



# THE APPLETON SCHOOL

## BEHAVIOUR POLICY

Adopted by the Governing Body ..... Date

Signature Chair of Governors .....

October 2019

Review date: October 2022

Reviewing Panel: Standards, Staffing and Curriculum (SSC)

# '3 ways to be'

## 1. Be respectful

Be polite and courteous with all members of The Appleton School community. Show respect by listening to staff and others and carrying out instructions.

## 2. Be ready to learn

Be on time to school and to all lessons, dress in full uniform smartly, be equipped.

## 3. Be the best you can be

Be responsible for your own learning, work hard, do all your work to deadlines, stay on task and to the best of your ability and be an ambassador for the school in the local community.



## Whole School Policy on Pupil Behaviour

The development of pupil self-discipline is the goal that all staff works towards by appealing to the best in their pupils' belief of the school's core values ("The Appleton Way")

Our core values are as follows:

- ☐ Be the best you can be
- ☐ Respect others
- ☐ Respect social diversity
- ☐ Keep others safe
- ☐ Respect the environment we share.
- ☐ Promote the school positively in the community

**OUR AIM IS TO** encourage pupils to develop and take ownership of their learning, in the context of social responsibility, by:

- ☐ Recognising and rewarding achievement
- ☐ encouraging effort
- ☐ clarifying the means whereby learning may be developed
- ☐ setting goals to modify behaviour
- ☐ influencing by negotiation
- ☐ providing support
- ☐ discussing and applying the Home-School Agreement

### At The Appleton School we believe that.....

All members of the school community have the right to:

- ☐ feel safe, happy and secure
- ☐ be treated with respect
- ☐ be valued equally

A pupil also has the right to:

- ☐ have a suitable working environment where learning can take place
- ☐ receive all elements of the National Curriculum
- ☐ enjoy social and recreational time with fellow pupils.

A teacher also has a right to expect pupils to:

- ☐ bring equipment and completed work to lessons
- ☐ display suitable behaviour so that learning can take place
- ☐ be dressed in school uniform.

All members of the school community have a responsibility to:

- ☐ set a good example for the school
- ☐ care for each other and themselves
- ☐ show courtesy and respect to other people, their work, opinions and property
- ☐ keep the school neat and tidy.

It is especially important that pupils behave properly in public places when wearing The Appleton School uniform (See Appendix 1). Smoking, swearing and misbehaviour bring the good name of the school into disrepute and let everyone down.

## Code of Conduct

We place great emphasis upon good behaviour. We expect all pupils to play their part in seeing that the school is a place where there is a well-ordered and safe environment where pupils can learn and achieve to the best of their ability. Our three golden rules, 'The Three Ways to Be', are intended to guide pupils and form the basis for our disciplinary structures.

**1. Be Respectful**

Be polite and courteous with all members of The Appleton School community. Show respect by listening to staff and others and carrying out instructions.

**2. Be ready to learn**

Be on time to school and to all lessons, dress in full uniform smartly, be equipped.

**3. Be the best you can be**

Be responsible for your own learning, work hard, do all your work to deadlines, stay on task and to the best of your ability and be an ambassador for the school in the local community.

### SPECIFIC RULE

The following should not be brought to school:

Tobacco, lighters and matches, knives and other weapons, fireworks.

Jewellery (unless permitted in Uniform Code see Appendix 1), personal stereos, MP3 players, iPods and chewing gum will be confiscated.

### MOBILE PHONES

Students do not need mobile phones in school; if they do bring phones onto school site then they do this at their own risk. If students do bring phones into the school site whilst in the building they should be stored away and **OUT OF SIGHT**. Pupils must not be using their phones for any reason inside the school buildings, including the changeover of lessons and therefore phones should **NOT BE "VISIBLE"**. (This includes listening to music or looking at the time from their phone within lessons).

**If staff see a student contravening these rules their mobile phone will be confiscated, the students name will be taken and the phone handed into the front reception.**

**If a student's phone is handed into reception 3 times in a term the students' parents will be asked to collect the phone themselves.**

Sixth Form students may only use mobile phones within the **SIXTH FORM BUILDING** and should set an example that we expect our lower school students to adhere to.

If a Sixth Form student is seen using their phone within the Main School Building staff will make the student's Form Tutor or Head of Sixth Form aware.

It is important that pupils and their parents should understand and accept the School's Code of Conduct.

