



Gosford Hill School

Rewards For Success & Behaviour For Success Handbook

September 2015

Rewards For Success September 2015

Our Code of Conduct

Always /Always

- Respect and include all members of our school community
- Be prepared for learning – in correct uniform and with correct equipment
- Remember to respect yourself and the school positively
- Be fair and helpful to one another
- Focus on learning
- Be in the right place at the right time
- Give your best and aim high – never give up
- Explore the opportunities offered you and enjoy them

Never / Never*

- Bully or intimidate – it is never acceptable in any form (includes cyber bullying and use of mobile phones)
- Damage property or steal
- Be racist, homophobic or sexist in any form
- Bring a weapon, alcohol or drugs into school
- Use violence or put the safety of others at risk
- Verbally abuse staff
- Persistently disrupt the learning of others

**Refer to Behaviour for Success section*

Responsibilities

Our responsibilities are to:

- Care for ourselves and one another
- Care for our community
- Care for our environment
- Be Considerate, Supportive and Thoughtful towards other people at all times

Positive behaviour is central to our ethos of being an outstanding school. Details of our behaviour policy can be found in our 'Behaviour for Success' section of this booklet. **Rewards for Success** focuses on how Gosford Hill School recognises positive behaviour to improve learning outcomes for all.

Background

This rewards system was developed during the academic year 2011-12 with the School Council and was shared with the students via assemblies during that year

- It was launched in September 2012 and reviewed most recently in July 2014
- It is reviewed annually together with the Behaviour for Success Policy

The Policy

This Rewards Booklet acts as the policy for rewarding positive behaviour. It aims to record all the different ways of celebrating success and rewarding individual and groups of students.

Gosford Hill School believes in celebrating success across the age and ability groups. Success is celebrated across the school and all teachers and support staff have a responsibility to ensure that achievement is recognised. The aim of our rewards system is to motivate students to achieve and learn – to feel part of our core purpose: **Foster Ambition, Inspire Success** - to Learn, Lead, Inspire.

It is important to recognise that rewards come in many forms and this booklet aims to bring all our rewards together.

Immediate individual rewards

- Verbal praise
- Written comments
- Positive stamps/stickers in books
- Faculty certificates
- House certificates
- Student of the week award
- Phone call or postcard home
- Comment in student planner
- House badges
- Non verbal – thumbs up, smile etc...

House Points /Cumec Tokens

Every teacher will be given reward tokens or **CUMEC** (a measure of flow rate). This is very appropriate as all our Houses are named after local rivers.

Staff are able to give individual students a Cumec for work of a high standard and for showing a high level of responsibility in the school community. Students then keep the Cumec and are able to give in the rewards during their next assembly.

Every week the House Leader will collect tokens from individuals in the House and place the tokens in the relevant transparent tube in the assembly Hall. A visual record can then be seen by all the school community of which House is gaining the most rewards.

At regular intervals the rewards tokens are returned to teachers and the following points will be rewarded each time:

1st place: 200 points

2nd place: 150 points

3rd place: 100 points

4th place: 50 points

These will be added to a grand total. The winning House will receive the Cumec House Points Cup. The points gained will go towards the grand total for the House Cup.

House Events

Rewards will also be given for individual students who enter House Completions or represent the school. The following points are currently awarded and are under review:

Event	1st	2nd	3 rd	4th
Large team events e.g. sports team	25	20	15	10
Large event over a period of time e.g. production	25 main part	20 significant speaking part	15 chorus	10 helping out
Smaller team – one off event	10	8	6	4
Individual competition e.g. photography	10	8	6	4
Attendance each week (from the weekly bulletin)	10	8	6	4

The winning House over the year will receive the House Events Cup. Points gained will go towards the overall House Cup.

Sports and Sports Day

Sports day is an annual event with a number of individual rewards and certificates. Individual sporting success is also celebrated in House assemblies.

There is the **House Sports Trophy** presented to the winning team and the following points currently go towards the overall House Cup (Under review):

1 st :	100 points
2 nd :	75 points
3 rd :	50 points
4 th :	25 points

Attendance Awards

Each year two cups are awarded:

- The Individual Tutor Group Award for best tutor group attendance
- The Attendance Award for the best attendance for a House

In addition the following will be awarded to each House for attendance throughout the year. The points will go towards the House Cup.

1 st	100 points
2 nd :	75 points
3 rd :	50 points
4 th :	25 points

Celebration Awards

These fall under 4 categories and are 4 separate events:

1. The Foster Ambition, Inspire Success Awards
2. The Sixth Form Alderman Wise Award
3. Year 11 Final Assembly Celebration
4. The House Celebration Assemblies

The Foster Ambition, Inspire Success Awards

This is an awards evening early in the school year. It recognises Ambition for Learning (Year 7-11) in every House and also Academic Success There are at least 20 awards for the ambition category and at least 30 for the Success category.

