

# Positive Goals Behaviour and Rewards Policy

## INTRODUCTION

This document is a statement of the aims, principles and strategies for Positive Goals.

## BACKGROUND

Many students at Positive Goals will have experienced interventions from other agencies both inside and outside school prior to their referral. The aim of Positive Goals is to address the behavioural barriers to learning and inclusion in the widest sense. The focus is behaviour modification and assessment of needs in relation to each individual and therefore their future learning programme. Students are referred in the first instance for a short term intervention plan.

## CURRICULUM

Managing behaviour is embedded within the curriculum itself. The timing of lessons is linked closely to the concentration of students and the need for specific risk assessments for certain activities.

The delivery of learning is mindful of the learning styles, behaviour challenges, barriers to learning and social experiences of the cohort.

The main barrier to learning for all students at Positive Goals is their ability to manage their own behaviour, accept boundaries and interact appropriately with both their peers and those in positions of authority, which can limit the amount of work that can be done independently.

## MANAGING STUDENTS' BEHAVIOUR

The staff have been selected for their own personal skills in relation to individual roles, their previous experience and commitment to the well-being, achievement and enjoyment of young people who have experienced difficulties in school. Staff will be skilled in managing challenging behaviour and will work within the framework of Positive Goals Behaviour and Rewards Policy.

Many students struggle to respond appropriately within a classroom or social setting. The staff's skill in classroom and behaviour management is our first and most crucial means of the student accessing their education. All the students are assessed shortly after entry through subject specific activities as well as other non-curriculum areas. The student induction program includes discussions with the students around their triggers, calming techniques and behaviour management strategies that they try to use independently. If necessary 1:1 mentoring is employed as required.

Daily briefings/meetings take place to provide an overview of each student's behaviour with a focus on attendance/punctuality, behaviour for learning and quality of work. From this information the staff discuss progress every day at the end of day meetings and communicate outcomes to parent school and parents / carers.

Students are given a focus on addressing the underlying issues which have led to their placement through the on-going review of their progress against their targets. The students are involved in reviewing their targets and setting new ones.

Positive Goals have a rewards and sanctions system which supports consistency and high standards of behaviour. All staff and representatives from partner schools are involved in the development of

the rewards and sanctions systems and these are reviewed regularly at operational meetings as well as during the annual review of all school policies and procedures.

Relationships between home Positive Goals and parent school are key to the success of the students and therefore communication between home and school is frequent.

The Behaviour and Rewards Policy provides a framework in which staff can create a stable and a safe learning environment, which encourages students to develop and address those issues which have prevented them accessing the mainstream environment. All staff at Positive Goals are all equally responsible for the management of behaviour. Staff work closely in managing behaviour through implementing the rewards and sanctions, applying a restorative justice approach and modelling positive behaviour practices through their own behaviour. The school operates as a community with clear values and well understood approaches which are enhanced by the co-operation of the whole team.

### STRATEGIES USED IN MANAGING BEHAVIOUR

Staff are individuals who all have their own preferred methods of working which compliment their own personalities. However, it is essential that they work in an agreed procedural framework in order to provide the consistency and stability that all our students need. We must ensure a whole staff acceptance of standards if we are to support young people in modifying their behaviour and collectively support staff in managing challenging situations.

The framework for managing behaviour includes:

- The school is an adult controlled environment in which staff set the tone and ethos. We promote purposeful activity through interacting with students and engaging them in positive activities both in the classroom and outside during social times. The school is a place where everyone feels safe and secure and where work is valued. Everyone is expected to show respect for each other and for the environment.
- Opportunities for success are an integral part of all classroom activities and are recognised through praise and the rewards system.
- Variety and flexibility in teaching and learning strategies should enable all learners to access the curriculum. All staff are involved in differentiating work appropriately and supporting learners. Specific behavioural difficulties are targeted through a programme of interventions. Staff need to complete recording, assessment and monitoring systems which keep track of individual student's progress.
- Classroom seating and working arrangements including planning for behaviour in lessons takes account of the needs of the students and the curriculum to provide optimum opportunity for success. Risk assessment of activities and resources support effective classroom management.
- ☑ Students should be offered unconditional acceptance as individual people and given a fresh start after each incident has been resolved. Restorative justice practices encourage students to make the right decisions and use the 'time out' to reflect on behaviour, to make amends and help students move forward. Staff must always remember that 'they are the adults' in every situation.
- ☑ It is the responsibility of all the staff at the school to promote a positive role model to students. Many of our students will have been exposed to inconsistent adult role models and we must represent positive and appropriate behaviours ourselves if we are to demand likewise from the students. This includes the way in which we address each other and the