## POSITIVE LEARNING ENVIRONMENT: Strategies

Set out below is a list of suggested actions which may be used to help establish a learning environment.

1. Provision of purposeful, interesting, well-organised lessons with clear, articulated learning targets and a variety of stimulating resources.
2. Consistent prioritising of the tasks in hand, to promote learning.
3. Negotiation of ground rules between individual groups and their teachers – ideally from the outset.
4. Discussion of difficulties with group or individual pupil.
5. Recognition by the subject tutor of potential problems and sharing the concern with colleagues; in particular Area Adviser.
6. Consideration of advice. Development of personal strategies and teaching skills.
7. Negotiation of targets with groups or individuals to facilitate behaviour modification
8. Further consultation with Area Adviser.
9. Consultation with the Form Tutor, Year Manager and Assistant Headteachers.
10. Discussion, if necessary, between Form Tutor and Learning Support Adviser regarding Code of Practice which can also be used for recording and reviewing.

## Behaviour Improvement Goals

If a pupil becomes a persistent source of trouble he / she can be put “On Report” by the Form Tutor, Pastoral Co-ordinators, Behaviour for Learning Coach, Head of Year or SLT.

A holistic understanding of the concerns can be obtained via the student’s SIMS record. This enables the setting of specific targets that directly relate to common teacher concerns. Whenever this is done parents should be informed.

The pupil will then carry a report card and subject teachers and the form tutor are to view the pupil’s targets, give a score out of five for each target, write a comment and sign each lesson or tutor session.

Any adverse comments will mean that the pupil will stay behind after school to make up unsatisfactory work. The report card should be presented to staff at the beginning of each lesson.

## PASTORAL CONDUCT POINTS INTERVENTIONS.

Conduct points will be reviewed and updated on a weekly basis and the Head of Year informed. This will allow for the following systems to be put into place for students who are contravening whole school expectations.

1. SSA referral made - (call from class teacher) letter emailed home and Area report
2. Behaviour points over 30 (to 59) but 1-4 SSAs - 2 week white Tutor Behaviour report, lilac Pastoral Co-ordinator report and discussion with parents and pastoral co-ordinator / Behaviour for Learning Coach
3. Over 60 points (to 99) or multiple referrals 5 or 6 SSAs - letter emailed home, 4 week yellow HOY report and meeting with Head of Year and parent.
4. Over 100 points or 7 or more SSA referrals meeting with link Assistant Headteacher and Behaviour contract (identify areas for change and additional support for student to achieve this i.e. input from CSS outreach tutor, counselling) with a 3 week and 6 week review with parent and orange Senior Management Team behaviour report with specific behaviour improvement goals
5. Reflection period of seclusion with staff from the Behaviour centre
6. Fixed term exclusion for one off serious breach of the Behaviour Policy
7. Multiple fixed term exclusion for persistent serious breach of the Behaviour Policy
8. Breaking of behaviour contract - Pastoral Support Programme (PSP)
9. Failure of PSP - CSS referral @ PR1 or PR2/ managed move/ alternative provision
10. Bringing Weapons / Illegal substances on site. Any situation where a student is found on school premises carrying weapons or illegal substances will lead to the student being permanently excluded or positively referred to CSS so that the student does not return to the school.

