



**Amber Valley  
& Erewash  
Support Centre**

# **Behaviour and Reward Policy**

<b>Written by:</b>	Elwyn Fry	<b>Date:</b> 28/07/21
<b>Last reviewed on:</b>	24/11/21	
<b>Next review due by:</b>	24/11/22	
<b>Approved by:</b>	Tom England - Headteacher	
<b>Version</b>	4	

## **Behaviour Management and Rewards Policy**

This policy has been designed to support the learning and safety of the pupils and staff at AVESC. The management of behaviour within AVESC is reflected in its overall aims, which are identified in the AVESC vision and ethos. Positive behaviour is paramount to a successful learning environment and provides the foundation for pupils to be prepared for their next step.

Pupils at AVESC have been permanently excluded or are at risk of exclusion from mainstream education. Some pupils are also placed at the academy via the LA SEND process. This has often resulted in inconsistencies and gaps in learning. Many have had negative experiences in mainstream school and are disillusioned with education having experienced what they may perceive as failure and rejection.

Pupils may have a range of behavioural, emotional, social and learning difficulties that have impacted on their ability to succeed in a mainstream school environment. Pupils experiencing these difficulties require specific boundaries and consistency as well as a level of flexibility and understanding. It is expected that pupils may exhibit a range of challenging behaviours linked to low self-esteem, vulnerability, anxiety, low self-confidence, insecure self-image and challenges in regulating responses or emotions. Some pupils will have experienced bullying, as perpetrators and as victims which may affect their ability to interact positively. Many pupils will have difficulties in dealing with change and transitional phases, including their transfer to AVESC.

AVESC has a points-based monitoring and reward system for behaviour and progress. The system has a standardised format but is adapted for each site to meet the needs of different Key Stages, the provision pupils attend and different curriculums they access.

All pupils have a PIP and PuP where individual risk assessments are completed that details the known risks their behaviour can present as well as any interventions and support in place to reduce risk.

### **The aims of this policy:**

- To provide a positive educational environment that is safe, friendly, and secure
- To develop trusting relationships and respect for others
- To help pupils develop a range of social skills
- To help pupils develop independence and responsibility
- To help pupils meet their academic potential
- Reward positive and appropriate behaviour
- Provide an understanding of the consequences of inappropriate behaviour
- To re-integrate to full time educational provision wherever appropriate
- To help pupils prepare for their next step in education.

### **Principles**

- Everyone is expected to consistently support the academy ethos, routines and policies for the mutual benefit and safety of all concerned. Behaviour

management is the collective responsibility of all staff, governors, parents/carers and pupils.

- Positive relationships and collaborative working between parents/carers and AVESC, staff and pupils are of the greatest importance.
- Everyone must be treated as being of equal value in what they bring to our academy and contribute, regardless of gender, religion, cultural or ethnic background.
- Management of challenging behaviour, by all members of staff, must be fair and consistent.
- We expect children to accept responsibility for their actions.
- The academy will work co-operatively to provide a relevant supportive curriculum for all pupils where individual and group needs are met.
- The academy employs structures and systems that recognise and praise excellent, effort, work and behaviour.
- Everyone is expected to be aware of the potential impacts of bullying and discriminatory behaviour on the academy community. Cases must be reported, investigated, recorded, and dealt with promptly.
- Absenteeism is a key area to tackle in promoting positive attitudes.
- Managing pupil behaviour is not simply about responding to inappropriate behaviour, but about creating conditions that will encourage positive behaviour. Expectations, rewards and sanctions should be stated positively; clear and specific; few and comprehensive; understood by all pupils; frequently reinforced in a positive way.
- Due to the complex needs of many pupils at AVESC, consequences to negative behaviour will consider the specific needs and circumstances of individuals, and it is acknowledged that there must be some flexibility within the behaviour management policy to consider the length of time on roll, and the current individual needs of pupils.

### **The Role of the Staff**

- Teachers lead the classroom environment and take overall responsibility for behaviour management.
- All teachers, STLA's and support staff, share a collective responsibility for promoting good behaviour and managing behaviour problems positively.
- The relationship between staff and pupil is especially important. All staff should work positively to support this relationship.
- All staff should work positively to develop a wide range of supportive relationships with pupils and each other.
- Seeking the help, advice and co-operation of other colleagues is a positive, professional means of ensuring that behaviour management is seen as the collective responsibility of all members of AVESC. Teachers and STLA's are advised to seek help and support from SLT when they have concerns about behaviour.
- All staff need to be aware of individuals; rights and responsibilities when dealing with behaviour. All serious incidents must be logged following recording procedures and referred to a senior leader.

