Behaviour and Rewards For Learning Policy

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Date of next review:	Summer 2027
Add to website:	Yes

1. Policy Statement

Waldegrave welcomes and celebrates diversity. The school aims to promote an inclusive school environment where students enjoy their learning, feel empowered, take responsibility for their learning, and have equal opportunities to achieve. Our approach to behaviour and rewards is grounded by The Equalities Act and an appreciation of how race, class, gender, sexual orientation, size, religion, Special Educational Needs and Disability (SEND), or disadvantage impacts on learning and behaviour. We are committed to preventing bullying of any form. Through a collective responsibility, focusing on de-escalation and taking a restorative approach to resolving conflict, we commit to improving student behaviour and relationships between staff and students. Our Behaviour and Rewards for Learning policy is in line with statutory guidance, Behaviour in schools guidance and Suspension and Exclusion Guidance. Our first rule is: **Respect and value learning, each other and our environment.** A simple rule of thumb for our staff to follow: **we praise in public, reprimand in private.**

2. Aims of the Policy

- Promote and clarify our school values and rule
- Create and maintain an inclusive, calm and purposeful learning environment that meets the needs of all students
- Acknowledge and celebrate achievements
- Ensure that all members of staff take responsibility for rewarding and challenging behaviour
- Provide clear boundaries to define what we consider to be unacceptable behaviour, including bullying.
- Provide clear procedures for rewards, sanctions and behaviour support strategies to ensure a fair approach to rewarding behaviour and addressing unacceptable behaviour.
- Summarise the roles and responsibilities of different people in the school community with regards to rewards and behaviour management.

3. The Role of Staff

All staff are expected to take ownership of maintaining good behaviour in the school by being consistent in their implementation of the Behaviour Blueprint (see appendix 1). Staff in the school are empowered to apply the policy at any time, when the students are in school or elsewhere under the charge of a teacher, including on school visits. The Headteacher has ultimate responsibility for behaviour in the school (including to and from school and on trips and activities) and will make the final decision on matters of behaviour. Details of the specific responsibilities of members of the staff body are outlined in the 1.Behaviour for learning Specific Roles and Responsibilities Protocol document.

Staff will receive training as part of their Induction and on-going training at regular intervals. This training will include Arbor recording, restorative practices, protocols / policy headlines and behaviour strategies.

All School Staff in England are permitted to use reasonable force if necessary to protect pupils and others from harm. They can also use it to stop pupils from causing damage or disruption. Reasonable force includes physical restraint such as leading a pupil by the arm away from a situation or environment. Please refer to the Restrictive Physical Intervention Policy.

Please note that this policy is designed to act as an overarching guide to behaviour management at Waldegrave school. It is NOT designed to be an exhaustive list of infractions and the associated sanctions. Behavioural situations are often nuanced with multiple factors and individuals involved. The school leadership team will always take an informed, positive and restorative approach to dealing with behavioural situations.

4. The Role of Students

Respect and value learning, each other and our environment.

- Treat everyone in the school community with good manners, politeness, understanding and respect.
- Throw themselves into the life of the school taking full advantage of the opportunities offered by the school and be willing to contribute to the school community
- Respect the resources we have by sharing responsibility for maintaining a clean, tidy and sustainable school environment
- Only use school IT systems (including Google Suite for Education) in line with the Student IT User Agreement
- Wear the correct school uniform both in school and when travelling to and from school
- Behave in a responsible way both in school and when travelling to and from school
- Attend school every day; arrive punctually to school and lessons
- Be prepared for lessons by bringing all necessary equipment and books
- Work to the best of their ability in lessons
- Complete Home Learning tasks and assignments on time
- Follow the school's policy on Equal Opportunities
- Follow the schools Health and Safety regulations and remain on site during school hours, unless they are given permission to leave.

5. The Role of Parents/Carers

We aim to build a positive and supporting relationship with the parents of our students, through mutual understanding, trust and cooperation. The school will clearly communicate the behaviour policy and procedures to parents and inform them of rewards, sanctions and support initiatives in line with the policy. Parents/carers can support the school by:

- Ensuring their child attends school on time, wearing the correct uniform and possessing the correct equipment.
- Ensuring their child completes all coursework and homework.
- Showing an interest in their child's studies and attending meetings to discuss their progress and future career.
- Supporting the decisions made by staff and the Behaviour and Rewards for Learning policy.