The Alderman Wise Award

This is a long standing partnership event with the local Parish Council to reward achievement in the Sixth Form. There a number of awards:

- Subject Awards for individual students
- The Proprio Motu Award
- The Ron Groves Award
- The Roger Sargent Award
- The Making a Difference Award
- The Sports Award
- The Performing Arts Award
- The Headteacher Special Award
- The Alderman Wise Memorial Award

The Year 11 Final Assembly Celebration

This event is held annually after the final exams. It rewards every student with a record of achievement and subject awards. The subject awards are Excellence Award and Most Progress Award (i.e. two per subject).

The House Celebration Assemblies

This event is held annually over a week in the afternoon. The aim is for students to be recognised by their peers. Each House is encouraged to give their own individual awards and to share the talent of individuals in house (for example, music, singing etc)

Every House celebration event is structure around our key drivers of LEARN:

- The Award for Academic **Leadership** – for the most able student based on results/academic ability, who takes a lead in the subject area
- The Award for **Equality** – for the student who has consistently treated classmates fairly and with equality, showing courtesy and politeness to all
- The Award for **Ambition** – for the student who has made most effort during the year, showing a real sense of ambition to improve
- The **Respect** Award – for the student who has made most progress during the year from their starting point, showing a sense of respect for their own learning and the learning of others
- The **New Horizons** Award – for the student who has produced work beyond expectation – in homework or learning on educational visits or bringing in exciting ideas to the lesson from home.

The House awards are House Community Award, House Sports Award, House Leadership Award, House Attendance Award, House Arts Award and House Outstanding Individual Award.

There is also an award for each student with 100% attendance and for students nominated by their tutor or by their peers.

The subjects awards are Business, Creative Arts, Design and Technology, English, Geography, History, ICT, Maths, MFL, PE, RE, Science, Intervention and Vocational. Each of the awards listed in the letter is awarded for each subject, for each House.

The House Cup is also presented during these celebration assemblies.

The House Cup

The House Cup is awarded to the overall House who gains the most points from the following.

1. The Cumec House Points Cup
2. The House Events Cup
3. The House Sports Trophy
4. The House Attendance Cup

The name of the House will be entered on the School Board together with the Head Boy and Girl.

Behaviour For Success Handbook

September 2015

Our Code of Conduct – School Rules

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- Use violence or put the safety of others at risk
- Verbally abuse staff
- Persistently disrupt the learning of others

*Involvement in the above may result in exclusion and may be permanent.

May also include any other behaviour considered serious enough for exclusion at the discretion of the Headteacher and Governors.

Responsibilities

Our responsibilities are to:

- Care for ourselves and one another
- Care for our community
- Care for our environment
- Be Considerate, Supportive and Thoughtful towards other people at all times

Background

This behaviour code originated at our first student conference in March 2008

- It was then discussed by tutors and students in April
- A group of interested staff/student/parents were then given the opportunity to make final adjustments in May 2008
- It is reviewed annually

The Policy

This Behaviour for Success (BfS) booklet gives the detail of the school's Behaviour and Discipline policy. The behaviour code is a framework to support staff but **every member of teaching staff is responsible for behaviour in their own classroom**. BfS gives the school a consistent approach to rewards and sanctions. Staff are encouraged to use a range of strategies between warnings.

The aim is for students to take responsibility for their own behaviour and for staff to teach. **The long term aim of any fixed term excluded student or isolated student is to return them to the classroom wherever possible.**

Using Behaviour for Success in the classroom

First misbehaviour

- Verbal warning

Second misbehaviour

- Sent out of class to work in Faculty Parking (recorded on BTS) and serves a faculty detention

Behaviour for Success

When a student misbehaves for the first time in a lesson s/he is given:

A first warning:

- which is a verbal warning.
- at the earliest opportunity, the student's name is written on the classroom board along with the warning level (or recorded in an appropriate way so that the student is aware that they have received a warning).
- continued disruption and the student receives:

A second warning:

- a member of staff tells the student clearly that they have an after school detention and the warning level is written on the classroom board. The BTS entry **must then be completed by that member of staff**, indicating the reasons for the detention. Staff must make sure this is complete on the day of the incident.