students and the respect and politeness we are trying to encourage in young people. We must offer our students self-control, patience, fairness, consistency, understanding and fairness in maintaining boundaries.

- Clear rules and expectations will help all staff and students avoid confrontations. Students need to know where they stand and that they are part of a whole school approach to rewards and sanctions. Staff must recognise that they are part of a team which consistently promotes the agreed system. All students will be introduced to the rules and expectations when they join the school through their induction programme.
- Staff use a variety of strategies to redirect students positively; ignoring of low level poor behaviour; praise for those who exhibit positive behaviour; diversion from negative behaviour; diffusion through quiet, calm explanation; the presenting of choices to give students control over their situation and humour to reduce tension.
- It is vital that we as a team work within the agreed parameters and maintain boundaries. Students will initially push against these boundaries and find them difficult to cope with, but without them, no change is possible, and students will not be given the opportunity to address underlying issues and reintegrate successfully into mainstream society. Consistency promotes security and trust.
- At Positive Goals we always avoid shouting and displays of anger. Students will push staff to gain predictable responses and we must therefore show them that there are other ways that we can get where we want to be that do not involve shouting or angry displays. Physical punishment and humiliation are never options. Staff must give clear instructions, give clear explanations of the consequences of continued negative behaviour, present choices and remain calm at all times.
- Keep all conflict to a minimum. Remind students of expectations and rules of the school. Act non-confrontationally in reminding students of the consequences and allow 'thinking time'. This allows students an opportunity to rectify the situation without further intervention. The students know the rules as well as staff but will always test them to see if staff remain firm and to gain reassurance of their safety and security. Confrontational approaches will result in confrontation back from the student which we must avoid as the end result will not be positive and the student will not make progress in addressing their behaviour.

Positive relationships with students are the key to successful behaviour modification. This is achieved through:

- Showing them that we genuinely like and value them as people
- Separating the behaviour from the person
- Showing them we are fair and consistent in our expectations
- Dealing with them in a respectful manner no matter what they have done
- By recognising successes and giving praise and comment when they have tried hard to achieve something
- By taking an interest in them as people – finding out about them and their interests and taking time to remember these things
- Engaging with them during non-structured times and encouraging them to enjoy and achieve

### CONSEQUENCES

Positive Goals staff will deal with behaviour through a stepped approach. Initially this is through verbal and facial cues, moving up to the explanation of consequences through low-key warnings,

verbal and written feedback against generic and individual targets through the awarding of reward points and, finally, the use of sanctions as consequences to specific behaviours. This layered approach allows students the opportunity to make informed choices and experience that there are always outcomes to both positive and negative choices. Sanctions are an attempt to break the cycle of unacceptable behaviour by making the students realise that if they do not comply with the school expectations we will draw attention to the issues in a more focused way.

All students are encouraged to take responsibility for their behaviour. Each day ends with an opportunity for self-review. Students are expected to engage in discussion regarding addressing issues and considering the choices they may make in the future.

In giving sanctions, staff must assess the behaviour against the weight of the sanction. Is the sanction a fair response? Will it discourage the student from the behaviour displayed in the future or simply cause a sense of injustice? Staff must ensure that the student understands the reason for the sanction and work with them in moving forward with the relationship still intact.

In some circumstances 'time-out' is an effective tool.