- All staff to model positive and respectful behaviour.

### School expectations:

- Follow individual timetable
- Follow staff instructions and communicate in a positive manner
- Participate in learning and complete set tasks
- Respect others and the learning environment

In addition to the four generic expectations all pupils have individual targets in their Pupil Information Packs (PIPs). Pupils receive points each lesson when they meet targets. Pupils are also awarded merits for outstanding achievement and effort towards targets. Pupils have allocated time in their timetables to address and review targets with staff. Parents/carers are frequently informed on the progress made towards targets

Each expectation is worth up to 3 points per lesson. A pupil can earn a maximum of 12 points per lesson. Points are recorded on an AVESC Daily Points Sheet each day and entered on data tracking software – DC Pro.

- 0. Not Achieved
  - 1. Attempted
  - 2. Almost Achieved
  - 3. Fully Achieved
- Merit Exceptional Achievement



AVESC Daily Points Sheet

Pupil _____	Tutor	Lesson One	Break	Lesson Two	Lesson Three	Lunch	Lesson Four	Lesson Five		
Date _____										
Group _____										
Follow individual timetable										
Follow instructions and communicate in a positive manner										
Participate in learning and complete set tasks										
Respect others and the learning environment										
Total										
Merits										
0. Not Achieved									Total Points	
1. Attempted									Total Merits	
2. Almost Achieved										
3. Fully Achieved										
Merit. Exceptional Achievement										

Pupils are awarded additional merits for exceptional work or behaviour. Pupils can earn one merit per lesson. Staff inform the pupils when they receive merits and the reason for them being awarded. Pupils with high scores and merits can be rewarded throughout the week with small rewards and earn a place on termly reward visits and/or shop vouchers.

Pupils are awarded for the following:

- Positive attendance
- Exceptional achievements
- High Behaviour Points (92+%)
- Exceptional Behaviour Points (100%)
- Significant improvement
- Receiving merits

End of term visits and rewards are discussed during tutor time and as part of Pupil Voice; these rewards can include gift cards, restaurant visit, take-away food, go-Karting, ice-skating, bowling etc.

Pupils attending site based provision complete reflection sheets each day where they can monitor their progress and consider ways they can improve their behaviour.

### **Well done postcards**

Postcards are sent home throughout the year. They can be sent to reward excellent work, effort, improvement, good attendance, improved attendance, consistently good behaviour, improved behaviour and any other recognition whereby the pupil has made a positive contribution to the learning environment or society. This applies to all sites and teams.

APT follow an adapted point recording system to support the variety of alternative providers that pupils attend across the academic week.

### **Procedures**

- Behaviour scores to be allocated to pupils via Microsoft Excel with specific criteria to be scored against (see Appendix 1) using the AVESC Support Centre's Behaviour Monitoring form.
- All pupils will be eligible for all behaviour scores at all times whilst at provision.
- As pupils achieve specific behaviour scores, recognition postcards will be sent home at the discretion of the keyworker.
- Every half term certificates are provided for positive attendance and behaviour. All pupils will receive a certificate depending on their position on the pyramid. If a pupil earns 'platinum' status for either behaviour or attendance they will receive a £5 high street voucher. If a pupil earns 'gold' status for either behaviour or attendance they will receive a £5 high street voucher.

### **AVESC Consequences/De-escalation process**

The following stages may differ at Alternative Providers as each company maintains their own behaviour policy.

#### **Stage 1 -occasional minor inappropriate behaviour**

- Reminder of expectations
- Quiet word or 'look' or positive touch
- Reminder of consequences quietly by staff member

- Humour

### **Stage 2** -continued inappropriate behaviour

- Verbal warning about their behaviour
- On a second verbal warning for continued disruption or outburst offer pupil timeout.
- Pupil to catch up with learning missed and discuss the issue with staff.
- Pupil and staff member meet to discuss underlying issues
- Record concerns in Pupil Information Pack (PIP)
- Parents are informed.
- If a pupil leaves the classroom without permission, they will be expected to catch up missed work at break times, after school or during timetabled catch-up sessions.

### **Stage 3** -continued and persistent refusal to comply with expectations

- When at stage 3 or if a serious incident/disruption has occurred, pupils are directed to a safe location in the school. A staff member will take the pupil to a designated area.
- A senior leader or the class Teacher will discuss the incident with the pupil.
- Pupil to catch up work missed.
- If it is not appropriate for the pupil to return to class, they continue their learning away from the class group under remote supervision and the site lead is informed.
- If a pupil refuses leave the room, the other pupils will be asked to work in a different learning environment.
- Consequences of negative behaviour take place at break, lunch and, if necessary, after the end of the school day.

