

All about our use of Rewards and Sanctions

Fostering 'good' behaviours: issuing *Positives*

The school uses the [ClassCharts](#) system for identifying and rewarding/responding to behaviours.




Behaviours that we want to see children show are rewarded by a classroom teacher or other member of staff issuing a Positive to the child through the ClassCharts system. Note: staff give out far more positive points to acknowledge and foster behaviours deemed to be 'good' than they do negative points to deter the display of antisocial or unproductive behaviours:

Name ↓	Positive	Negative	Ratio
Female	118711	2182	98%
Male	121789	5383	96%

Data for the half term
September – 20 October
2022












Which behaviours are good exactly?

Staff have some discretion here, being able to use their professional judgement to recognise positive behaviours that fall under the school's core values of Aspiration, Respectfulness and Engagement. To help spot good behaviours worthy of assigning a positive we have some guidance:

 Aspire	To aspire means to aim high, to try hard things and not give up easily. In lessons it is obvious that a student is trying and 'going for it'. To aspire means to try to do the 'tricky stuff' in class and for homework. Aspire means being on-time and working hard through the entire lesson as every minute of learning time counts.
 Respect	Showing respect means acting in a way that helps teachers to teach and other students to learn. It means immediately following instructions given by staff. Being respectful means being kind to others, speaking and acting kindly even during disagreements, and also helping others show respect.
 Engage	To engage means to join in straight away, to keep going even when things get tricky, to ask questions and to try your hardest. Understanding the importance of engagement means that a student behaves in a way that helps others stay focussed on the classroom task.

Our Core Positives

There are some specific behaviours that we have identified that are of significant value that we deliberately encourage and teach students and explain their importance and value to individuals, to a class and to wider society:

	Producing or completing an impressive body of work
	Being purposeful and calm
	Presenting either one's self or more typically one's classwork or homework with particular care and attention to detail
	Completing or making a significant attempt at a particularly tricky learning task
	Following routines effectively and without prompting, including our Social Routines
	Showing a particular level of kindness towards others. Kindness is a virtue and we want to promote it as widely as possible
POLITE	Using words and/or behaviours that display an impressive level of politeness
	Behaviours and actions that show a particular respect for the environment
	Noteworthy punctuality and/or attendance
	Showing a particular focus on a learning task
	Showing a noteworthy contribution during a class activity
	Particularly significant efforts noted regarding a homework task

The list of positives above is not exhaustive! Our behaviour system is responsive and we are always considering if there is a specific behaviour that we would like to see more of and could adopt as a core positive to help make it a cultural norm at Thorpe St Andrew School and Sixth Form. (NOTE: [The blue text above denotes positives for introduction in November.](#))

Our Social Routines

In September 2022 we introduced Social Routines. Each Social Routine is a list of expected behaviours/actions relevant to a specific social situation. Articulating Social Routines helps us avoid conflict or wasted time in moments of the day that we know from hard-won experience can be problematic. You can read the Social Routines [here](#).

By adopting shared standards and systems that are captured within a routine there is no room for argument or non-compliance by our most challenging students (*"No one else says that's what I have to do"*). The actions of all members of the school community in teaching and then insisting on the following of a Social Routine helps shape the *culture* of the school.

The following Social Routines are compulsory across the school. They are taught to and expected from *all* classes.

Key Points:

1. The Social Routines are displayed in lessons using centralised PowerPoint slides. They are detailed and discussed with students as you teach them each routine.
2. Students are regularly quizzed on the composite steps within each routine.
3. Staff Insist on them being followed - they are non-negotiable.
4. The Social Routines are displayed and re-taught as necessary. The only time that display and re-teaching is not necessary is when a class simply displays the described behaviours within a specific Social Routines, otherwise the school's approach is firmly to teach, reteach and practice...

We do expect the adoption of our Social Routines to become generally habitual after a period of teaching and re-teaching across the school. At this point we will likely introduce further routines for other scenarios that require the articulation of clear procedures.