ANY STUDENT BREAKING THE 'NEVER/ NEVER' RULES WILL BE REMOVED IMMEDIATELY VIA THE STUDENT MANAGER or SLT

THE DECISION TO ISOLATE OR EXCLUDE WILL BE TAKEN BY THE HEADTEACHER (DEPUTY IN HIS ABSENCE) OR THE ASSISTANT HEADTEACHER (STUDENT SUPPORT). Any student excluded will be placed on either a Student manager, House Leader, Senior Leadership Team (SLT) or Headteacher's report when readmitted.

Sanctions for persistent low level disruptive behaviour

If the BTS system indicates that a student is persistently disrupting lessons e.g. is warned, parked; the following procedure will be followed.

Stage 1 Yellow Tutor report for 5 school days. Students must achieve scores of 3, 4 or 5 in every lesson for 5 school days. If this is not achieved or BTS indicates further disruption or concerns the student will go on to:

Stage 2 Green Student Manager report for 5 school days. Students must achieve scores of 3, 4 or 5 in every lesson for 5 school days. If this is not achieved or BTS indicates further disruption or concerns the student will go on to:

Stage 3 Amber House Leader report for 5 school days. Students must achieve scores of 3, 4 or 5 in every lesson for 5 school days. If this is not achieved or BTS indicates further disruption or concerns the student will go on to:

Stage 4 Red SLT report for 5 school days. Students must achieve scores of 3, 4 or 5 in every lesson for 5 school days. If this is not achieved or BTS indicates further disruption or concerns the student may face fixed term exclusion.

For serious and persistent offences students will go onto:

Stage 5 Final Red Headteacher report for 5 school days. Students must achieve scores of 3, 4 or 5 in every lesson for 5 school days. If this is not achieved or BTS indicates further disruption or concerns the student may face permanent exclusion.

At each stage the support in place for the student will be reviewed and updated.

Additional Procedures for BfS

Punctuality to school or lessons

Consequences for poor punctuality to registration must be given by form tutors only.

First late to morning registration – Verbal warning

Second late in the same week – a one-hour **Friday** detention recorded on BTS

(New start at the beginning of each week)

When a student has a total of 5 lates for the year, a letter is sent to parents/carers. If a student reaches 10 lates for the year the parent/carer will be invited in to school for a planning meeting

Arriving late to a lesson and not having correct equipment

Warnings can be given for lateness (although our message should be one of expecting students to be 'on time'). These warnings should be recorded outside of the warnings for unwanted behaviour in the classroom. So a student who is late to a lesson should serve penalty time with the subject teacher. If late three lessons in a row in the same subject the student will be issued with a faculty detention. The same if a student fails to bring the specific equipment for the subject three times in a row (e.g. PE kit). All lates or lack of correct equipment must be carefully recorded in a teacher's mark book.

Any student without a pen, pencil and ruler will be given an automatic Friday detention **by the tutor**. Checks could take place in tutor period, lessons and assemblies and maybe unannounced.

Mobile Phones

Mobile phones must not be used at any time on the school site (including break and lunchtimes). If they are seen by staff they will be confiscated and collected by parents/carers.

The only exception is where staff give permission for students to use phones as learning resources in lessons and form periods

Detentions

Any student who receives a second warning will receive a detention letter which is sent in the post.

Teaching staff are responsible for ensuring this happens as quickly as possible. Form Tutors have a responsibility to ensure students are reminded.

All students must attend the detention at the given time.

If a student is absent on the day of the detention Faculty Leaders should review from our Management Information System and students who are absent should be seen as soon as possible for their detention to be rearranged.

Students who miss faculty detentions or fail to serve the faculty detention appropriately will serve a Headteacher's detention on the next Friday. This needs to be booked on BTS by Faculty members who should also contact parents to inform them of the Headteacher's detention.

Friday detentions will also be given for students who arrive at school without basic equipment (pen, pencil and ruler)

If a student misses a Friday detention, they will be expected to attend a meeting accompanied by their parents on the following Monday with an SLT member.

Detentions

- √ Detentions will take place on the designated day in the nominated faculty room or learning centre as appropriate between 3.20 pm and 4.05 pm. (45 minutes)
- √ Faculties will organise appropriate rotas and work set
- √ Friday detention will be taken by a team of staff with responsibilities and last 1 hour. They will be organised in House groups. Form Tutors are responsible for escorting tutees to the Friday detention

- √ Staff should supervise the students as appropriate for a detention.
- √ Staff should be in the room at the start of the detention
- √ On arrival, students will be told where to sit and remove their coats and bags
- √ The warning structure will be in place for the detention
- √ All students should be silent throughout the detention unless asked to speak by the teacher
- √ Students are dismissed appropriately and instructed to leave the school site immediately
- √ The detention register should be recorded on BTS
- √ Home Learning (Homework): Incompletion of home learning is separate from behaviour and is associated with learning. Faculty Leaders have the responsibility of deciding when a letter outlining available study support should be sent to parents and be logged
- √ Faculty detentions will be on a weekly rota and Faculty Leaders have responsibility to decide on staffing. It is envisaged that the majority of detentions will coexist with Faculty Support for Homework in the Learning Centre (alternative spaces will be made available if the Learning Centre is in use)

Questions and Answers

Are warnings carried over from lesson to lesson?