## Behaviour Types

Behaviour Type	Context	Actions /Strategies
<b>Poor Punctuality</b>	Arriving late to school, lessons and returning to school late from lunch	<ul style="list-style-type: none"> <li>• One off: Warning/discussion</li> <li>• Regular/Frequent: Involve parents / carers, detention from Year Head, document for file, referral to EWO, form tutor to Head of Year</li> <li>• 2 lates p/w = 20 minute tutor detention</li> <li>• Late to assembly = HOY detention</li> <li>• 3 lates p/w = 20 minute tutor detention plus 40 minute Friday senior detention</li> </ul>
<b>Truancy</b>	Not being on school premises or present within lessons without permission from school staff	<ul style="list-style-type: none"> <li>• Try to find out where student was/why.</li> <li>• Involve parents / carers</li> <li>• Students are expected to see subject staff and address the missed work</li> <li>• Detention given to make up time/work missed.</li> <li>• Negotiation between Year Team and Departments may be necessary</li> <li>• Attendance Report, if appropriate, to Form Tutor</li> <li>• Document for file - Update SIMS Behaviour log</li> </ul>
<b>Vandalism</b>	Any intentional damage to school property or equipment. Including uniform borrowed and littering school building and grounds	<ul style="list-style-type: none"> <li>• Parents / carers to be contacted</li> <li>• Where suitable, damage to be "made good"</li> <li>• If necessary, payment to repair to be negotiated Documentation necessary for files - Update SIMS Log</li> <li>• Appropriate punishment e.g. collection of litter / Community Service</li> </ul>
<b>Bullying</b>	Can include being physical, emotional, social, cyberbullying, passive, mental, racist, transphobic, homophobic etc. At The Appleton School, any unkind actions or comments are called bullying, if the perpetrator is in a more powerful position than the victim (e.g. stronger, more confident, and / or part of a group).	<ul style="list-style-type: none"> <li>• Form Tutor and HOY must be informed</li> <li>• The "victim" must be taken seriously and provided with support</li> <li>• The "bully" must be dealt with - this can be effected in a number of ways:               <ol style="list-style-type: none"> <li>1. Investigating the circumstances (and recording the outcome)</li> <li>2. Reflection period of seclusion (if appropriate)</li> <li>3. Contacting the parents / carers (when necessary)</li> <li>4. A reconciliation meeting could be arranged (restorative justice)</li> <li>5. Fixed term exclusion</li> </ol> </li> </ul> <p>In the longer term, the possibility of involving outside agencies, such as an Educational Psychologist and Education Welfare Officer, would be considered.</p>
<b>'Peer on peer' abuse</b>	Can include (but may not limited to) bullying, (including cyberbullying) physical abuse, sexual violence, sexual harassment, up-skirting, sexting, initiation/ hazing type rituals	<ul style="list-style-type: none"> <li>• Remove students from the class teaching group/situation by requesting, Year team staff, and behaviour for learning coach or the Senior Leadership Team (SLT), as appropriate.</li> <li>• Pupils to be secluded for remainder of the day in Behaviour centre / SSA / Head of Year Office / C7.</li> <li>• Investigate situation – both pupils to write accounts.</li> <li>• Involve parents / carers at any stage as necessary.</li> <li>• Documentation required for both files - Update SIMS behaviour log.</li> <li>• Fixed term exclusion for one off serious breach of the Behaviour Policy.</li> <li>• In the longer term, the possibility of involving outside agencies, such the police would be considered.</li> <li>• In serious cases, other more severe sanctions may be necessary and could lead to the student being permanently excluded or a positive referral to CSS.</li> </ul>

<b>Physical Aggression</b>	Any intentional / deliberate physical assault, harm and intimidation on another person.	<ul style="list-style-type: none"> <li>Remove students from the class teaching group/situation by requesting, Year team staff, and behaviour for learning coach or the Senior Leadership Team (SLT), as appropriate.</li> <li>Pupils to be secluded for remainder of the day in BFL / SSA / Head of Year Office / C7.</li> <li>Investigate situation – both pupils to write accounts.</li> <li>Involve parents / carers at any stage as necessary.</li> <li>Documentation required for both files - Update SIMS behaviour log.</li> <li>Fixed term exclusion for one off serious breach of the Behaviour Policy.</li> <li>In the longer term, the possibility of involving outside agencies, such the police would be considered.</li> <li>In serious cases, especially persistent problems or unprovoked assault, other more severe sanctions may be necessary and could lead to the student being permanently excluded or a positive referral to CSS.</li> </ul>
<b>Defiance Foul and abusive language</b>	Swearing at a member of staff Refusal to comply with or follow a member of staff's instructions.  Swearing in class Swearing around the school.	<ul style="list-style-type: none"> <li>Member of Staff to document for files on SIMS behaviour log</li> <li>Student sent to SSA / Inclusion where appropriate.</li> <li>Expectations of the school to be made clear</li> <li>HOY / Pastoral support / BFL Coach to interview the pupil.</li> <li>Member of Staff to document for files on SIMS behaviour log and sets detention.</li> <li>Expectations of the school to be made clear</li> </ul>
<b>Smoking</b>	Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or pupils are under school supervision, i.e. smoking is not permitted. Pupils may not possess smoking equipment.	<p>First offence:</p> <ul style="list-style-type: none"> <li>Contact parents in writing</li> <li>Confiscate smoking materials and only return directly to parents / carers.</li> <li>Make detention appropriate, regarding time and task.</li> <li>40 minute detention set</li> </ul> <p>Repeated offence :</p> <ul style="list-style-type: none"> <li>Contact parents / carers by telephone, e-mail or letter</li> <li>Send student home with letter at the end of the day</li> <li>Arrange interview if appropriate</li> <li>Document case for file – SIMS log</li> <li>1 hour detention on following school day.</li> </ul>
<b>Weapons / Drugs</b>	Expectations are that no pupil should bring any weapons / illegal substances on site.	<ul style="list-style-type: none"> <li>Any situation where a student is found on school premises carrying weapons or illegal substances will lead to the student being permanently excluded or a positive referral to CSS.</li> </ul>

