



Chesterton Community Sports College Behaviour and Rewards Policy

Behaviour and Rewards

Signed:

Chair: R. Dutton

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Chesterton Community Sports College

Behaviour and Rewards Policy

The mission statement for the school is:

“Be the Best You Can Be”

This applies to the behaviour policy. Chesterton Community Sports College has a fair and well monitored behaviour system, understood and applied by all, to promote an ethos of respect, rights and responsibilities.

It is based on the premise that the policy will be applied consistently by all, to allow effective learning and teaching to occur in classrooms and within a school with a positive and purposeful atmosphere. Pupils should be motivated by their opportunity to achieve and succeed.

It is accepted that effective learning and teaching requires a safe, calm and peaceful environment. Pupils need to have a clear idea of what is expected of them, not only in academic achievement but also in social training. Pupils expect to be treated fairly and consistently and be positively encouraged to behave well. To help encourage positive behaviour, members of the school should have a clear understanding of their rights and responsibilities, and have clear guidelines for what acceptable behaviour includes. Appropriate support should be given when needed.

The school has adopted the following simple guide for positive behaviour:

- Be prepared
- Follow instructions
- Be the best you can be

Aims

- to encourage high standards of collective and self-discipline
- to promote attitudes and values which allow pupils to contribute to their own personal development and that of the school
- to consistently reward positive behaviour and apply sanctions to inappropriate behaviour
- to effectively monitor and evaluate rewards and sanctions
- to clearly define rights and responsibilities
- to promote positive relations and respect amongst all members of the school community
- to create a calm, peaceful, supportive and purposeful environment for teaching and learning
- to give pupils clear levels of expectation and targets for both academic achievement and appropriate behaviour
- to respond positively to reinforce appropriate behaviour and help develop social skills



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- to enable parents and pupils to share responsibility for behaviour at school

Procedure

To allow the policy to work, it is recognised that the school should have and operate a set of simple and clear school rules, a policy which is followed consistently by all, whereby there is a common system of rewards which motivates and encourages pupils to achieve, and a system of sanctions, understood and supported by pupils, parents and staff. This will be best achieved if everyone is clear about their RIGHTS and RESPONSIBILITIES in the community.

Rights

- to enjoy a safe and positive environment
- to have effort and achievement recognised and rewarded
- to be able to learn and teach without undue disruption
- to aim at a set of clear, realistic and challenging targets
- to recognise that all members of the school are individuals whose needs should be met

Responsibilities

- to attend school regularly
- to behave in an acceptable and appropriate manner
- to encourage positive social skills
- to work to maximum potential both academically and socially
- to take pride in one's self and in producing work of the highest quality
- to help promote positive relationships between all members of the school and encourage an environment of mutual respect
- to follow school rules

In the Classroom

It must be recognised and accepted that it is the responsibility of all teachers to manage pupils within their classroom and to ensure that pupils behave by taking appropriate measures when necessary. Each classroom teacher has a responsibility to control lessons in a positive manner.

Conduct Logs & Event Logs

The conduct log is a method of monitoring the behaviour of each individual pupil across the school. Staff must ensure that for all incidents, a conduct log is filled in on the iSAMS system with a reason and description. These conduct logs are monitored daily by the pastoral team and form part of our reports and sanctions. They also form part of the pupil's school report to parents each term.

The event log is a method of rewarding positive behaviour and/or outstanding contributions to the lesson or school community. All event logs are filled in on the iSAMS system. These



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contribute to our rewards system within school and are also sent home as part of the termly school report.

Parents and pupils can access all the conduct logs and event logs that are awarded via the parent and pupil portal.

Form Tutors

Form Tutors have particular responsibility for the guidance and counselling of pupils in their tutor groups. As well as monitoring achievement, the responsibility includes issues of attendance, uniform, equipment and behaviour around the school. The form tutor will use conduct logs and event logs in most cases to do this.

Reports

Pupils may be placed on report to monitor their behaviour if in a number of subjects or incidents across the school their progress or the progress of others has been affected.

