

# ROYAL ALEXANDRA & ALBERT SCHOOL



## REWARDS AND BEHAVIOUR MANAGEMENT POLICY

The Governors and staff at The Royal Alexandra and Albert School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community.

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Policy applies to	School staff and students
Governing Body approval required	Yes
Accountable Executive	Deputy Head - Pastoral
Status & Review Cycle	Statutory, Annual recommended
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# 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all students have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all students
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

# 2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion guidance](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

# 3. Bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally, and usually involves an imbalance of power'.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.

- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

For further information on bullying please see our anti-bullying policy.

## 4. Roles and responsibilities

### 4.1. The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this rewards and behaviour management policy in conjunction with the Head of School
- Monitoring the policy's effectiveness
- Holding the Head of School to account for its implementation

### 4.2. The Head of School (Acting Headteacher for Suspensions & Permanent Exclusions)

The Head of School (Acting Headteacher for Suspensions & Permanent Exclusions) is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of students
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all students to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer students both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of students are being disproportionately impacted by this policy

### **4.3. Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for students
- Establishing and maintaining clear boundaries of acceptable student behaviour
- Implementing the rewards and behaviour management policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with students
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular students
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging students to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

### **4.4. Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's rewards & behaviour management policy and reinforce it at home where appropriate
- Support their child in adhering to the school's rewards & behaviour management policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **4.5. Students**

Students will be made aware of the following during their induction into the behaviour culture:





- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the rewards and behaviour management policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The support that is available to them to help them meet the behavioural standards
- Students will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Students will be supported to develop an understanding of the school's rewards and behaviour management policy and wider culture.
- Students will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the rewards and behaviour management policy.
- Extra support and induction will be provided for students who are mid-phase arrivals.

## 5. School behaviour curriculum

The Royal Alexandra & Albert School provides guidance and deliberate, carefully considered training for all students, helping them to understand what behaviour is expected of them. The education of students on how to conduct themselves is centred around the School's vision and values.

Students are expected to adhere to the core values of Royal Alexandra & Albert School in the way they conduct themselves. The central defining features of our expectations are outlined in our Gatton Charter, the student section of which is included below:

	Student
 Ambition	<input type="checkbox"/> I will aspire to achieve great things and strive for success. <input type="checkbox"/> I will set myself high standards in everything that I do.
 Courage	<input type="checkbox"/> I will seek out and embrace opportunities with courage, enthusiasm and dedication. <input type="checkbox"/> I will persevere to overcome challenges and learn from mistakes.
 Integrity	<input type="checkbox"/> I will arrive on time, ready to learn: fully equipped and wearing the correct uniform smartly. <input type="checkbox"/> I will make a worthy contribution to the life of the school which demonstrates that I am a proud member of this community.
 Respect	<input type="checkbox"/> I will treat others with respect, empathy and compassion by upholding the school's values and rules. <input type="checkbox"/> I will take care of my environment to keep it safe, healthy and clean.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all students can meet behavioural expectations in the curriculum.

## 6. Responding to behaviour

### 6.1. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. All teaching staff will aim to create and maintain a stimulating environment that encourages students to be engaged and endeavour to develop a positive relationship with students.

If misconduct occurs within the classroom setting staff will aim to use a consistent approach as directed by the Head of School and SLT.

## **6.2. Safeguarding**

The school recognises that changes in behaviour may be an indicator that a student is in need of help or protection. We will consider whether a student's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our safeguarding policy for more information.

## **6.3. Responding to good behaviour**

When a student's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded in a number of ways for example:

- Verbal praise
- Value based positive points via Go 4 Schools
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

## **6.4. Responding to misbehaviour**

When a student's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so students know with certainty that misbehaviour will always be addressed.

All students will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a student to help them to meet behaviour standards in the future.

The school will determine an appropriate sanction, with all necessary factors considered, in response to unacceptable behaviour. The appropriate sanctions are structured in operational guidance that is regularly updated and reviewed by the Head of School.

Personal circumstances of the student will be taken into account when determining sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **6.5. Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

### **6.5.1 Confiscation**

Any prohibited items (Appendix 2) found in a student's possession as a result of a search will be confiscated. These items will not be returned to the student.

