



Exmouth
Community
College
Academy Trust

Rewards and Behaviour policy

Policy Details	Date
Written by	David Turner
Reviewed by	Tom Inman
Ratified by	Full Governing Board
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Aim of the policy

At Exmouth Community College we expect our students to Learn, Progress and Grow by being:

- Prepared – take your education seriously to give yourself choice
- Engaged – Make the most of your opportunities
- Kind – Be the best you can be in everything you do
- Respectful – Respect yourself and others, staff, our College and your community

The aim of this policy is to ensure that every individual student is given the best chance to achieve their best both in terms of their academic progress as well as their development as a human being. Our College is committed to excellence and inclusion and this policy reflects our six core values, vision and aspirations for our students.

Through this and other policies we wish to develop a student's sense of self-worth, confidence and discipline. It is designed to reward success and "doing the right thing" and provide a simple and consistent system for managing behaviour so that all students can access their learning which they have both a right to but also a responsibility for ensuring that class members and the teacher can work effectively.

We recognise that some students with particular needs will need additional support and are committed to ensuring that this policy works for all students.

We seek to enable all students to become independent, moral, spiritually aware, free-thinking individuals who value learning, enjoy the challenge of the wide curriculum and who develop confidence and pride in their own achievements.

We expect our students to be responsible, caring for themselves, each other and their environment. They also need to respect the rights of others and develop self-discipline.

In recognising their self-worth and strengths we want all to play a full part in their community through their attitude, work and behaviour and later as citizens, neighbours and parents.

We all work better when given praise and encouragement. The College has clear systems for celebrating the successes of the students.

There is also a clear system of sanctions to ensure that students learn from their mistakes and that others can learn in a safe, positive environment.

Praise

We emphasise being positive when students do well: we recognise achievement, good behaviour and effort (see Appendix 5). We have a College rewards system (ClassCharts) which is on line, accessible to all parents and which we expect all teachers to use. Departments and Year Groups also have their own awards. We always inform Parents/Carers of a student's awards and achievements.

Praise may take the form of:

Verbal praise and encouraging comments: Verbal praise and encouraging comments should be given to whole classes, groups and individuals whenever possible.

Marking Work: Students' work is both praised verbally and through informative, formative & encouraging written comments. Reward Stamps are-used to encourage students and boost self-esteem.

Class Charts Points: are awarded by teachers reflecting the four expectations of 'Be Prepared, Be Respectful, Be Kind and Be Engaged through academic work (achieving over and above that which may be expected) and Service (Sports / Arts / College / Community). Positive points can also be awarded for a variety of in-class activities which may change over time depending on the focus of the College. Points are also awarded based on the SIMs attendance records each half term (for 95% / 100% attendance). Each term points are awarded based on each student's Progress Report for Attitude / Behaviour, Homework and Academic progress against target grades. Points determine the award of Honours certificates and the annual prizes. Students can spend points in the Class Charts shop or donate points to charity.

Honour Awards: An Honour Award is given when a student has achieved a set number of class Charts points. These certificates range from Sapphire (50 points) to Platinum (600 points). These awards are recorded on the child's Class Charts profile and on their SIMs profile. These certificates are issued by Heads of Year and Heads of Department. Parents receive Class Charts notifications whenever a student receives an award.

Guidance for staff

REWARDS SYSTEM: Recognising everyone's contribution. Staff aim to have an 80% positive to negative ratio to build a positive ethos where students feel comfortable that their efforts have been rewarded.

Class Charts We endeavour to award points fairly ensuring that those in all ability ranges, groupings and year groups receive praise.