**All these behaviour types include infractions on the journey to and from school  
All actions to be recorded on the SIMS behaviour log**

## SENIOR STAFF AVAILABILITY (SSA)

### TO ONLY BE USED FOR SERIOUS OFFENCES OCCURRING DURING LESSON TIME

Clearly, this is intended for those students who seriously impede the learning of others or where attitude is untenable and where normal Area procedures are inappropriate and are not working.

1. Stages 1 to 3 of Stepped Approach to Discipline Across the School.
2. Work **must** be provided by the teacher at the time and the standard email be sent to SSA on the schools email system.
3. The duty SSA team member will email the class teacher back to confirm the student has arrived. This email will be copied into the Head of Year, Head of area and SMT links.
4. However, if the incident is extremely serious (physical injury, serious abuse, stealing, etc.) or constitutes the second SSA referral that day, the SSA duty staff should contact a member of SMT **immediately**, and will result in a more serious sanction.
5. The duty staff on SSA must enter the student name and incident in the student's Behaviour Record on SIMS.
6. Area Advisers and Year Mangers will regularly check the SSA data to establish patterns, ensure emails were written and contact parents to make them aware that SSA had to be employed.

### Referral Guidelines

1. A fundamental aim is to meet the learning needs of all students in their timetabled lessons. The vast majority of students will never be sent to SSA throughout their school career. **SSA should only be used as a last resort for a minority of students and only after stages 1-3 of the Stepped Approach to Discipline have been completed.**
2. SSA referral cannot be seen as a punishment in itself. Although the guidelines for those who manage SSA emphasise the need to make the experience unpalatable, there will always be some students who regard the situation as preferable to that of the scheduled lesson. To be supervised in the class of a colleague of the same subject area can prove very effective in enabling the student to be removed from a destructive situation while maintaining area control of the situation.

### Stepped approaches to discipline across the school – 'The Three Strikes Method'.

Inappropriate behaviour/ low level disruption of learning environment by student [e.g. calling out, talking when teacher is speaking, not engaging in classwork.]

**Stage 1 - Verbal Reminder of Expectations** - Normal stepped approach, use of silent signals, proximity praise, warning / reminder given by classroom Teacher, followed by discussion during or at the end of lesson to positive reinforce conduct expectations.

**Staff should record behaviours on students SIMS area using C1 codes. This will record 1 negative conduct point against the student.**

A further incident of disruption occurs [e.g. calling out again]

**Stage 2 - Formal Reminder and name on board** – Remind student of the behaviour that needs to be seen. Let the student know the rule they are breaking. Inform of the possible outcomes if poor behaviour continues. (i.e. Detention or SSA referral) Student's name written on whiteboard.

**Staff should record behaviours on students SIMS area using C2 codes. This will record 2 negative conduct points against the student.**

Student's poor conduct continues [e.g. failure to follow instructions]



**Stage 3 – Detention Set** - The classroom teacher issues a 20 minute after school detention with the student and reminds them if poor behaviour continues it will lead to an SSA referral. [Please see Section 12 'Detentions' the school's Behaviour policy for further details of the administration of detentions]. In the case of students who use the school bus, or other local service links, **it should be noted that the detention takes precedence over transportation arrangements. Student's home should be contacted to inform and 24 hours' notice given.**

**Staff should record behaviours on students SIMS area using C3 codes. This will record 3 negative conduct points against the student.**

**Staff should also set a detention via SIMS using the drop down menu of reasons. As soon as this is saved onto SIMS a notification will automatically be sent to parents via App and no duplication of detentions will be allowed by SIMS.**

**(NB – Staff should only record the highest code required for the level of intervention used)**

If the Student fails to respond to warnings Stage 1-3

**SSA referral – The Standard email SSA referral to be sent to SSA duty staff along with work for the student.** Another student could be used to send work to SSA.

A standard letter will be sent to parents (By the Pastoral Assistant) to inform them that their child has to be sent into isolation for severe disruption to the learning environment. The Head of Year should check that this letter has gone home. (Standard letters for this are available on the school system.)