The DfE (2022) in its [Behaviour in Schools](#) paper stated that, *"Pupils should be taught explicitly what good behaviour looks like"*, and highlights how, *"inconsistency can teach pupils that boundaries are flexible."*

The paper is clear about the value of articulating and insisting on the use of routines:

20. Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow.

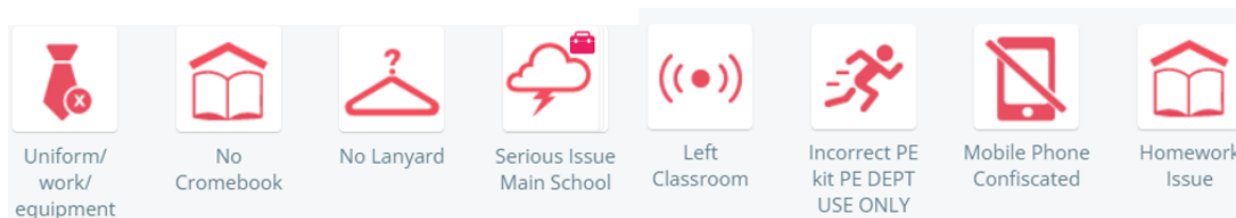
Reducing the Display of Negative Behaviours

Like all schools we have a set of rules that are designed to ensure two things:



- The school is a nice place to be as behaviours displayed by students are *social* in nature
- Lessons are for learning. Conduct in lessons should be clearly centred on learning as much as possible, with every minute used productively.


In formulating our school response to behaviours that are contrary to these goals we were firmly guided by the DfE's '[Behaviour Matters](#)' paper from October 2022.




There are some general behaviours that we explain to our students are negative in nature and therefore will result in them being issued a negative point:



In addition, we have identified a handful of behaviours that frankly are unwanted and undesirable in any school. We believe that such behaviours have no place in a school and therefore are '**non-negotiable**'.

Negative behaviours contrary to our core value of aspiration	
<p>Low / no effort</p> 	<p>Examples:</p> <ul style="list-style-type: none"> • Not engaging sufficiently in the lesson activities • Turning around and chatting; slumped, head on the desk and not working (or requesting assistance) • Ignoring requests such as "sit up face me, eyes forward"
<p>Unacceptable lateness</p> 	<p>Examples:</p> <ul style="list-style-type: none"> • Arriving a significant period after the main body (90%) of the class without a valid, evidenced excuses • Showing repeat lateness without evidenced reasons • Lateness to a lesson due to detours to the water fountain/toilet/BEST/to chat to a teacher. (Just get to your lesson and then ask for permission to get a drink/go to the toilet. You might not get it, but your teacher will email your request to the appropriate person.)



Negative behaviours contrary to our core value of respectfulness	
<p>Talking over others</p> 	<p>Examples:</p> <ul style="list-style-type: none"> • Talking whilst a teacher is explaining something

	<ul style="list-style-type: none"> Talking whilst teacher or other students are giving answers during class feedback or other activities
Shifting focus 	Examples: <ul style="list-style-type: none"> Making a noise or outburst, including shouting out, loud yawns Fiddling with stuff Distracting body language, silly expressions, pulling faces
Unkindness 	Examples: <ul style="list-style-type: none"> Saying things or doing things (including facial expressions, body language or noises) that are likely to hurt someone's feelings or make them feel unhappy or of a lower value than others" Saying or doing such things 'as a joke' is just as bad as doing it for any other reason.
Rudeness 	Examples: <ul style="list-style-type: none"> Shouting, angry arguing, rudeness towards a member of staff or other students Swearing and/or the use of bad language is a serious incident and is treated robustly

Some kinds of unkindness demonstrated in the real world are classified as *hate crimes*:

- Saying or doing unkind things about another person's body or physical ability;
- Saying or doing unkind things about another person's race, religion or culture;
- Saying or doing unkind things about another person's gender or sexuality

We view such behaviours as being extremely problematic. A student doing any of the above (even just once) will result in a serious sanction, ranging from at the very least a day in the Hub, although it is more likely that a student would be suspended or sent to another school.