6. Sixth Form

The Sixth Form follows the same behaviour policy principles as the main school. This includes the principles of de-escalation and the restorative approaches. The On Call procedure for serious incidents and persistent disruption apply with the same HoY and

Leadership sanctions. The Sixth Form student expectations, rewards and sanction procedure outlined in 2. Sixth Form Behaviour and Rewards Protocol.

7. Rewarding Achievements

Students are rewarded for their achievements and contribution to the school community inside and outside of lessons. E-praise points are the main school reward given during lessons by teachers. As a guideline, a teacher could expect to give three E-praise points/ reward stickers in a typical lesson. Praise postcards are awarded to students who perform above and beyond expectations. Rewards are celebrated in Year Assemblies and contribute to our House System. In addition students are recognised for their contribution to our school values at the end of term celebration assemblies. Details outlined in 3. Rewards Ladder Protocol.

8. Managing Behaviour

All students at Waldegrave School should enjoy, feel empowered and achieve in lessons. Teachers will plan lessons that are inclusive and support the needs of all students. If students are to be sanctioned staff should consider if the lesson was appropriately differentiated for the needs of that student. If SEND students' behaviour causes concern then the HoY and SENCO should be involved in decisions relating to the next steps which may include sanctions.

Where necessary, steps will be taken to remind learners of the behaviour expectations and the consequences that follow. Steps are taken with careful consideration for the needs of the learners in and outside of the classroom.

9. Investigating Incidents

A school's primary function is education and its resources should be allocated to this purpose. This means that it is not possible in terms of staffing and time to investigate every incidence of a student misbehaving. However, in circumstances of serious concern e.g. establishing the facts in relation to a suspension or permanent exclusion, any investigation must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' In brief, all adults involved should accept that something happened if it is more likely that it happened than that it did not happen.

Student and staff statements as well as CCTV may be used by pastoral teams in establishing the facts or timeline around any incident if it is helpful to do so. Student statements, when used, form part of our restorative justice led approach to maintaining high standards of behaviour and conduct.

10. The Restorative Approach

Steps to manage behaviour are outlined in the behaviour triangle and are underpinned by restorative approaches. Strategies for de-escalation and restorative led behaviour management are informed by the Emotional Response framework (see appendix 2).

Restorative approaches aim to:

- Rebuild the relationship between member of staff and student
- Address any unmet needs of students behaving poorly
- Address the needs of those affected
- Create a sense of accountability and aim to 'put things right'.

Restorative approaches achieve this by focusing on:

- Acknowledging harm done to individuals and the learning environment
- Personal responsibility and problem solving

- Interpersonal reflection
- Dialogue and discussion
- Repairing relationships through apology and reparation.

11. Behaviour Sanctions

Single behaviour points are allocated where a student's behaviour does not meet expectations.
In addition, time outside the classroom, Detentions (5 points) and Suspension / Exclusions are used where and when appropriate.

Behaviour points are monitored to track behaviour and support interventions. 5. Sanctions and Exclusion Protocol.

Types of main school sanctions:

- Verbal warnings
- Behaviour points
- Time out of the lesson (5 minute reflection time)
- Senior Leaders On Call (used for serious incidents or persistent disruption to lessons)
- Department removal room
- The Bridge isolation
- Department detentions
- Head of Year detentions
- Senior Leadership Team detentions

Behaviour points allow for behaviour to be tracked and support needs to be identified. Behaviour points return to zero at the start of a new term but the overall total will still be recorded so cause for concern students can be monitoring. Sanctions are recorded on Arbor.

Low-level sanctions are set, but do not need to be followed blindly at the expense of behaviour learning, mentoring, trust and student context (safeguarding / Inclusion). Serious Incidents are investigated more consistently, and are sanctioned through consultation with Heads of Year, Department and the Senior Leadership Team. Students are encouraged to reflect on their actions and resolve the issue in order to prevent further negative consequences. There will occasionally be times when students will bypass the initial sanctions. If a student acts in a dangerous or threatening manner or consistently disrupts or undermines a member of staff they would immediately be removed by a senior member of staff On Call. A restorative meeting between the student and teacher will take place before the student is returned to the class.