An SSA referral will automatically lead to a further 1 hour after school senior detention being arranged for the following day in addition to the class teacher's 20 minute detention. This will be included in the SSA letter emailed home.

**Duty SSA staff will add senior detention to SIMS record and will record the SSA referral as a C4 code. This will record 4 negative conduct points against the student.**

**The student's misconduct leads to more than one SSA referral in a day**

Where a student is referred to SSA twice in a day the student will be immediately isolated for the rest of the day. Senior link to the student's year group should be informed and the Head of Year should contact parents to inform.

**The member of staff responsible for the isolation should add a C5 code onto students SIMS record. This will record 5 negative conduct points against the student.**

## Promoting our school positively within its community

Expectation of school includes all school events, the journey to and from school and other occasions when uniform is worn or pupils are under school supervision, i.e. smoking, foul and abusive language, damage to public property and anti-social behaviour is not permitted.

The school may act upon any incident / behaviours that are out of school premises and out of school hours if it is deemed to become a barrier to pupil learning or has brought the school's name into disrepute. If judged appropriate such behaviours maybe reported to the police.

## Department Behaviour Policy

### Department Aims

- To reduce classroom disruption thus improve the quality of learning for all students
- To empower staff to utilise a stepped approach to behaviour management in their classroom
- To reduce the number of fixed term exclusions
- To reduce the number of referrals from lessons
- To achieve an improvement in behaviour and academic performance of targeted students
- To consolidate the role of the home-school partnership in reinforcing behaviour for learning expectations.

### Department Objectives

- To help students recognise and understand the consequences of their actions
- To equip students with an understanding of how their conduct effects their own and other students' learning
- To encourage positive changes in behaviour and attitude
- To improve consistency in whole school discipline
- To improve home-school liaison over rewards and sanctions

Every student is expected to follow the school and classroom Code of Conduct (see 'Three Ways to Be', page 4), a home / school agreement has been signed by the student's guardian in agreement with these terms. Departments must be committed to ensure every student they come into contact with is following both the school and classroom code of conduct. If a pupil fails to do so, staff must follow the Department Behaviour Procedures.

If an incident occurs or a member of staff is aware of persistent unacceptable behaviour, the following department behaviour procedures must be followed. These procedures are in line with The Appleton School's whole school systems and policies and are to be followed by every member of each department.

## DETENTIONS

### Curriculum Area Detention

Criteria, management and consistency issues are the responsibility of the Area Adviser. This should include responding to SSA referrals within own Area of the Curriculum.

- The school detention statement should be added from the SIMS dropdown menu options.
- Area detention criteria should outline that the subject teacher detention should be 20 minutes in duration. If this is not attended a second teacher detention should be set for 30 minutes.
- If this detention is missed, then a Head of Area detention should be set for 40 minutes.
- If this detention is missed the link SMT should set detention for 60 minutes after school.
- Failure to attend this sanction will lead to an isolation and a C5 conduct point offence.

### Year Detention

Detention criteria

- Behavioural problems – Form Tutor discussion with Year Manager. (Detentions to be added to students SIMS record).
- Truancy – including non-attendance in lessons and Review Period.
- Homework default in a number of curriculum areas or where there is repeated refusal to comply with the Curriculum Area system. (Discussion MUST take place with Year Manager first).
- **Persistent** failure to comply with uniform requirements. Letter available for sending home. Student to be 'On Report' for uniform (Lilac) if appropriate.
- Offences at lunch time/non lesson time/travelling to and from school as appropriate following discussions with the Year Manager.
- Smoking.
- Persistent lateness – Friday SMT Lateness detentions.

The Detention system and criteria should be explained to staff and students at the start of the year. The use of detentions being recorded on SIMS and communication with home should also be explained.

#### **The person issuing the detention needs to:**

1. Record the detention in the students SIMS record and their teacher's mark book as per Area policy.
2. Set the detention to notify home for the student's record.

The student must bring back the signed detention slip to the detention. The slips then are filed within the Area records.

Communication with parents is essential in order to enlist their support. Therefore, it may well be necessary to phone parents to ensure that they are aware.

Students who are absent on the day a Detention is set, would sit the Detention on their return to school. Students must complete work set during the detention and staff must use this time to discuss an action plan with the student for next lessons.

**It should be noted that the detention takes precedence over transportation arrangements.**

Ensure all communications with the pupil / parents / guardian are recorded on SIMS log. This early information will become valuable if the pupil fails to engage and incidents escalate.