Negative behaviours contrary to our core value of engagement	
Off task 	Examples: <ul style="list-style-type: none"> Talking/chatting about things unrelated to the learning activity Using your Chromebook for things not linked to task set by your teacher (playing a game, surfing YouTube, spending learning time on ClassCharts) Not completing the <i>minimum</i> amount of work in a lesson that your teacher explains is the limit
Reducing the engagement of others 	Examples: <ul style="list-style-type: none"> Shouting or talking to others across the room Distracting others from learning by having conversations unlinked to the learning activity, or through facial expressions or body language

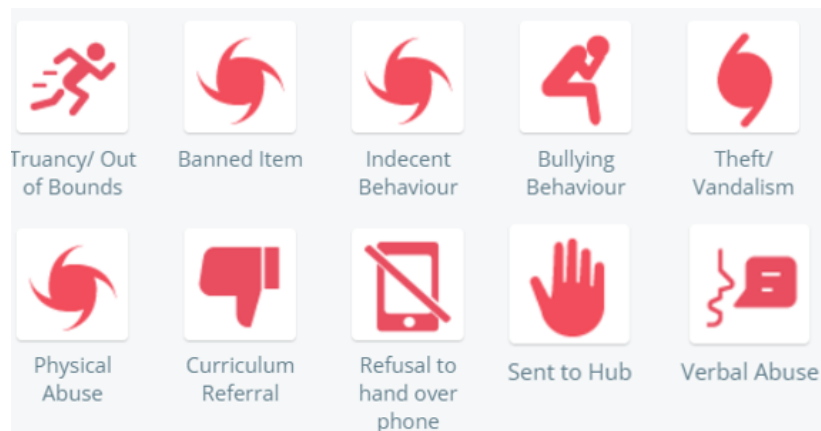
Sanctions Linked to these No-Negotiation Negatives

To act as a robust behavioural steer, 4 no-negatives in one day will result in an afterschool reflection that requires the student to consider the impact of such behaviours on their own progress, the progress of others and also their impact on our shared goal of having a respectful calm and pleasant social environment for all.

Serious Behaviour Incidents

Finally, there are a number of behaviours and actions that we (like all schools) apply immediate, robust measures to should they occur.

Such *serious incidents* are depicted to the right. The school's response varies depending on which of the serious incidents occurs.



What Teachers Do


Teachers at Thorpe St Andrew School and Sixth Form meet the students at the classroom door, welcoming them into the lesson.

Students are given a learning task to do immediately and the lesson therefore begins calmly and productively.


We display various Social Routines to guide behaviours at different moments of the lesson.

Staff are encouraged to, “Catch them being good” and to issue Positives via ClassCharts for behaviour, attitudes or indeed high quality work that students produce.




The school's A2A (Attitude to Achieve) system is used if negative behaviours are displayed. This means that unwanted behaviours are met with *consequences*.




Starting a lesson




1. Arrive at your classroom quietly and calmly.
2. Your teacher will welcome you and instruct you to enter the classroom when you are quiet and calm.
3. Coats and hats are taken off, bags are put away. All equipment is placed on your desk.
4. Begin the DO NOW task immediately.
5. The register is taken in silence. You should respectfully reply with ‘Yes Miss’ or ‘Yes Sir’.
6. As the lesson activities are introduced, be alert, sit up and look at your teacher.
7. To help others to understand the learning task, do not speak to students or attempt to distract them from listening.




 Aspire
  Respect
  Engage



During a lesson



1. To help everyone concentrate, work in silence, unless told otherwise.
2. Present your work neatly and with care. Feel pride for the quality of your work
3. Ask for help promptly if you do not understand what to do.
4. Raise your hand if you are stuck or have a question. Wait patiently until your teacher can help you asking your question politely.
5. Only discuss the classwork, avoiding off-task chat.
6. Always look for the most ‘tricky part’ of the piece of work and tackle it.