The Behaviour Triangle (see Behaviour Blueprint appendix 1) guides a teacher's response to students who are not behaving in line with our expectations. A version is also displayed in classrooms. 6. Behaviour Triangle and What Happens Next.

12. Duties under the Equality Act 2010 and Children and Families Act 2014

Under the Equality Act 2010, Waldegrave staff will not discriminate against, harass, or victimise students because of their: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity; or gender reassignment. For disabled children, this includes a duty to make **reasonable adjustments** to any provision, criterion or practice which puts them at a substantial disadvantage. Behaviour will often need to be considered

in relation to a student's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

Reasonable adjustments based on individual student's needs might include a change in venue of sanction (e.g. instead of the Bridge, a student might be better placed in the Learning Zone); an adaptation from external suspension to internal isolation or the sanction being completed with a different trusted adult who the child feels more comfortable with. Reasonable adjustments should rarely include a complete wavering of any sanction, not only because we are preparing young people for life in society, but also because we have a responsibility to create high standards of behaviour in school so that all students are protected from disruption and are in a calm, safe, and supportive environment that allows them to flourish.

The Governing Board must comply with their statutory duties in relation to pupils with SEN when administering the exclusion process, including using their best endeavours to ensure the appropriate special educational provision is made for pupils with SEN and having regard to the Special Educational Needs and Disability (SEND) Code of Practice.

13. Behaviour Outside of Lessons

Departments and break duty teams should ensure that their corridors are calm and that staff greet students at the door where possible and dismiss them calmly from lessons. Students should walk on the left, not eat in corridors and move calmly around the school. If a member of staff observes poor behaviour outside the lessons then this can be dealt with directly by them and a relevant consequence administered using the behaviour triangle. All behaviour points should be logged on Arbor for consistency. Incidents of serious disruption should be logged as behaviour incidents and referred to On Call.

14. Behaviour Outside of School

Our expectations of Waldegrave students extends beyond the school site. Students are representatives of the school values and rules at all times. Sanctions can be applied if behaviour could have repercussions for the orderly running of the school, poses a threat to another student, member of the public or brings the school into disrepute. This particularly applies when students are in school uniform or are in some way identifiable as a Waldegrave student.

15. Senior Leadership Support: On Call System and Serious Incidents

Should there be a need to remove a student, senior leadership will remove a disruptive student from the classroom if it is necessary. This decision will be taken with the member of staff, and only when appropriate, the student. The On Call role and actions are outlined in 7. On Call and Serious Incident Protocol. Students who are taken from lessons are expected to work quietly in a department support room or The Bridge. Some students have behaviour support sessions in
the Bridge or Zone to meet their SEND needs.

If a student is removed for persistent disruption in a lesson they will remain in the department room or The Bridge for that lesson only, returning to their lessons for the duration of the day if the student is ready to reintegrate. In the case of a serious incident, the student will remain out of circulation until the Senior Leaders have investigated further.

16. Restorative Conversations and Detentions

The majority of behaviour for learning can be discussed with members of staff in a restorative conversation during the school day or straight after school. The statutory guidance does not require parents to be informed of a detention, but on occasions where students are kept for longer than 30 minutes there will be contact home 24 hours in

advance. A detention at the end of the school day may be given by HoY/D for missed punctuality break detentions, persistent uniform infringements, missed Home Learning, assignment deadlines etc. Leadership Detentions are 60min and are used for serious incidents and missed HoY/D detentions. Sixth form students can be set unsupervised (Mon, Tues, Wed) and supervised overtime (Thurs) with parental notice.