Who can award	What for	When and How
All teaching staff or support staff who work with students	Positive Point Various categories e.g. Be Prepared Be Kind, Be Respectful, Be Engaged.	1 point when a student produces work that is above and beyond expectation. The aim is to recognise when students are working hard and to reward that effort in order to foster a growth mind-set Using Class Charts
All staff	Positive point Various categories e.g. Be Prepared Be Kind, Be Respectful, Be Engaged.	As above
Event Organisers. e.g.: Open Day, Charity Fund Raising, Helping at Parents' evenings Team organisers. eg Sports Teams representing the College Production / Performance / Exhibition organisers. eg Orchestra, Choir, Dance and Drama production members, Exhibiting Artists etc	Positive point(s) Various categories e.g. Be Prepared Be Kind, Be Respectful, Be Engaged.	Between 1 and 4 points at the discretion of organiser
PLEASE NOTE: if you run a team, orchestra etc. it can be set up as a "class" on Class Charts. Please see the Deputy Headteacher (Pastoral) for more details.		

Who can award	What for	When and How
All staff where appropriate	Reading	Using Class Charts category – 'Being Engaged' for Extended Reading Extensive rewards for reading are also issued through the Library and English teams for Accelerated Reading which include for example queue buster prizes
Year Heads Assistant Year Heads Heads of Department SLT	Improvement - Behaviour Improvement - Attendance Improvement - Effort	Incentive award at HOD/HOY discretion

Class Charts is managed by the Deputy Headteacher (Pastoral).

Class Charts Reports

All Parents/Carers can access their child's relevant Class Charts information on-line via the app.

Other forms of reward

Celebration of Achievement

Heads of Department / Year

At the end of the academic year key staff will be asked to use the records from the central records to identify those students to get major awards in Subjects/Year. These will include, for example:-

- Most improvement: progress towards KS target
- Most consistent effort
- Academic excellence
- Special award for best example of one set project/piece of work
- Best independent learner [use of library/ICT and ability to work in self-motivated and creative manner].
- Top Student in Year Group

There will be a **Celebration of Achievement Assembly** for each Year Group in July when students who have done well over the year will receive awards. These will be based on tutor and teacher recommendations driven by the Class Charts points achieved.

Premier Awards

Following Year Group assemblies, at the end of that week there will be a **Premier Awards Ceremony** held in the evening to which Parents/Carers and College supporters will be invited. The top students in the College and also the nominees will attend: these will be chosen according to Class Charts points achieved plus teacher recommendation. Prizes will be announced and presented including the Premier Cup. All students who are presented with prizes at the ceremony will be recorded on the Celebration of Achievement Boards mounted in the main hall.

Headteacher Award

Anyone can recommend a student for a Headteacher Award but is automatically awarded for achieving 700 Class Charts praise points. Recommendations should be done in consultation with the Head of Year/Assistant Headteacher of Key Stage of the student concerned. You should then contact the Headteacher for his agreement. A Headteacher Award is the highest award given in the course of the academic year and is awarded only for *exceptional* work/service. It may be given

for something a student has done outside of College. The Headteacher Award is also given on Class Charts and is worth 20 Class Charts points.

Visits to the Headteacher and the Inspiration Board

Individual students or teams are regularly invited to see the Headteacher to discuss their achievements or asked to meet with the Deputy Headteacher (Pastoral) and given the Inspiration Award and presented with an accolade inspiration badge. They will also receive the Inspiration Award and accolade badge on Class Charts worth 10 points.

Participation in other activities which are offered are dependent on good behaviour and attendance throughout the year. Those events include the Year 11 Prom, representing the College at sporting events, participating in Expressive Arts events, activities and trips beyond the College for example fieldwork or activities week. This is not an exhaustive list and we do reserve the right to prevent students participating in activities provided by the College unless we can be assured students will be great ambassadors for our community and behave in a safe and responsible way. For vulnerable or SEND students we will consider cases on an individual basis and apply reasonable adjustments through a Risk Assessment wherever possible, however recognise that, due to the nature of some events this will not be reasonable or practical.

Behaviour

This policy has been written in conjunction with '*Exclusion from maintained schools, academies and pupil referral units in England September 2017*'.