### **Behaviour checklist for teachers (*Getting the simple things right - Charlie Taylor, DfE*)**

#### **Classroom**

- Know the names and roles of any adults in class.
- Meet and greet pupils when they come into the classroom.
- Display rules in the class - and ensure that the pupils and staff know what they are.
- Display the tariff of sanctions in class.
- Have a system in place to follow through with all sanctions.
- Display the tariff of rewards in class.
- Have a system in place to follow through with all rewards.
- Have a visual timetable on the wall.
- Follow the school behaviour policy.

#### **Pupils**

- Know the names of children.
- Have a plan for children who are likely to misbehave.
- Ensure other adults in the class know the plan.
- Understand pupils' special needs.

#### **Teaching**

- Ensure that all resources are prepared in advance.
- Praise the behaviour you want to see more of.
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
- Differentiate.
- Stay calm.
- Have clear routines for transitions and for stopping the class.
- Teach children the class routines.

#### **Parents**

Give feedback to parents about their child's behaviour - let them know about the good days as well as the bad ones

## Rewards & Celebrations

### Aims of the policy

The aim of the reward policy is to foster a positive culture based on praise and reward, leading to consistently high standards of work and behaviour. It encourages pupils to take responsibility for their own learning as well as behaviour. It rewards pupils who adhere the **Code of Conduct** (page 4) and work to the best of their ability.

Reward Policy underpins three key aims of the school:

1. To provide for every student a disciplined but helpful environment.
2. To maximize opportunities for all students to participate in, to contribute to and gain enjoyment from their education.
3. To give each child an awareness of responsibility to society.

### Philosophy

The Appleton School is committed to sustaining, developing and applauding effort, endeavour, excellence and community-based work. Our rewards system **celebrates the achievements and successes** of our students inside and outside the classroom. If students are to work to their best, they must feel that their efforts are recognised and appreciated both at home and at school. The school promotes and provides opportunities to the students to be recognised and praised through the following areas:

- a) **Achievements and progress in subject areas**
- b) **Independent learning and research**
- c) **Participation in lessons**
- d) **Excellent attitude**
- e) **Excellent presentation**
- f) **Excellent effort**
- g) **Excellent improvement**
- h) **Excellent Attendance**
- i) **Excellent role model**
- j) **Development and contribution to the school community**

Year teams may use the individual rewards system to create a sense of team, through inter-form competitions. These schemes are shared with all the staff in order that they can give their support and encouragement.

## **Achievement Points**

Students should be rewarded with the achievement points for the following during the lessons on SIMS for their effort and attainment. Teachers should be actively looking out for the opportunities to genuinely reward students for their effort and hard work in their subject.

The achievement points collected on SIMS by the students will be centrally monitored to reward students with certificates, golden tickets, Headteacher's award, badges, etc. However, subject areas may choose to reward their students through subject badges, stickers, postcards, star students display, phone calls to parents, gift vouchers (through raffle) or any other appropriate methods.

## **Community and Character Based Crest**

These can be awarded to students in all year groups for demonstrating any of the following characteristics:

- a) Honesty
- b) Kindness
- c) Responsibility
- d) Respect
- e) Integrity

## **Attendance**

Certificates of attendance and a badge is awarded at the end of each term to the students who have achieved 100% attendance. Students are also awarded with a Head teacher's certificate and a badge at the end of the year for achieving 100% attendance throughout the year.

## **Procedures & Formats of Rewards**

Staff will record the achievements via SIMS for Year 8 to Year 11. For Year 7, staff will record the achievement in the planner and each week the form tutor will note total merits on the shared (Google drive) document.

A Bronze, Silver or Gold certificate will be written, and presented in the assembly by a senior member of staff once students reach the agreed achievements points on SIMS. The highest achievers in all aspects can receive awards at the end of term assemblies, along with the other rewards such as School Colours, Cups and half-termly Year Prize Giving's (Yr. 9 to Yr. 11).

Each week two students from each year group with the most achievement (for the previous week) will be rewarded with "Golden Ticket" allowing them to go in the front of the queue in the canteen.

Each term, students from each form with the most achievements will be rewarded with a lunch with Headteacher or similar reward (at break time).