17. Behaviour Support Initiatives

All staff at Waldegrave school are committed to supporting students develop their behaviour using structured support programs. These are usually initiated by the accumulation of behaviour points but can be implemented based on staff feedback. These support initiatives will be used if appropriate as an alternative to exclusions wherever this is deemed to be a sensible course of action. Support initiatives include:

- The Bridge - short term behaviour rehabilitation programme leading to reintegration into lessons or a longer period of support in the Zone
- Time out cards
- Mentoring and coaching
- SEND passports
- Inclusion team referral
- Tutor report
- Head of Year report
- Head of Department report
- Pastoral Support Plans
- Leadership Interventions
- Engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships or social skills
- Frequent and open engagement with parents/guardians

Members of staff work with students to set targets are review them periodically with the support of parents. Parents are informed where support initiatives are put in place. For more details see the 9. Behaviour Support Initiatives protocol

18. Leadership Sanctions and Exclusions

The Head Teacher and Governing Body reserves the right to exclude, up to and including permanently, students who are involved in any serious incidents of violence, theft, serious damage, anti-social behaviour, smoking, alcohol use or possession, drug use including possession or dealing and offensive weapons. This also applies when an exhaustive list of behaviour support initiatives have been unsuccessful.

Formal exclusions for serious behavioural incidents may be used for a fixed term and is followed by a readmittance meeting between student, parent, senior staff and those affected. Any procedure following an incident of poor behaviour needs to be appropriate to the needs of the student e.g. taking on board if the student has any SEND, especially when that is related to behavioural difficulties.

***The school exclusion processes below are in line with the advice and guidance issued in the booklet titled 'Guidance for the use of exclusion from schools' advice for Headteachers issued by both Kingston and Richmond local authorities and Achieving for Children (AfC)*

19. Behaviour for Learning Steps

These steps are to provide a clear language for discussing escalation and de-escalation of behaviour with both students and parents. For serious incidents, staff use the Sanction and Exclusion Protocol.

The below is an approximate guide as to behaviour escalations. Decisions will ultimately be made by the pastoral team. Heads of Year and Leadership Team have discretion to decide what a sanction should be for a serious incident.

Step	Behaviours	Potential Actions
0	No concerns	• Reward and Praise • Behaviour Triangle used for minor incidents.
1	Short-Term Persistent Disruption to Learning (mobile phones / uniform / low-level disruption).	• HOY detention issued • Placed on a positive report to Form Tutor or HOY. • De-escalate after report if improvement is seen and praise postcard home. Escalate to Step 2 if no improvement.
2	Longer Term Ongoing Defiance / Disruption to Learning	• Letter home to parents • LT detention issued • 1 or 2 days in The Bridge for rehabilitative work. • Placed on a positive report to the Head of Year and parents notified. • PSP created with targets agreed with the student. • De-escalate to Step 1 if improvement is seen and praise postcard home. Escalate to Step 3 if no improvements.
3	Serious Disengagement / Persistent Defiance	• Safeguarding vulnerability: any decisions should be quality assured by DSL • Fixed term exclusion / internal exclusion / school to school or community service decided. • Potential Off-site direction to be educated at another setting for an agreed period of time • Parents / carers, HOY and student agree PSP targets • Short- Term placement in Zone where appropriate (1-2 weeks). • De-escalate to Step 2 if improvement is seen and praise postcard home. Escalate to Step 4 if no improvements.
4	At Risk of Exclusion	• Safeguarding vulnerability: any decisions should be quality assured by DSL • Fixed term exclusion / internal exclusion / or community service decided. • Potential Off-site direction to be educated at another setting for an agreed period of time • Mid-Term placement in Zone where

		appropriate (1 half term). • Reduced T/Table • Work Experience / Alternative Pathways explored. • De-escalate to Step 3 if improvement is seen and praise postcard home. Escalate to Step 5 if no improvements. • Alert TAC of decision to escalate.
5	Alternative Provisions	• Safeguarding vulnerability: any decisions should be quality assured by DSL • Fixed term exclusion / internal exclusion / school to school or community service decided. • Off-site direction secured and evaluated. • Permanent exclusion from Waldegrave.

