside the classroom and those who are excellent members of the Academy community outside the classroom.
- To ensure practice is consistent across the Academy.

Types of Rewards

The reward system runs in parallel with the behaviour system. The reward system encourages active and direct involvement of all staff and students at Southfields Academy. The system allows all students to be given the opportunity to operate within the rewards framework.

Central to the rewards philosophy is the expectation that all teachers and staff will praise students, including contacting parents, as a matter of routine.

Such spontaneous day-to-day praise is a key factor in motivating students and establishing a positive climate for learning.

Any member of staff can award a merit if the student is deserving of one.

Students who receive the most merits are celebrated in Assemblies for their efforts. This may also include postcards and phone calls home.

Sanction and Repair

Sanction must not happen without repair (support can be provided). The form this repair takes and where and when will depend on the context of the negative behaviour. The repair must include, and in most cases be led by the initial member of staff who was involved. It is acceptable to do the 'repair' at a later, more convenient time that day.

It may be more appropriate for EHCP students to reflect in TAS rather than study support after discussions with the member of SLT with SSI/LGD.

When dealing with students follow the behaviour code of conduct. Be mindful some students may have underlying issues such as bereavement, mental health concerns.

For this system to be effective, we will be sharing with all stakeholders (including parents, governors ect. A letter will be sent home to all parents and carers.

Each week Ria will send HOYS a report of top 10 negatives, **RUS, LED & NCO** . Fiona will send all tutors a summary of each category for each tutee.

NB.1. This document is for guidance and professional judgement and context should be applied.

NB.2 Staff leading all parents meetings must complete a 'Parent/Carer Meeting Form (available from the office). Outcome to be signed by parent/carer.

Academy Positive Behaviour System -The Southfields Model Student

Students will know the features of a model student and aspire to those standards. Staff will reward and celebrate positive contributions and actions.

Each week Ria will send HOYS a report of top 10 positives, **KIN, EFF & COM**. Fiona will send all tutors a summary of each category for each tutee.



Be Ready	Adhere to the uniform policy Be punctual Be prepared with all the correct equipment
Be Your Best	Be an 'Outstanding' student in lessons (see 'Outstanding 'Effort' criteria) -Excellent homework -Constantly improving your work - Resilience and enthusiasm -Best presentation - Transferring skills between lessons Show kindness and respect to others Communicate politely to everyone Move calmly and sensibly around the the site Respect the community and members of public (in the park and on public transport) Be forgiving
Go Beyond	Seek support when you need it Be proactive and look for further opportunities Lead others to success Offer to help others Seek to make our community better Look to develop new skills, interests and passions outside of lessons