No. Each lesson starts with a 'clean sheet'. Double lessons count as one session as regards warning/parking) e.g. if a student is parked during the first lesson of a double they do not return to the second lesson of the double.

What happens if a student receives a second warning in more than one lesson in a single day?

In the first instance all detentions will be completed – even if there is a backlog. However if there is a serious concern then the student manager will intervene and contact parents. Alternative provision will then be discussed as appropriate with each individual.

Can a teacher 'jump' warnings?

No. If 'always/always' rules are broken then 2 warnings must be given. However, it must be remembered that some unwanted behaviour does not require warnings. Any 'never/never' rule broken means a student can be excluded or isolated.

How will students know if they have been given a warning?

Teachers must ensure that all warnings are made clear. Wherever possible the names of students with a warning must be written on the board or recorded.

Can a warning be 'taken back' during a lesson?

No. Once it is given for unwanted behaviour the warning must stay (unless there has been a mistake on the part of the teacher in which case this must be made clear).

What if a student feels the warning is a mistake during a lesson?

The student should continue working in the lesson and at an appropriate time during or at the end of lesson quietly and politely talk with the teacher. It will then be a teacher's decision to assess the situation. If behaviour has been unacceptable the warning remains. Only if the teacher recognises a mistake can the warning be cancelled.

Can a detention be cancelled?

Only if a teacher has been inconsistent. Assistant Headteacher (Student Support) will explain and talk through the individual incident with the teacher. Otherwise all detentions will be completed.

What about standards of uniform?

The school expects high standards at all times. Warnings may be given by the Form Tutor or the student manager in regard to uniform. If concerns are not responded to students will be isolated at break and lunch or all day if appropriate.

What are the out of bounds areas?

Any area where a student is in potential danger is out of bounds. These include the car parks (unless for exam purposes), behind the Sports Centre, behind the kitchen area/Sixth Form, behind the Library/service road area, the school recycling facilities, the school field during terms 1-4, and any area with the blue signage. Also any area where a teacher clearly identifies as out of bounds. Initial warnings can be given for any student found in these areas. If repeated a Headteacher's detention may be given.

In terms 5 and 6 when the field is too wet, it and the area beyond the gate on the corner of the hard play area, will be out of bounds.

What are the expectations in assembly?

All students are expected to arrive to assembly on time in full uniform. Silence should be observed at all times. Tutors are expected to supervise them throughout the assembly. Unwanted behaviour from students will be issued with warnings from the Form Tutor or a detention for serious offences.

ADDITIONAL GUIDANCE

Screening and searching pupils;

- always contact a member of SLT who will conduct searches using the guidance from Behaviour and Discipline in Schools
- teachers can confiscate student's property (in line with the school policy)

Using reasonable force;

- please refer to the guidance contained in 'The Use of Reasonable Force'. A copy is available in every faculty. **Please note that it is always unlawful to use force as a punishment . Corporal punishment is illegal in all circumstances.**

Discipline beyond the school gate;

- all staff should report any concerns to a member of SLT. In particular when the child is;
 - taking part in a school related activity
 - travelling to and from school
 - wearing school uniform
 - in any other way identifiable as a member of the school
- any concerns where behaviour could have repercussions for the orderly running of the school or poses a threat to a pupil or a member of the public, or could adversely affect the reputation of the school should be reported to SLT
- in the above circumstances the Headteacher will take appropriate action which may involve notifying the police, the LA or any other appropriate agencies
- staff should be aware of any safeguarding issues in connection with any of the above and follow safeguarding procedures

Pastoral care for school staff accused of misconduct;

- the Headteacher is the only person who will oversee any accusations made against staff and will use the guidance outlined in Dealing with Allegations of Abuse against teachers and other staff
- any student who has made unfounded malicious accusations against school staff will be excluded (this may be permanent)

Multi agency assessment for pupils who continually disrupt;

- overseen by the Assistant Headteacher (Student Support) who will liaise with the Headteacher. This would include the consideration of whether continuous disruptive behaviour might be the result of unmet educational or other needs