### **Stage 4** - behaviour may put people at risk or severely disrupt teaching and learning

- Incident report recorded by members of staff involved.
- SLT member or class Teacher to contact parents/carers.
- Meeting with appropriate staff and SLT member regarding behaviour.
- Pupil to be educated away from the group.

### **Stage 5** -serious incidents that may lead to external agency involvement e.g. Police

- Fixed-term exclusion
- Meeting with parents/carers to discuss future conduct
- Parent/Carer meeting with SLT member
- Multi-agency review of placement and interventions
- Post exclusions meeting

### **Team Teach**

All members of the educational staff team are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550A of

the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff would only need to intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself, or they are a serious disruption. The actions that we take are in line with government guidelines on the restraint of children.

All education staff have received Team Teach Training. This training enables those staff to apply de-escalation techniques and if required undertake physical intervention in the safest way possible, for all involved. Training for staff and refresher training will be undertaken, as necessary.

AVESC prides itself on promoting positive environments and maintaining the upmost positive regard for all our pupils. Physical intervention is a last resort and is only used if the situation and risk outweigh the safety of the pupil, pupils or staff.

### **Uniform**

- The Uniform Policy details uniform expectations and this is provided to parents/carers during induction meetings
- Pupils who do not follow the Uniform Policy will not gain certain behaviour points
- Persistent refusal to wear uniform will be interpreted as defiance and will be challenged appropriately
- Parents/carers are reminded about the uniform policy by telephone and then by letter
- Additional uniform is provided to the pupils when necessary
- Pupils who wear the correct uniform will earn reward points

### **Use of inappropriate vocabulary**

It is acknowledged that there are occasions when pupils use unacceptable vocabulary and actions, when they become frustrated and by habit. A distinction is made between those occasions, and when pupils direct inappropriate communication towards others or do so with limited consideration of their surroundings.

Pupils are reminded of what is appropriate language and positive interaction and language is modelled by all staff.

Sanctions will be given where inappropriate communication is directed at others. This will be noted on the pupil points sheets and contact record sheet with parents. If appropriate an incident report form will be completed.

### **Vandalism on site:**

Vandalism will result in a fixed term exclusion and the pupil is to be accompanied by the parent/carer for a reintegration meeting. If the incident cannot be satisfactorily resolved in parent/carer meetings then this may result in a change of timetable and provision change.

If a pupil destroys or damages another pupil's work, then an appropriate sanction will be applied.

Damage to display work will result in a sanction including time for pupils to assist with repairs.

If deemed appropriate by the Assistant Headteacher for that site and/or Headteacher the police will be informed.

## **Smoking/Vaping**

Smoking and Vaping is prohibited on all sites.

It is acknowledged that many AVESC pupils, particularly older pupils are habitual smokers before they come on roll and being unable to maintain their habit during school hours is challenging for them. Staff work with parents/carers and pupils to prevent smoking as well as the potential disruption caused by smoking/vaping.

- Parents/Carers are informed that smoking is not allowed on site and pupils should not have smoking paraphernalia in school
- Pupils attempting to use smoking/vaping products on site will be asked to hand in all paraphernalia to staff and parents/carers will be informed. These pupils will not receive behaviour points for sessions disrupted.
- If a pupil refuses to follow this request, parents will be contacted. Further disruption linked to this will result in a parent/carer meeting.
- If a pupil causes repeated and persistent disruption relating to smoking, they will receive a fixed term exclusion
- Pupils are advised and educated on the dangers of smoking through the PSHE curriculum, informative displays and by frequent reminders and discussion with staff.
- Pupils and parents/carers are aware of the support and advice available to assist them to stop smoking.

## **Anti-Bullying**

AVESC does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences. We have specific guidance to follow if an incident of bullying (including cyber-bullying) or discriminatory behaviour occurred this can be found in the Anti-Bullying Policy.

## **Attendance**

Attendance has a significant impact on behaviour and information on AVESC attendance procedures is detailed in the AVESC Attendance Policy.

## **Communication and parental partnership**

The academy works collaboratively with parents/carers, so children receive consistent messages about how to meet academy expectations. We aim to build a welcoming and supportive dialogue between home and the academy. Parents/carers

are informed as soon as possible of concerns around a child's welfare or behaviour. This includes information about any patterns and/or identifiable triggers.

If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Headteacher for that site, and if still unresolved, the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

**Related Documents:**

- Anti-Bullying Policy
- Child Friendly Anti-Bullying Policy
- Safeguarding Policy
- Attendance Policy
- Equality and Diversity Policy