 Aspire
  Respect
  Engage

A **Consequence** is a moment in a lesson (or in a school day, outside of a classroom environment) when a negative behaviour has been exhibited and therefore a Negative point is recorded on the ClassCharts system.

During a lesson, staff are trained to discuss with students why a particular behaviour will, if continues, or has immediately resulted in a **Consequence** and a linked Negative point being issued.

As was previously described, some behaviours are problematic enough that our expectation as a school is that they are responded to immediately with a Negative point being issued they are not negotiable. In other instances (and as reasonable adjustments with some learners) staff use prompts and reminders to support behavioural compliance. This is an area of behaviour management within the school that requires professional judgements to be made in real-time.

In any lesson, a student showing repeat negative behaviours has only a limited number of chances to revise their approach:

Level	What staff do
Pre-consequence	Staff will if possible remind students of standards and expectations that are acceptable and unacceptable
C1	If standards and expectations are unmet, then staff will issue a first consequence and a specific Negative point is issued. <i>(The reasons for the consequence and the specific negative are made clear as our discipline system is first and foremost designed to educate.)</i>
C2	A repeat of the unwanted behaviour or the display of other unwanted, anti-social behaviours will result in a second consequence and the issuing of a further Negative point on ClassCharts
C3	A third instance leads to a third consequence and a third Negative Point. The student is told to leave the classroom and go to the school's behaviour management room, the Hub.

Serious single incidents: The display of a serious type of behaviour (for example, aggressive, violent and abusive) as defined by an adult in the room will result in a student being sent immediately to the Hub.

After-School Reflections

Being sent to the Hub, receiving multiple negatives and certain specific behaviours receive a further sanction of an after-school reflection, typically the day after the event to support parents in solving any transport challenges.

We use the word **reflection** rather than **detention** as the time is spent considering the impact of the displayed behaviours and how they variously reduce progress in terms of learning or are unkind or anti-social in nature. Again, our key goal regarding our approach to discipline is to

educate our learners on the types of behaviour that bring success for individuals and for wider society.

Non-Compliance with a Disciplinary System

Our general view is that young people can make mistakes and therefore our disciplinary system has at its heart the idea that we should educate them to make better decisions. Like all schools, part of our behavioural education process is removal from the classroom and a re-focus on the base expectations and standards that underpin a calm, productive school.

Students cannot ignore our rules and standards, nor decide that they do not apply to them. In such rare instances, non-compliance or defiance leads to an escalation of our response and the sanctions applied, with more time and work inevitably being needed to work with such students in guiding better behavioural responses in the future.

In essence:

- Sustained poor behaviour results in a student being sent to the Hub for the remainder of the lesson to reflect on behavioural standards and their importance.
- If a student is not calm then they may be required to remain in the Hub longer than a single lesson.
- Serious or repeat incidents in a school day may require that a learner spends multiple lessons within the Hub as we work with them in establishing a calm and focussed state.
- Failure to comply, defiance and incidents involving for example aggression, violence, extremes of language and the like can lead to:
 - i) Students being sent to another school for one or more days where they work supported in another school's version of our Hub. They work on understanding the need for social rules and also complete independent academic work. This is known as an EIE (an External Internal Exclusion.) Unlike a formal suspension, the EIE does not have a formal effect on the student's academic record. If students are anxious, then a member of staff will travel with them in a taxi and settle them down in the partner school
 - ii) If a student refuses to undertake a period of study in a partner school or the incident is very extreme in nature then we have no choice to suspend students for a fixed term.

On return from an External Internal Exclusion (EIE) or suspension we arrange for the student together with a parent or carer to attend a 'Readmittance Meeting' where the behaviours that led to the time away from school are explored. Expected standards going forward are emphasised and targets for behaviour are set. There is typically ongoing monitoring to ensure that re-integration follows our expectations, for example through the use of a report card or regular scheduled meeting with a member of the BEST or school leadership team.

Sometimes, we adjust timetables to permit time to be used in the school day for further work on behaviour and appropriate social skills, for example in the Base or the Hub with staff support.