Periods of 'time-out' may be used to give students an opportunity to settle down and move into a group environment once again. 'Time-out' may be an outcome from a series of poor behaviour incidents over one day. In the case of the latter this decision should be made at the end of the day either in or following discussion at the end of the day debriefing meeting. Students in 'time-out' must always be actively engaged in either planned work according to their own timetable or specific tasks associated with putting right the issue which led to the 'time-out'.

### EXCLUSIONS

Exclusion from Positive Goals are used where a student's behaviour has exceeded the normal sanctions and the incident is so serious that an extended period of 'time-out' is not deemed appropriate.

It is not an option to send a student home unofficially. This must be treated as a fixed term exclusion.

Any exclusion must be the decision of the Head Teacher or the Deputy in their absence of students parent school, although the views of all staff will be sought and taken into account where possible.

### THE REWARD SYSTEM

Positive Goals has high expectations of its students, all of whom should try hard to value and celebrate their own and others achievements, both in and out of the classroom. To encourage them to do so a Class Charts based reward system operates throughout the school.

Students are rewarded by staff for meeting behaviour expectations and making academic progress. Points are awarded for personal and group success and both intrinsic and extrinsic rewards are given for short, mid and long term success. The reward system is managed within Class Charts and is presented below:

<b>Behaviour Points Positive Behaviours</b>	<b>Points earned per lesson</b>
Contributing to the lesson	1
I exceeded expectations	1
Fast work	1
Fully engaged in my lesson	1
Good uniform	1
I arrived at my lesson on time	1
I left my work area tidy	1
I showed progress in my work	1
I met my target	1
I showed perseverance	1
I showed respect to others	1
I was self-motivated	1
I showed thinking skills	1
I passed my themed week	2

Negative Behaviours will only be recorded in Class Charts after a reminder with 'time-out'.

<b>Negative Behaviours</b>	<b>Points earned per lesson</b>
Aggression/physical contact	-1
Destroying property	-1
Failure to complete my work	-1
Chair feet off the floor	-1
Foul language	-1
Graffiti	-1
Late to lesson	-1
Off task	-1
Rudeness	-1
Shouting over the teacher or students	-1
Smoking	-1
Throwing items or litter	-1
Uniform issue	-1
Verbal abuse to peers	-1
Verbal abuse to staff	-1
Wearing a hood or cap	-1
Bullying	-1 details logged, possible further action
Racism	-1 details logged, possible further action

Earning points = rewards. There are daily rewards, longer term rewards and class rewards.

<b>Points</b>	<b>Time taken to earn</b>	<b>reward</b>
10	You can earn 10 points in a really good day!	A positive phone call home or a positive postcard home.
50	You can earn 50 points with a really good week.  You can take longer to earn this if you have a few blips.	BFC merchandise and a positive phone call home or postcard home.
100	You can earn 100 points with a really good fortnight.  You can take longer to earn this if you have a few blips.	A snack / drink of their choice during break time.  A positive phone call home or a positive postcard home.
100 whole class	When the whole class earn 100 points each the whole class has a reward.	Class trip OR Class can plan a lesson of their choice.
400	You can earn 400 points with a perfect six weeks.	BFC match tickets OR £5 BFC Store voucher.  A positive phone call home or a positive postcard home.
400 whole class	When the whole class earn 400 points each the whole class has a reward.	Class trip.

To be revised regularly between Positive Goals and partner schools.

### Earning negative points = sanctions

#### Sanctions:

1 week of less than 5 points per day = concerned call to parent school and home.

Smoking or leaving the site (e.g. to go to the shop) = 15-minute detention, meeting with parent school and concerned call home.

Detentions can be given by any member of staff if a reminder, warning and negative behaviour point have been given and the behaviour continues.

Damage to school property = possible reporting to the police and a request that Parent/Carer pays for the damage.

Threatening behaviour towards staff or peers will result in possible 'time-out', contact home and restorative justice work.

All unacceptable behaviours outside of this policy will be reviewed by the Positive Goals staff and partner schools and appropriate sanctions put into place.