We expect students to have high standards of behaviour in lessons around the College and within our Community. We wish to

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Regulate the conduct of students through self-reflection
- Promote, encourage and develop good behaviours in terms of learning such as self-regulation, listening, engagement, homework completion and effective teamwork

High standards of behaviour are critical to establishing a safe and happy environment for all students and staff as well as preparing students for life after College in work and their community. College staff and students will follow 'The ECC way' to ensure interactions are consistent (Appendix 3).

The starting point for our behaviour management strategy is that all staff should be delivering good lessons, which regularly include our six fundamentals, applying the behaviour management structures consistently, without fear or favour, and developing good relationships with students based on integrity, optimism and fairness.

- **Firm** – because students need to know clearly where they stand.
- **Fair** – because even the best students will become alienated if we are not.
- **Friendly** – because the relationship with our students is crucial to effective learning. Students learn best if they are relaxed, confident and positive.
- **Consistent** – because repeating key points is essential to embedding the expected behaviours.

Key Points

- Teachers have statutory authority to discipline students for misbehaviour, which occurs in College and, within the boundaries of this policy, outside of College.

- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants.
- The Headteacher and Governing Board must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Praise is important.

We aim for at least 80% of our feedback to students to be praise particularly with regard to effort.

If students know that staff are committed to them as individuals, then **high levels of praise can be very significant in establishing new and desired behaviours.**

All staff should create opportunities for everyone to encounter success and reinforce with praise. A first step is to build a sense of identity for students at a classroom level by:

- Noticing praise first through the Recognition Board, praising those who go above and beyond under the four Ready to Learn principles of *Be Engaged, Be Prepared, Be Kind, Be Respectful*.
- Knowing the names of the students being taught and using the Teaching and Learning portfolio to particularly understand the needs of SEND, Pupil Premium and other vulnerable groups such as Children in Care.
- Using student names when asking questions and inviting contributions.
- Finding something unique and positive about every student and letting them know it. The Pupil Premium Passport can help with this.
- Sharing your outside interests and enthusiasms and taking an interest in those of your students.
- It is possible to criticise constructively. Children with low self-esteem are quickly switched off by 'put downs'.
- Developing a vocabulary and agreed principles for constructive feedback between students.
- Providing opportunities, especially for boys, to express emotions and develop an effective vocabulary.

Lessons are for Learning

- Arrive on time and line up quietly.
- Greet students at the classroom door in a friendly and calm manner. In general, students should not queue but should enter the lesson and immediately engage in a silent starter, which will usually be the Accelerated Reader book.
- Students stand behind their chairs before the lesson begins.
- Check that students' uniform is correct and equipment ready. (use Class Charts/Homework planner to record those that have not yet met expectation)).
- Ensure students sit down as per the seating plan, remove outdoor clothing and drink only water where appropriate.
- The register is taken in silence.

When the lesson is over, help other colleagues by dismissing students at the appropriate time, supervise their movement through the corridors by going to the classroom door. Say goodbye, dismiss one row at a time and use the opportunity to praise co-operative behaviour from the group.

Dealing with incidents

Staff will work through a series of steps with students when dealing with incidents and misbehaviour, unless the incident is very serious.

- Step 1** → Use techniques to diffuse the situation such as moving into student space, checking understanding through personalisation strategies and appropriate humour to de-escalate.
- Step 2** → Formal Warning – if the disruptive behaviour continues then the student receives a final verbal warning so that it is clear to the student that it has been issued. This cannot be earned back and should not be negotiated.
- Step 3** → If the student persists in disrupting the lesson then the student should be sent to the Ready to Learn room where they will be requested by the Behaviour team to engage in reflective activities to help the student understand what has gone wrong and how behaviour may need to be modified in the future.

Any student being sent to Ready to Learn will automatically receive a detention which will usually take place on the following day as of the offence as far as possible (refer to the RTL escalation process – Appendix 2).