### **Year 7**

Year 7, staff will record the achievement in the planner and each week the form tutor will note total merits on the shared (Google drive) document. Students will require 45 merits for the Bronze, 80 merits for Silver, and 120 merits for Gold certificate. Students may be also rewarded with the shopping opportunity

(stationaries) when they achieve 61 merits, 100 merits and 136 merits. Student will be awarded with special ward when they achieve 160 merits.

Students will be also having the opportunity to apply for the Headteacher's Award: Bronze Crest as well as gain subject badges. For both the awards, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 7 will be awarded with a "Golden Ticket".

### **Year 8**

Staff will record the achievements via SIMS for Year 8. Students will require 35 merits for the Bronze, 65 merits for Silver and 100 merits for Gold certificate.

Students will be also having the opportunity to apply for the Headteacher's Award: Silver Crest, Bronze Crest as well as gain subject badges. For both the awards, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 8 will be awarded with a "Golden Ticket".

### **Year 9**

Staff will record the achievements via SIMS for Year 9. Students will require 25 merits for the Bronze, 45 merits for Silver and 90 merits for Gold certificate. Students may also join the "Record of Achievement" (ROA) programme where students will need to demonstrate certain characteristics/skills in six different subjects (including three core subjects) to achieve the award (each term). Any members of the staff can sign off characteristic evidence. Awards may include a special certificate (term1), an invite to special event (term 2) and an "Achievement" Shield: Red (term 3).

Students will be also having the opportunity to apply for a subject badges, for which, students must meet the agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 9 will be awarded with a "Golden Ticket".

### **Year 10**

Staff will record the achievements via SIMS for Year 10. Students will require 25 merits for the Bronze, 45 merits for Silver and 90 merits for Gold certificate. Students may also join the "Record of Achievement" program where students will need to demonstrate specific characteristics/skills in six different subjects (including three core subjects) to achieve award (each term). Any members of the staff can sign off characteristic evidence. Awards may include a special certificate (term1), an "Achievement" badge: Green (term 2) and an invite to apply for school "prefect" through letter of application (term 3). The senior members of staff with consultation of form tutor will nominate the senior prefect. Students in the school will elect Head boy and Head girl.

Students will also have the opportunity to apply for subject badges, for which, students must meet agreed criteria. Please refer to the appropriate section of the policy for further details. Each week two students from Year 10 will be awarded with a "Golden Ticket".

### **Year 11**

Staff will record the achievements via SIMS for Year 11. Students will require 25 merits for the Bronze, 45 merits for Silver and 90 merits for Gold certificate. Students may also join the "Excellent Student Award" programme where a student will need to demonstrated that they have achieved their target grade or above in at least five out of nine subjects in each of the mock exams. Award may include a special vouchers

(term 1), special tie (term 2) and invite to the prom (term 3). This means students will not have automatic right to attend the Appleton Prom.

## **Key stage 5**

In Key Stage 5 Teachers and Tutors can electronically nominate students from their subject teaching and tutor groups for an Honours Certificate at the end of the academic year. Additionally, a special award is given to the overall learning ambassadors from Year 12 and 13 respectively.

## **Celebration events**

The highest achievers in all aspects can also receive awards at the start of spring and summer term, through celebration assemblies awarding Certificates, Achievement badges, Vouchers, etc. At the end of the academic year, special award assemblies with the governors will take place to award School Colours, Cups and Endeavour Prizes for Year 11 and subject awards and overall learning ambassador for the 13 leaver assembly for prize giving.

Curriculum areas may also have additional rewards that are used to motivate applaud and encourage students. Popular with many are the post cards home.

The policy is intended to be positive, rigorous and consistent. Gaining rewards should be challenging but achievable. This will encourage the pursuit of excellence by all.

## **Curriculum Support Department**

The curriculum support department aims to share the students' achievements with home regularly, so in addition to the whole school system LSAs can award students with stickers for achievement of their individual targets and these are stuck to the day they were achieved in the students' planner (for Year 7) or add them on SIMS (for Year 8 to 11). The Curriculum Support Department also use postcards to share achievements with home. The Curriculum Support department will also issue some students with individual reward programmes if this is part of the planned provision to support their progress.

## **Subject Based Rewards**

Students can gain subject award by collecting stamps using "Loyalty Cards" over sixteen weeks each academic year by demonstrating at least one characteristics in four different categories (effort, attainment, dedication to the subject and leadership). Students can collect one stamp per week per subject. Students can only work towards one subject badge at a time each half-term.