Academy Positive Behaviour System -Reward



SLT Support and Special Rewards

SLT to attend assemblies and award special prizes as guided by HoY

Year 7 GBO/WHD

Year 8 HGS/GDN

Year 9 DGS/KLR

Year 10 LNU/GRY

Year 11 MAR/HLT

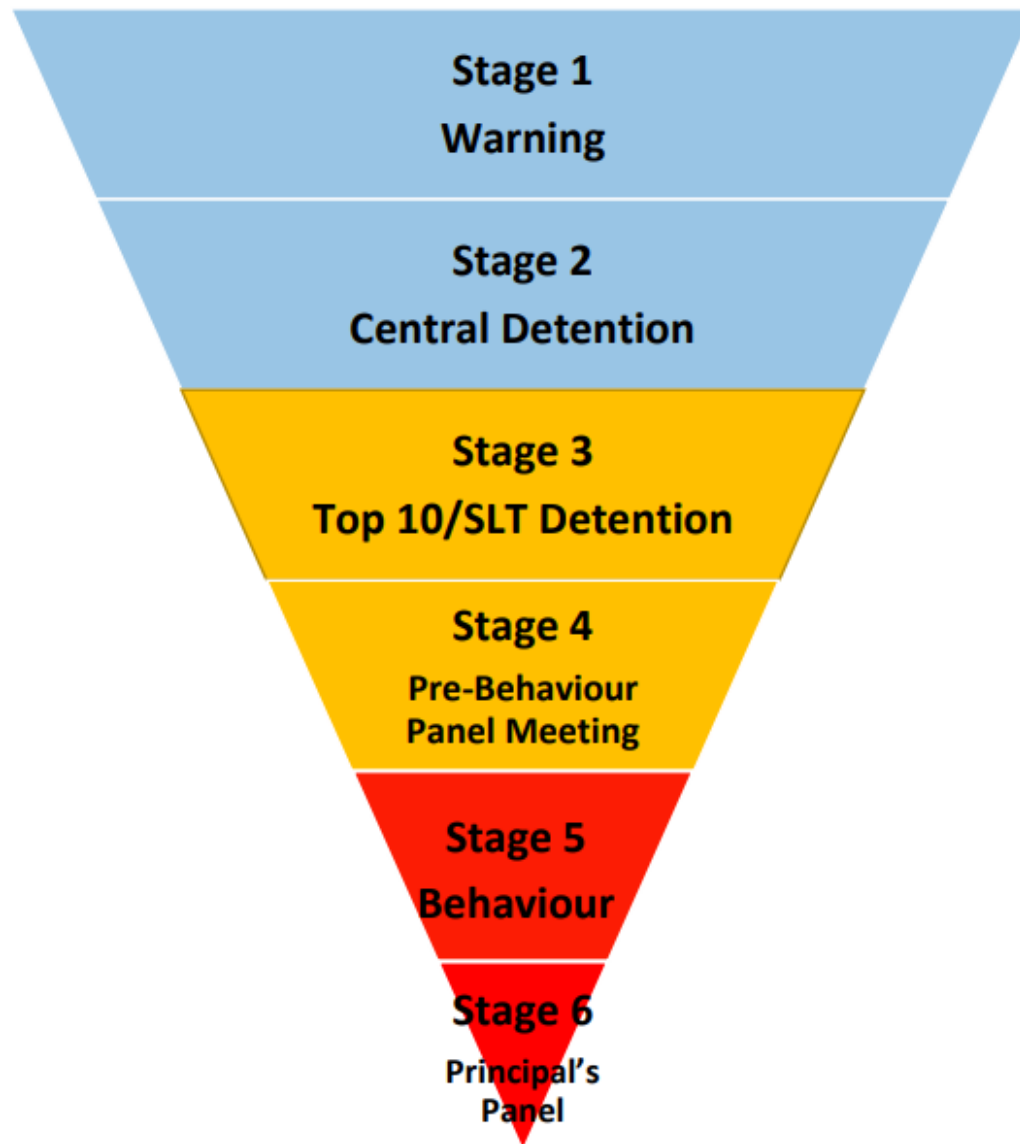
Year 12 MTO/HLT

Year 13 BWN/HLT

IG KLO/LGD

There will be special Gold, silver and Bronze awards presented by SLT to students who achieve over a certain threshold of positives each year. The amount of positives needed to achieve each special award will be shared at the beginning of the academic year.

Academy Behaviour System -Sanction and Repair



Stage 1 Low level negative behaviour

Stage 2 Persistent low level negative behaviour
2 + negative logs
2 + lates

Stage 3 Year group 'Top 10' negatives
Mid/high level negative behaviours

Stage 4 Year group 'Top 10' negatives repeat offenders

Stage 5 Failing Amber Report

Stage 6 Failing Red Report

Phase 1 - Pilot Stage - 7th June - 23rd June 2021 (Full Review at the end of term).

Stage	Behaviour/prompt	Possible Actions/sanction	Who?
<p><u>Stage 1</u> Warning</p>	<p>Low level negative behaviour</p>	<p><i>NB. You may select the most relevant sanction /action i.e some actions do not require a phone call home or negative in the first instance.</i></p> <p>Teacher to give a student a verbal warning. Teacher to log. Tutor to remind the student of expectations. Keep the student back for brief discussion to review and repair. (Student has to be escorted off-site if at the end of the day). Teacher contact parent/carer (email or phone call).</p>	<p>Teacher/staff/tutor</p>
<p><u>Stage 2</u> Central Detention</p>	<p>Persistent low level negative behaviour</p> <p>2 negative logs in a week = central detention</p> <p>2 lates in a week = central detention</p>	<p>SLT called, student parked or after conversation with SLT returned to lesson (if teacher & SLT deem appropriate). Negative behaviour logged by teacher. Teacher or HOD contacts parent/carer. Call logged and HOD and HOY informed. Tutor to inform parent/carer of 2+ negatives. Tutor to inform parent/carer of 2+ negatives.</p> <p>Refer to HOD for central detention and HOD/HOY to complete central detention blue slip and hand in to reception. Student removal by SLT. Parked with SLT or parked in study support until the end of the day. Parent/carer called by HOY/DHOY/SLT.</p>	<p>Teacher/staff/tutor HoD/HOY</p> <p>Richard Gill to send central detention lists to HoY every Monday.</p>