Screening, Searching and Confiscation

What the law allows:

- The College can require students to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the students.
- Colleges' statutory power to make rules on student behaviour and their duty as an employer, to arrange the safety of staff, students and visitors enables them to impose a requirement that students undergo screening.
- Any member of College staff can screen students.

Key Points

- College staff can search a student for any item banned under the College rules, if the student agrees.
- The Headteacher and staff authorised by them have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power include knives or weapons, alcohol, illegal drugs and stolen items. For the full list please refer to the document below.
- College staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to College discipline. Examples include phones, earphones, hoodies and other incorrect uniform such as piercings and other similar items.

(Searching, screening and confiscation: advice for schools Updated Jan 2018)

Ready to Learn room

Any student sent to Ready to Learn (RTL) should have been given **Warning 1, 2 and 3 (See steps referenced above)**. The exception to this rule is where a student's behaviour has significantly disrupted learning such as unsafe behaviour or swearing.

On occasion, as part of managing a student's continuation in a subject, a student may be parked in another teacher's lesson. However, this should not be a long-term solution and Parents/Carers contacted in the event of this strategy being employed.

Contact home and restorative conversations are a very important part of the process where repeated issues occur. It is subject to the teacher's professional judgement (in liaison with Subject Leaders, as appropriate), to decide whether restorative conversation would be valuable. Where repeated issues arise it would be expected that phone calls home and restorative conversations are applied as part of the 'toolkit' of responses. Subject leaders should ensure the consistent and appropriate application of this.

Restorative conversations follow a set format of questions (Appendix 4). Students also have to attend a detention if they receive an RTL from a teacher.

Misbehaviour out of the classroom

We expect equally high standards of behaviour outside lessons, and this will be challenged in a similar way.

All students should carry their Student Planners and can be required to present them to any member of staff wearing a badge. A student refusing to present their Student Planner will be identified as quickly as possible, either through photographs in the Achievement Hubs or using the CCTV system, with a consequence applied if appropriate. Equally students should also always follow staff instructions including always giving their name when required.

Very serious incidents, in or out of class, should be reported as quickly as possible to the senior member of staff on-call by using the 'Urgent Call' button on ClassCharts or by sending two trusted students to the relevant Achievement Hub.

We take misbehaviour on off site visits very seriously. We are committed to make such visits accessible to all through both financially and in terms of individual need. Students who misbehave on visits may be supervised separate from the rest of the party to keep all students safe or to allow a fair investigation to take place. In such circumstances, closer supervision by a member of staff does not necessarily indicate a student has done something wrong. For serious misbehaviour, attendance on any College-led activity outside College, ECC reserve the right to request that Parents/Carers collect their child and that in such instances this may lead to a ban on future visits and activities if we do not believe that an effective risk assessment can be put in place.

Misbehaviour in exams is exceptionally serious and could result in losing all the marks for an exam paper. The Joint Qualifications Committee oversee external exams and have a very strict code of conduct which must be adhered to (including reporting any incidents directly to them). Any disruption will be dealt with severely. Students not using their extra time may be given detentions to make up for the time missed.

The Behaviour Stage System

The school operates a Behaviour Stage system,

The stages are:

- Behaviour Stage 1 – Tutor Report
- Behaviour Stage 2 - Year Team Report
- Behaviour Stage 3 – Senior Staff Report
- Behaviour Stage 4 – Deputy Headteacher Report
- Behaviour Stage 5 – Headteacher Report

Appendix 1 indicates the level of concern about a student's behaviour / engagement, the monitoring process for that stage, and identifies the process for ensuring the appropriate support is in place.