The "Loyalty Cards" are issued from form tutors (rather than subject area), which will allow the form tutor to track overall progress and completion of the loyalty card. Once all stamps are, collected students should deposit the card to the subject area to gain their subject badge. Subject area must then store the completed card in the student services for the central record.

## **Headteacher's Award - Crest:**

Students can apply for the Headteacher's award in Year 7 (Bronze), Year 8 (Silver) and Year 9 (Gold) at the start of summer term, if they meet the criteria including excellent attendance and punctuality and behaviour as well as evidence of a wider school / community role such as participated in a school concert or a helper at a parental consultative.



Signed: \_\_\_\_\_

Date: October 2019

Headteacher

Signed: \_\_\_\_\_

Date: October 2019

Chair of Governors

## APPENDICES

### 1. UNIFORM AND EQUIPMENT

So that students can apply themselves swiftly and effectively to any task required of them, it is recommended that they carry with them each day the following range of items:

- Two good lead pencils (HB)
- A selection of coloured pencils (not felt tips)
- A rubber and sharpener
- A 300mm ruler (marked in inches)
- At least two pens (black or blue)
- An angle measure and a compass
- A basic calculator
- A pair of round nosed safety scissors
- A glue stick
- An English dictionary
- A French or German Dictionary (Collins Easy Learning French/German Dictionary or Oxford Learner's French/German Dictionary)
- A pencil case large enough to carry the above
- A large water proof bag
- A reading book

### THE SCHOOL UNIFORM

The wearing of full school uniform is compulsory for all school sessions and any journeys to and from the school site. This policy encourages students to identify with the school while promoting a positive, purposeful atmosphere during the working day.

The items listed below are designed with smartness, practicality and availability in mind and differences in requirements for each sex have been kept to a minimum.

Excessive make-up is inappropriate; students should not wear nail polish and jewellery should be discouraged. Students are allowed one ring of sensible size, a watch and one stud earring in each ear. Students are not allowed to wear bracelets, nose studs or any other piercing. Inappropriate block colouring, streaks or highlights, as well 'under-cutting', 'tramlines' or 'carving' hair is not permitted. Please note that students' hair should also always be a natural colour. Tattoos or body art should not be visible.

- BLACK BLAZER with APPLETON BADGE
- APPLETON TIE worn at an appropriate length and done up fully to the neck
- PLAIN WHITE SHIRT or BLOUSE (not an aertex T-shirt) that is buttoned up to the neck and tucked in at the waist
- PLAIN BLACK, FORMAL TROUSERS, not jeans or cropped trousers or leggings or
- FORMAL BLACK TAILORED SKIRT of reasonable length, material and style - please note that stretchy, jersey, Lycra or tube style skirts are not permitted.
- PLAIN BLACK ANKLE SOCKS or, for girls, WHITE ANKLE SOCKS/PLAIN BLACK OR NATURAL TIGHTS
- FORMAL PRACTICAL BLACK LEATHER SHOES which must not have any emblems/logos. Canvas shoes, trainers, high heels or boots are not permitted.
- PLAIN BLACK "V" NECK SCHOOL JUMPER (optional)
- No designer names or sweat shirts or hooded tops
- A PLAIN OUTSIDE COAT: this may not be denim or leather and must not have any emblems
- COTTON APRON for DT lessons

## **2. Bringing Weapons / Illegal substances on site**

Any situation where a student is found on school premises carrying weapons or illegal substances will lead to the student being permanently excluded or positively referred to CSS so that the student does not return to the school.

## **3. Lunchtime/ breaktime incidents**

All senior staff are on duty and visible during lunch breaks of the day along with Mid-day assistants. During break times staff are expected to complete duties as per the school rota. All cases of serious breach of school expectations in maintaining an orderly and safe environment should be made aware to a senior member of staff.

1. Students should be instructed and in most cases escorted to the Behaviour for Learning Centre.
2. The duty pastoral co-ordinator should be contacted and informed of incident and why student requires isolating.
3. At the end of the break time, the SMT member places the student into isolation whilst incident is investigated.
4. Once investigation is completed parents are informed and consequences applied.
5. Incident recorded on students SIMS files.

Students are expected to remain in the food court areas of the school in order to consume their food. In all cases where students are caught with food outside of these areas they should be:

1. Escorted by a member of staff back to the food court area.
2. Have expectations explained to them again.

In cases where students repeatedly infringe this rule of the school:

1. Student should be referred to the Head of Year via email.
2. Student should be given a community punishment (Litter picking) or be isolated during social times of the day.