<p><u>Stage 3</u> Top 10/SLT sanction</p>	<p>Mid/High level negative behaviour e.g. swearing, confrontational behaviour etc.</p> <p>Appearing on Top 10 of negatives for RUS, LED, Non Cooperation.</p>	<p>SLT called and the student is referred to SLT detention, study support or community service. Liaise with HoY to arrange parent meetings. The decision on which sanction is at the <u>discretion of that member of SLT.</u></p> <p><u>Guidance to support the decision on appropriate sanction:</u></p> <p>SLT Detention Rudeness,</p> <p>Study support : Loss of control, threatening or dangerous behaviour.</p> <p>Community Service: Silly or highly disruptive behaviour. Anything to do with damage to property, vandalism or not taking care of our site.</p> <p>HOY to liaise with VLN. Students spoken to by VLN and HOY at the end of line up each week.</p> <p>Tutor to inform the parent about ‘Top 10 Negatives’ –logged. Tutor to put student on blue report (after discussion with HoD).</p>	<p>SLT/HOY/tutors Consult SEND department where appropriate.</p>
<p><u>Stage 4</u> Pre behaviour panel meeting</p>	<p>Appearing on the top 10 repeatedly (selected at the discretion of the HoY)</p>	<p>Pre-behaviour panel meeting with SLT and HOY. <i>HOY to organise behaviour logs and other relevant info.</i> <i>Individual formal meeting.</i> <i>Behaviour logs discussed.</i> <i>Targets set.</i> <i>Parents formally notified of the meeting by letter or email.</i></p>	<p>SLT/HOY Consult SENCO</p>

		<p><i>Parent informed that they will have to attend a Behaviour Panel meeting if targets not met/report failed.</i> <i>Notes recorded and signed by student.</i></p> <p>Student placed on Amber report to HOY or SLT.</p>	
<p><u>Stage 5</u> Behaviour Panel</p>	<p>Failing Amber Report</p>	<p>Behaviour Panel meeting with SLT <i>HOY to organise round robin, behaviour logs and other relevant information.</i> <i>Positive and negative behaviour logs discussed.</i> <i>Round robin on student discussed.</i></p> <p><i>Targets agreed and set.</i> <i>Parent/carer and student notified of consequence if targets not met or report failed.</i> <i>Notes recorded and signed by parent/carer and student.</i></p> <p>Student placed on Red report to DHTs or Specific AHT (MAR/WHD)</p>	<p>SLT/HOY</p>
<p><u>Stage 6</u> Principal's panel</p>	<p>Failing Red Report</p>	<p>Principal's Panel meeting with VLN, SLT</p> <p><i>Parent/carer and student seen by VLN with SLT</i> <i>HOY to provide behaviour logs and all other evidence.</i> <i>Notes recorded and signed by parent/carer and student.</i></p> <p>Student place on PSP. Student placed in study support. Fixed term exclusion.</p>	<p>SLT/VLN</p>

<u>Stage 1 & 2</u> Behaviour Examples	<u>Stage 3 +</u> Behaviour Examples
<p>Low-level disruption preventing others from learning: Not wearing a mask Not listening Talking over the teacher Non co-operation/Failing to follow Covid measures. Not maintaining social distancing, in the wrong outside zone Students leaves the classroom without permission Student name calling (no racist, homophobic/transphobic or discriminatory language) Breaking the hands and feet rule Non participation in class Non completion of homework Misuse of timeout card</p>	<p>Spitting/coughing intentional behaviour to spread germs Refusing to wear a mask after being asked Use of threatening, confrontational language towards staff Use of threatening, confrontational language towards students Using racist language Using homophobic/transphobic language Using any discriminatory language Swearing at a member of staff disrespectful language /behaviour towards a member of staff</p>