Stage One – Form Tutor

Stage Two – Head of Year

Stage Three – KS Leader or SENCO

Stage Four – SLT

Stage Five – Headteacher or Deputy Headteacher

When a pupil is placed on report, or moved up or down the reporting system, this should be recorded on iSAMS. If appropriate, contact with parents by telephone or a school visit is encouraged at all stages.

When a pupil is on report, teaching staff must grade their behaviour and work for each lesson. Staff may give + or – grades if a pupil is close to the threshold of a higher or lower grade. Outcomes for each grade must be carried out by the teacher (see grade descriptors on reports).



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Grade	Outcomes
A Outstanding	Always prepared for the lesson: on time, iPad charged, equipment as required (pen, books, folders, etc.).
	Outstanding contribution to learning. All work is completed to a high standard, involvement in discussions and willing to move learning beyond the classroom.
	Behaviour is exceptional: no reminders, instructions followed immediately and no instances of chatting.
B Good	Prepared for the lesson, on time and ready to learn.
	Positive contribution to learning. Work completed to expected standard. Good contributions made when prompted.
	Behaviour is good and as expected. Instructions are followed and no disruption during the lesson.
C Acceptable	Generally prepared for the lesson.
	Some contribution to learning. Work is completed but with reminders or assistance and not always to the expected standard.
	Rarely off task but may have to be encouraged or reminded by the teacher. Attitude to staff and learning is average.
D Improvement Needed	Not fully prepared: some equipment could be missing (iPad not charged, no pen, books, etc.).
	Not enough work completed and little engagement in the lesson. Reminders have to be given. Reluctant to learn.
	Teacher's instructions are not always followed and On Call may need to be used to encourage engagement. Attitude can be poor and result in further sanctions. Some disruption to the learning of others.
E Action Needed	Lack of preparation: this could be late to lesson, iPad not charged, no equipment.
	Poor contribution to learning. Little work completed and to a poor standard. Negative attitude to learning.
	Behaviour is poor. A disregard for others in the class and a lack of respect for the teacher. On Call will be used.
F Serious Concerns	Late to the lesson with no relevant reason. No iPad or equipment.
	Refusal to complete any work or engage in the learning.
	Defiant attitude, total lack of respect for the school rules and unwilling to discuss improvements. On Call and parent contact.

On-Call

It has already been stated that each teacher has a responsibility to control lessons in a positive manner and that the first line of support comes from the Head of Department. This should allow staff to work together to support one another and ensure that where pupils need to be disciplined, it can be done in the most effective way.

Subjects and departments will set up strategies that are appropriate in dealing with general and specific situations.

In the event of a serious incident, there will be a member of staff on-call to deal with such an event. If support is required, the on-call system must be accessed through the on-call email. The member of staff who requires on-call must input an appropriate conduct log as soon after the incident as possible.

The on-call team are pastoral staff and SLT. During each period of on-call, a member of staff will visit all classrooms around the school in a proactive manner to support pupils and staff as appropriate.



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Isolation & Quiet Room

At the discretion of the Head of Department, it may be agreed that a pupil will not work in their usual group for a set period of time during lessons, but under the supervision of the Head of Department. This period of time should be predetermined and targets set ready for the pupil's reintroduction into their normal teaching group.

For very serious behaviour problems, isolation in the Quiet Room may be appropriate. The nature of this is always determined on a personal basis relating to the pupil's needs.

There are three types of referrals to the Quiet Room

- On-Call (serious incident)
- Pastoral referral
- Subject referral

On-Call and Pastoral referrals need to go through Mr Swindells (or Mrs Waterhouse in his absence). Subject referrals should go through the SLT line manager and are recorded and monitored by Mrs Waterhouse.

Detentions

The classroom teacher has the initial responsibility to punish pupils who behave unacceptably in the classroom. A teacher may request that a pupil comes back at lunchtime, or after school for a maximum period of 10 minutes. If a pupil fails to attend the detention, then the matter should be passed to the Head of Department and a conduct log should be applied.

For more serious matters, department detentions will take place either at lunchtime or after school. Parents need to be given 24 hours' official notice of after school detentions and appropriate work should be given to the pupils to do in this time. This could be work which has not been finished in class or at home, extension work, support or counselling. A conduct log must also be completed for a detention so that Form Tutors can monitor members of their form.