At the end of the relevant review period on a Stage, possible outcomes include:

- Sustained improvement – reduce by one stage per fortnight, with a weekly review of progress to ensure improvement sustained. No 'report card' monitoring required unless improvement not sustained (initiated at relevant stage)
- Some signs of improvement, but not yet consistent – remain on same stage (max 3 cycles)
- No signs of improvement – upscaled to next stage

For students who continually trigger reports, are frequently sent to Ready to Learn and are isolated, we recognise that this may be due to an unmet learning need. Wherever possible we will employ a range of support strategies for students and families to ensure that they can be successful at our College. Strategies might include the Graduated Response Tool, Pastoral Support Plans, Risk Assessments, engagement with our SEND and/or Pupil Progress teams, ReinteGREAT, our College counsellor, Educational Psychologist, Team around the Family processes which link to other agencies such as Youth Intervention Workers or paediatricians, CAMHs, the Police and alternative provision such as Chances or CMAS.

RTL Reset

RTL Reset enables the student to be removed from lessons whilst ensuring that suitable work is given. It also enables those waiting for suspension [usually until their Parents/Carers can be contacted] to be appropriately supervised or an investigation to take place. Students who receive two referrals to Ready to Learn in one day will be internally suspended for a further period of time (see below).

Review (Internal Suspension)

Parents/Carers will always be informed when this happens and staff made aware through briefings where appropriate.

Students should be informed that they have been suspended from the normal life of the College for a fixed length of time, instead of being sent home. The normal College day does not apply to them. They will not be allowed out at break time or lunch time. They will have food provided to them.

Students will be set a programme of work for the day as indicated by the designated staff. Students will be given a Student Reflection Booklet which can be completed in the booklet or on a computer. This will include restorative work, reflection of their actions and completion of any outstanding work and assignments.

The RTL Reset room will be supervised by a team of staff and where necessary Cover Supervisors.

Suspension (fixed term)

Only the Headteacher has the power to suspend a student. In the absence of the Headteacher a Deputy Headteacher has the delegated authority to make this decision.

We will normally consider alternatives to Suspension such as internal 'Review' in RTL Reset. If internal 'Review' is used as an alternative this does not necessarily mean that the misdemeanour was not serious; the school will make a decision based on what is considered in the best interests of the child and the school.

Suspension can be used without intermediate steps where a sufficiently serious incident occurs.

A student returning from suspension will be readmitted by a senior member of staff, usually with their parent/carer. Students are expected to complete a Student Self Reflection Booklet when

suspended which includes restorative and reflective tasks as well as completion of work or assignments.

Formal Review Meetings

Stage 4 Review Meeting

A Stage 4 Review Meeting will be arranged when it is decided that a Student will be placed on Stage 4 of the Behaviour Stages. Parents / carers and the student would be invited and expected to attend. Where parents/ carers are unable to attend the College will seek to rearrange the meeting. However, the College reserves the right to proceed with the meeting should the parent / carer not give sufficient notice or justification of their inability to attend, or where it is felt that the meeting is sufficiently urgent.

The meeting would typically be chaired by the Deputy Headteacher, and involve relevant members of staff who have been involved in the monitoring / support of the student. This will involve representation from the SEND team should a student be identified on the SEND register, have an EHCP, or where it is felt that there may be a particular undiagnosed need. Other agencies may be invited, as appropriate.

Following the meeting the College will write to parents / carers with a brief summary of the meeting, including the reasons for the progression to Stage 4, the expectations of the student going forwards, and the support that the school will put in place.

It should be noted that Stage 4 will begin on the date on which the parent / carer is notified of the escalation to Stage 4. The school reserves the right to escalate to Stage 5 before the Stage 4 Review should ongoing / significant concern exist about the student's behaviour prior to the date of the meeting

Stage 5 Hearing

A Stage 5 Hearing will be arranged when it is decided that a Student will be placed on Stage 5 of the Behaviour Stages. This is the final stage of the Behaviour Stages and indicates that the student is at significant risk of Permanent Exclusion. Where parents/ carers are unable to attend the College will seek to rearrange the meeting. However, the College reserves the right to proceed with the meeting should the parent / carer not give sufficient notice or justification of their inability to attend, or where it is felt that the meeting is sufficiently urgent.