We will also confiscate any item that is harmful or detrimental to school behaviour in breach of outlined uniform expectations. These items may be returned to students after discussion with senior leaders and parents, if appropriate. Operational procedures for returning confiscated items will be shared with parents and students.

### **6.5.2 Searching a student**

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or by the Head of School themselves.

Further information on searching can be found in our policy: guidance on searching students and their belongings.

## **6.6. Off-site misbehaviour**

Sanctions may be applied where a student has misbehaved off-site when representing the school. This means misbehaviour when the student is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a student of our school

Sanctions may also be applied where a student has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another student
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member (e.g. on a school-organised trip).

## **6.7. Online misbehaviour**

The school can issue behaviour sanctions to students for online misbehaviour when one or more of the below criteria are met::

- It poses a threat or causes harm to another student
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The student is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the student is under the lawful control of a staff member.

## **6.8. Suspected criminal behaviour**

If a student is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of the SLT will oversee the process of making a report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## **6.9. Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are never ignored, and met with a suitable response.

Students are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our child protection and safeguarding policy for more information

## **6.10. Malicious allegations**

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our safeguarding policy for more information on responding to allegations of abuse against staff or other students.

## 7. Other sanctions

### 7.1. Detention

Students can be issued with detentions during break, after school or on weekends during term time.

The school will decide whether it is necessary to inform the student's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the student's safety
- Conflict with a medical appointment
- Prevent the student from getting home safely
- Interrupt the student's caring responsibilities

### 7.2. Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the student from the classroom for a limited time in order to protect others' right to learn and to ensure a disruption free learning environment.

Students who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal can be used to:

- Restore order if the student is being unreasonably disruptive
- Maintain the safety of all students
- Allow the disruptive student to continue their learning in a managed environment
- Allow the disruptive student to regain calm in a safe space

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal of the student on Go 4 Schools. Students will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School.

### 7.3. Suspension and permanent exclusions

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's rewards and behaviour management policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. The school can use permanent exclusion in response to serious incidents or in response to persistent misbehaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Head of School (Acting Headteacher for Suspensions & Permanent Exclusions); permanent exclusion will only be used as a last resort.

## 8. Responding to misbehaviour from students with SEND

### 8.1. Recognising the impact of SEND on behaviour

The school recognises that students' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a student's SEND, and determine any specific reasonable adjustments that may be required. However, we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a student's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

## 9. Supporting students following a sanction

Following a sanction, the school will consider strategies to help students to understand how to improve their behaviour and meet the expectations of the school.

## 10. Student transition

The school will support incoming students to meet behaviour standards by offering an induction process to familiarise them with the rewards and behaviour management policy and the wider school culture.

## 11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour.

## 12. Monitoring arrangements

### 12.1. Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of student support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

Anonymous surveys for key stakeholders on their perceptions and experiences of the school behaviour culture

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of students are identified by this analysis, the school will review its policies to tackle it.

### **12.2. Monitoring this policy**

This rewards and behaviour management policy will be reviewed by the Head of School and Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Governing Body annually.

## **13. Links with other policies**

This rewards and behaviour management policy is linked to the following policies:

- Safeguarding
- Alcohol, Tobacco, Drug and Substance Abuse
- Inappropriate Sexual Behaviour
- Physical Restraint and Intervention
- Guidance of searching a student and their belongings
- Anti-bullying (including Cyberbullying)
- Health and Safety
- Uniform and Appearance
- E-safety
- Confidentiality

# Appendix

## **Appendix 1: Written statement of behaviour principles**

Every student understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.

All students, staff and visitors are free from any form of discrimination.

Staff and volunteers set an excellent example to students at all times.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the rewards and behaviour management policy.

The rewards and behaviour management policy is understood by students and staff.

Students are helped to take responsibility for their actions.

Families are involved in behaviour incidents to foster good relationships between the school and students' home life.

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

## Appendix 2: Prohibited Items

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes/vapes
- fireworks
- pornographic images
- any illegal items
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).

## Appendix 3: Mobile phones

Students are not permitted to use mobile phones in school buildings and mobile phones should not be used during the school day, between 8.30am and 3.35pm. Students found to be using their mobile phone in any way during these hours will be reprimanded and a consequence issued according to our behaviour matrix. Operational procedures for return of confiscated items will be shared with parents and students.

Parents who choose to send their children into school with a mobile phone accept liability in case of loss or damage.