For issues outside lessons, either the Form Tutor, Head of Year or KS leader will issue detentions in the same manner as above.

Out of Lessons

All staff have a responsibility to ensure that there is a pleasant, calm and purposeful atmosphere. Staff should act positively and consistently around the school to prevent or stop unacceptable behaviour.



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Staff who witness unacceptable behaviour of this kind should complete a conduct log in the usual manner.

Teachers who are on duty are responsible for the area they are assigned to for that period of time.

Use of iPads

All pupils have use of an iPad. Pupils should use their iPads responsibly, but if a class teacher needs to confiscate an iPad because of misuse, it should only be for that lesson. A conduct log should be issued, then the iPad should be returned to the pupil at the end of the lesson.

Head of Years and Key Stage Leaders will monitor conduct logs and if there is persistent misuse of ICT, they will step in to deliver an appropriate punishment. The relevant HoY/KSL and RS will decide if the iPad needs to be confiscated for a longer period of time.

Departmental Procedures

All Heads of Department should follow the school's Behaviour Policy and monitor its consistent application in and across their departments.

The Head of Department is responsible for identifying any problems. The following issues should be considered:

- Is the pupil finding the work too easy/difficult?
- Is the pupil allowing friends to distract them?
- Does the pupil understand fully what they are being asked to do?
- Are the resources appropriate for the pupil?
- Is the room organised appropriately for the activity?
- Is the problem not work related? Is there an external problem?

A Head of Department should work closely with the classroom teacher, suggest strategies, observe the teacher or help prepare appropriate lesson plans, resources, etc. They should discuss the problem with the pupils and parents if appropriate.

In any situation where a pupil does not respond positively to any of the procedures in this document, there should be close liaison between the Head of Department and SLT line manager. Any strategies used to try to help pupils should be communicated to the relevant staff through a conduct log or neutral log.



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Support for New Staff

A new member of staff will have an induction to the school and ongoing support during their first year at school. It will be designed to suit their individual needs.

Monitoring and Evaluation

The policy will be monitored by all members of staff, both from a pastoral and curriculum point of view.

Exclusions and Suspensions

On occasions, it may be appropriate to send a pupil home on a suspension. The headteacher will be responsible for making this decision.

For very serious breaches of the policy, either as a one-off serious breach or persistent disruption, it may be necessary for the headteacher to make a decision to exclude a pupil. If this is the case, the decision will be put before a committee of Governors.

The Reward Policy

The best way to encourage good standards of behaviour at Chesterton Community Sports College is a clear code of conduct backed by a balanced combination of rewards and sanctions, with a positive community atmosphere.

For any behaviour policy to work, it is important that children are praised when they follow the correct procedures and practises.

Praise and rewards should be awarded as follows:

- Verbal/written praise
- Event logs
- Event logs to earn vouchers
- Departmental certificates/attendance certificates/praise postcards
- Letters home
- Monthly reward assemblies
- End of term celebration assemblies
- End of year academic achievement evening
- Reward days/afternoons
- Entries into 'Outstanding Work' (weekly)
- Weekly phone calls home from all staff



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- Lucky Dip prizes for 'zero conduct logs, 100% attendance, Event Log Plus and submissions into 'Outstanding Work'

It is important that pupils are acknowledged when they produce work of a high standard or have shown an improved or clear level of effort.

All staff can issue Event Logs to pupils who they feel have met the following criteria

- Exceptional work
- Consistent good work
- Improved standard of work
- Good participation in lessons
- 100% effort in class
- Excellent behaviour
- Independent learning
- Out of hours learning
- Successful reporting
- Achieving target grade
- Making good progress
- Excellent exam result
- Excellent work review
- Excellent profile/report
- 100% attendance
- Improved attendance
- Good citizen
- Service to school
- PE leadership
- Achieving IEP targets
- Event Log Plus
- Other

When a pupil reaches a set number of Event Logs, pupils will be rewarded with a voucher. This will be given out in the monthly reward assemblies.

Departments can issue departmental certificates or send Praise Postcards home to parents to acknowledge any exceptional or consistent good work in their areas. This should be done through discussion with the Head of Department.