The meeting would typically be chaired by the Headteacher, and involve relevant members of staff who have been involved in the monitoring / support of the student, a governor representative (wherever possible), the SENDCO (should a student be identified on the SEND register, have an EHCP, or where it is felt that there may be a particular undiagnosed need). The College would also invite representation from the Devon County Council Inclusion Team and other agencies as appropriate. The parent / carer will be invited to be accompanied to the meeting should they wish.

Following the meeting the College will write to parents / carers with a summary of the meeting, including the reasons for progression to Stage 5, the expectations of the student going forwards, and the support that the school will put in place. It will also reinforce that this is the final stage of the school's Behaviour Policy and that a Permanent Exclusion would be applied should significant improvement not be evident.

It should be noted that Stage 5 will begin on the date on which the parent / carer is notified of the escalation to Stage 5. The school reserves the right to apply a Permanent Exclusion before the

Stage 5 Review should ongoing significant concern exist about the student's behaviour prior to the date of the meeting.

Permanent Exclusion/Expulsion

Only the Headteacher has the power to Permanently Exclude a student. In the absence of the Headteacher then the decision can be made by a Deputy Headteacher.

Permanent Exclusion should only happen:

- in response to a serious breach or persistent breaches of the College's Rewards and Behaviour Policy; and
- where allowing the pupil to remain in College would seriously harm the education and welfare of the pupil or others in the College.

Examples might include, though this is not an exhaustive list,

- A student has had a history of disruptive behaviour and the College feel they have exhausted all strategies
- A student has committed a single serious offence, for example, assaulting a student or member of staff or bringing a knife or drugs into school
- An act of violence or serious intimidation
- Bringing or dealing drugs on, or around, the College site
- Discriminatory Language or actions
- Child on Child abuse

Students can also be permanently excluded for behaviour outside College, in line with this policy. This can include behaviour on College trips, behaviour when in or out of uniform or on the way to and from College and behaviour which may bring the College into disrepute, including at weekends and holiday periods.

Both Suspensions of more than 5 days, and Permanent Exclusions, are notified to the Governing Board and LA. Where Permanent Exclusion is recommended by the Headteacher there will be a meeting of the Governing Board to which Parents/Carers have full access and the opportunity to make their case, understand the action of the College and cross-question senior members of staff. With any exclusion parents have the right to appeal to the Governing Board. In all cases, Parents/Carers will receive full guidance about the process.

This policy should be read in conjunction with the Equality Policy. No one will unlawfully be disadvantaged on the grounds of age, race or ethnicity, disability, gender and marital status, gender identity, sexual orientation, religion or belief under the operation of this policy.

This policy is also compliant with General Data Protection Regulation.