#### Rewards for Attendance

Students with 95%+ attendance are recognised through certificates, prizes and letters home. Those students with 100% attendance are particularly celebrated. Punctuality to school is rewarded with positive behaviour points in the behaviour rewards system.

Positive calls home and positive post cards home can be sent for individual achievements outside of the reward system.

The school is pleased to nominate students for external awards relating to work both in school or out in the community.

### BULLYING

All students have the right to be educated in a non-threatening environment. Bullying in any situation compromises this premise. Students at the school may use bullying tactics to overcome their own feelings of inadequacy or because they have learned to use threats/name calling/unkind comments/physical gestures/intimidation through their own life experiences. All students are told that there are only two acceptable ways of dealing with these behaviours: to ignore it by showing no emotional response which often results in a reduction in the behaviour or to tell staff/parents in order that they can deal with it.

It is the responsibility of all staff to highlight bullying concerns at the end of each day in the debriefing meeting and to raise these with parent school and students when they occur. Where there is a pattern of bullying, staff must inform parent school and parents where a "Bullying Log" will be opened for incidents to be tracked over a specific period to time. The student is then confronted with the situation and a Behaviour Management Plan put in place with clear sanctions for any incidents of bullying. In most instances, this will involve the perpetrator immediately being removed from the group and isolated to reflect on the situation and resolve it prior to returning to the group setting once more.

Positive relationships between students and appropriate social interaction are consistently promoted through tutor time as well as the pro-social modelling of staff in the school.

## RACISM

All incidents of racism are dealt with seriously and are regarded as unacceptable behaviour resulting in sanctions to any student involved until the matter is dealt with.

Racism is discussed in form periods as well as through cross-curricular themes.

## Positive Goals Expectations

At Positive Goals we want students to stay safe, engage in learning and make progress. In order to achieve this students, need to follow the rules. Remember there are rewards if you follow the rules and consequences if you don't follow the rules.

- Arrive at school on time and be ready to learn
- Complete the work you are asked to do in the lesson and show progress
- Complete homework set
- Sit on a chair with feet on the floor
- One person talking at a time
- Do not throw anything
- No physical contact including play fighting
- Do not push past people
- Do not block doorways
- Do not litter
- Do not graffiti
- Do not swear
- No hoods or caps
- No spitting

## Positive Goals Routines

### Punctuality

- You are expected to arrive at school on time for both the morning and afternoon lessons.
- If you are late you will be expected to make the time up!
- When you arrive at school, you will remove your coat and any hat and sit down quietly ready to begin your lessons.
- The school day starts at 9:30am and ends at 4.00pm

**Phones/Cigarettes/Sweets and drinks. These are items banned by the school and items that will be searched for:**

- You must hand over your mobile phone in the morning.
- You must hand over ALL Cigarettes, Vape Machines, Tobacco, Filters, papers and lighters in the morning.
- You must hand over all sweets and drinks in the morning.
- No drugs or any paraphernalia, weapons or alcohol are allowed on school site.
- If you arrive at school under the influence of drugs and or alcohol, you will not be allowed on school premises, a phone call will be made to parent school, parents/carers asking them to collect you and the school may also contact the local safeguarding team or police.

## Searching, Screening & Confiscation

The lead teacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal Drugs
- Stolen Items
- Tobacco and cigarette papers
- Pornographic images
- Any item that is likely to be used to commit an offence or to cause personal injury to any person or damage property.

The lead teacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

If pupils do not consent then a phone call will be made to parent school and parents/guardians.

#### Damage to school building/ equipment /property

If damage is caused to the school building, your parents/carers will receive a bill. You will also be required to clean up or help to repair the damage caused. The Police may also be called.

#### RESPECT

- Respect yourself
- Respect others
- Respect property & things
- Be kind
- Listen to each other and staff
- Be polite
- Set yourself goals
- Have a positive attitude
- Do your best – be resilient
- Work together
- Follow the rules