Appendix One:

Our First Rule: **Respect and value learning, each other and our environment**

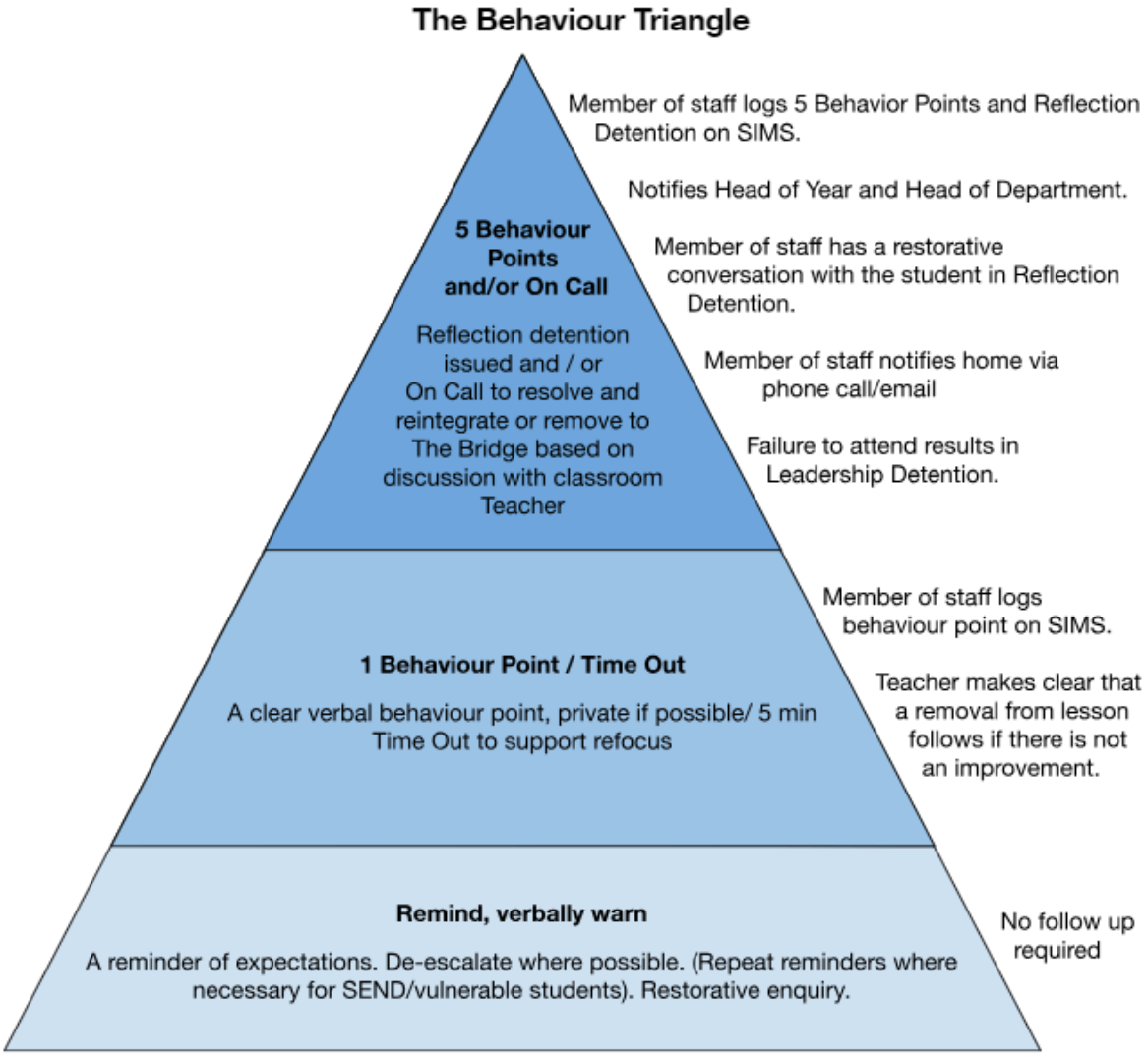
Our Values: **Enjoy, Achieve, Empower**

Behaviour Vision: Staff are trusted to maintain positive relationships with students through the use of praise and rewards, and of course through a student's sense of success.

Tools for both rewarding and challenging students are available to staff, but must always be used in relation to restorative practices.

In the event of a Call Out, the member of staff and, only when appropriate the student, decides on removal and reintegration.

Our behaviour policy should not be followed rigidly at the expense of learning, trust and compassion. When a serious incident occurs, we have a clear protocol to follow, and clear steps for articulating the overall escalation and de-escalation of consequences pertaining to a student's behaviour.



Appendix Two:

Waldegrave School

Emotional Response Curve