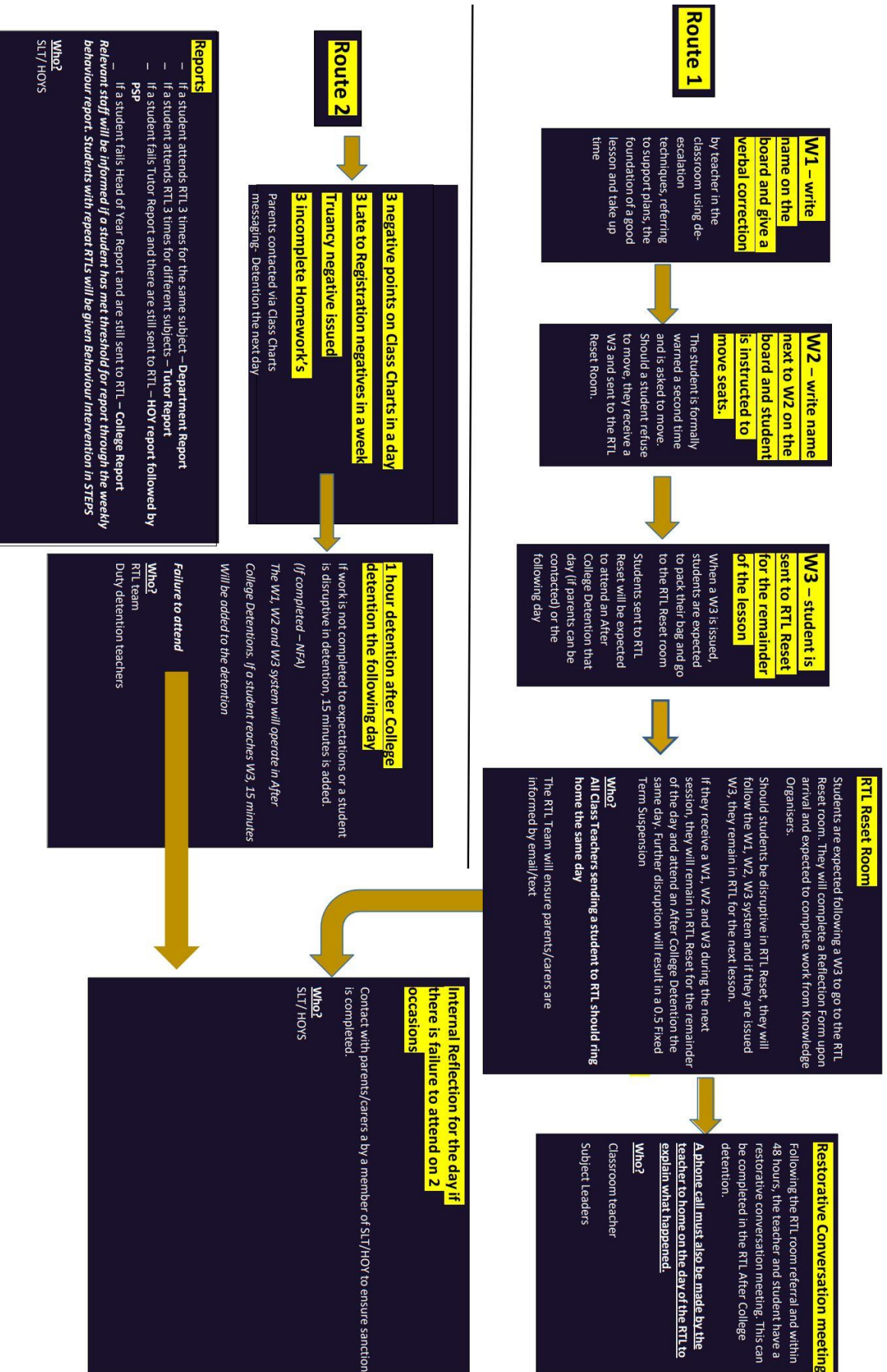
Appendix 1 – Behaviour Report Escalation Process


Stage	Typical Trigger Point	Led /monitored by	Parent Comms	Typical review period (unless escalated earlier)	Support mechanisms
Stage 1	3 RTLs / 10 behaviour points in a fortnight / tutor concern	Tutor	Phonecall	1 week	As discussed with parents
Stage 2	Upscaled from Stage 1 OR Suspension	Head of Year	Phonecall OR Meeting (as appropriate)	2 weeks	Stage 2 Support Plan (or PSP)
Stage 3	Upscaled from Stage 2 OR suspension / significant incident	Senior Team	Meeting (SLT link, member of Year Team, possibly SEND rep if K+)	3 weeks	Stage 3 Support Plan (or review of PSP) Review of any SEND plans
Stage 4	Upscaled from Stage 3 OR very significant incident	Deputy Headteacher	Stage 4 Meeting (HT, SLT link <u>or</u> Year Team, SEND rep if K+)	4 weeks	Stage 4 Support Plan (or review of PSP) Consider managed move
Stage 5	Upscaled from Stage 4 OR very significant incident	Headteacher	Stage 5 Hearing (Case Conference)	5 weeks	Consider managed move / off site direction
Permanent Exclusion		Unsustained Stage 5 / very significant incident			

RTL Reset process at a glance – September 2023



Be Ready to Learn





The ECC Way

“Be prepared, be respectful, be engaged, be kind”

Our rules

- **Be kind**
- **Be respectful**
- **Be engaged**
- **Be prepared**

Our routines

1. Line-ups are quiet and in a straight line
2. Meet and Greet
3. Equipment out
4. Stand behind chairs/check uniform
5. Register in silence

When we go ‘above and beyond’

- We give genuine verbal praise
- We acknowledge on our ‘Recognition Board’
- Class Charts praise points
- We share positive comments with parents/carers with a phone call/written praise home

We will...

Praise **in public**
Remind **in private**

We are...

We are calm
We have routines
We think about what we say
We notice the BEST
We repair relationships

Our in-class steps

1. Reminder/first warning
2. Last chance verbal warning
3. Appropriate consequence
4. Repair/2 min conversation or a restorative 10 min conversation later—during lunch/break

Our phrases

1. “I’ve noticed that....” (e.g. having trouble getting started)
2. “It was the rule about...” (e.g. lining up/staying on task)
3. “You have chosen to..” (e.g. move to the back/catch up)
4. “Can I remind you about...” (previous good behaviour)
5. “That is who I need to see today...”
6. “I need to speak to you at .. today” (2 min conversation)
7. “Thanks for listening”

We manage moments

“I understand that... but our rules at ECC are be prepared, be respectful, be kind, be engaged”

“You know my expectations about...”

Keep emotion out of responses

We rebuild and repair

What happened?

What were you thinking?

What do you think/feel about it now?

Who’s been affected? How has this affected you?

What’s needed to make things right?

What have we learned from this?

REFLECT – REPAIR - RECONNECT

What Happened?

What were you thinking / feeling at the time?






What do you think / feel about it now?

Who's been affected? How has this affected you?

What's needed to make things right?

What have we learned from this?

Appendix 5 – Rewards System

ACCOLADE	CLASS CHARTS POINTS REQUIRED	BADGE AND CERTIFICATE	
Headteachers Award	700 +		<p><i>You will be presented with a certificate for each accolade along with a badge from Bronze upwards</i></p> <div> <p>ALSO - DON'T FORGET!</p> <p>THE INTER TUTOR GROUP LEAGUE - for every year group with a weekly league and final winning tutor groups announced at the end of each academic year. They will be presented with the Year Group Cups awarded and have a reward trips</p> <p>CLASS CHARTS ONLINE SHOP - Students will be able to purchase great items with their Class Charts points through the online shop on Class Charts!</p> <p>CLASS CHARTS POINTS AND ACCOLADE ACHIEVEMENTS - will be the basis for subject and whole school awards allocated in Year Group ceremonies and the Gala Awards at the end of the academic year!</p> </div>
Platinum	600 +		
Gold	500 +		
Silver	400 +		
Bronze	300 +		
Diamond	200 +		
Ruby	150 +		
Emerald	100 +		
Sapphire	50 +		

- Based on the awarding of Class Charts positive points - Be Prepared, Be Engaged, Be Respectful and Be Kind.
- Certificates will be printed when each accolade stage is reached and presented to students in either assemblies or by Tutors with congratulations email home to parents/carers.
- Students nominated by teachers for the Inspiration Board will be invited to see the Deputy Headteacher or member of the Senior Leadership Team and have their picture taken to be placed on the Inspiration Board.
- Subject Teachers can award 'Subject Postcards' which will be sent home via the student and email to parents/carers.
- Students receiving the Headteacher award will be invited to meet the Headteacher, a certificate awarded and letter to parents/carers.
- Students will be able to purchase items with their Class Charts points through the online shop'
- Class Charts points and accolade achievements will be the basis for subject and whole school awards allocated in Year Group ceremonies and the Gala Awards at the end of the academic year.
- There is also an Inter Tutor Group League for every year group with a weekly league and final winners announced at the end of each academic year with Year Group cups awarded and reward trips.