



Celebrating Success, Rewards & Behaviour policy

Secondary

2024-2025

“Outstanding behaviour in school is important to students’ future success. Students have the right to come to school and focus on their studies, free from disruption and fear.”

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1. Celebrating Success

We are proud to belong to Ormskirk School.

We aim to create the conditions in which students are supported to become the best they can be and feel valued in doing this. To this end these guidelines have been developed to:

- Encourage and acknowledge consistently positive engagement in learning for every subject;
- Encourage and acknowledge good attendance;
- Acknowledge the positive contributions and/or impact made by students both in and outside of the classroom;
- Acknowledge students who make a special contribution to school events or aspects of school life;
- Ensure that achievement points and rewards are consistently and fairly applied;
- Develop a sense of community and acknowledge year group, tutor and/or house achievements;
- Celebrate success at every opportunity.

At Ormskirk we aim to recognise the contributions our students make in and out of school. Therefore, we will look to reward students for work within lessons and tutorials as well as contributions to the school community including attendance at clubs, events, fixtures and performances for example. The purpose of this is to not only recognise the positive work of our students each day and their contributions, but to create a more positive balance between rewards and sanctions.

ClassCharts staff awards

Teachers and tutors should aim to reward students for all of their good work.

To ensure the success of these guidelines, Ormskirk School seeks to build a partnership between the school and parents. Parents can actively track their child's rewards on a daily basis through the ClassCharts app. The school will also seek to inform parents when other rewards are achieved.

Teacher Individual Points




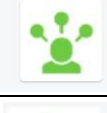










Personal tutors should award positive points during tutorial for students who have all of their equipment for the day and for wearing full and correct uniform.

Teachers should award positive attitude to learning points every lesson for all students who demonstrate this in their learning.

One achievement point can also be awarded to students who have made a positive contribution to the lesson or have made progress beyond that which is ordinarily expected. These points can be added by teachers and nonteachers.

All points should be consistently and fairly awarded to each student's individual total throughout the year. These will be monitored by year teams on a regular basis.

	Defined as:	To acknowledge:
	Tutorial points	






Full correct equipment (tutorial time only)	Personal tutors award this point during tutorial to students who have full equipment	
Full correct uniform (tutorial time only)	Personal tutors award this point during tutorial to students who have full and correct/correctly worn uniform	
Teacher individual points		
Positive Attitude to Learning (every lesson)	Awarded to students each lesson for students who engage in learning, follow instructions and complete tasks. <i>The point should not be awarded if the student receives a negative point for a warning/removal from lesson or for concern about work</i>	
Contribution to the lesson	Students who contribute to the learning within the classroom	
Positive lesson progress	Students who push themselves to produce work that moves them forward from their current starting points	
Leading learning	A class leader, a group leader or coaching a peer, for example	
Outstanding classwork	Classwork is completed to a high standard in their books	
Outstanding homework	Homework that has been completed and shows care, commitment and pride	
Vocabulary/ Reading Achievement	Students use a wider range of subject specific vocabulary within the lesson than they have previously and/or new vocabulary that has recently been taught	
Bedrock Stars	Students who have shown progress on the Bedrock programme	
Numeracy Achievement	Students demonstrate a high standard of numeracy skills within a lesson	
Extra-Curricular attendance	Attending any extra-curricular event either at lunch time or after school <i>1 point is added centrally for every club attended</i>	
Good citizen award	This could be for displaying good manners, looking after fellow students, or supporting with parents etc	
Reading+ Stars	Wave 2 intervention reward	

Individual Rewards

ClassCharts intel events will identify students who during the course of a week receive zero behaviour points, have 100% attendance or complete all set homework. These students will receive a message home congratulating them, and they will be automatically entered into a weekly prize draw.

Achievements, citizenship, community, contributions and subject stars will all be given by staff during the week. These students will be automatically entered into a weekly prize draw.

Prize draw – students receiving awards will be entered into a prize draw which will occur during assemblies.

	Defined as:	To acknowledge:
Individual rewards		
0 negative behaviour points in a week	<ul style="list-style-type: none"> Achievable at the end of each week for any student who does not receive any negative behaviour points <p><i>10 points are added centrally each week</i></p>	
100% Attendance	<ul style="list-style-type: none"> Achievable at the end of each week, half term and year 10 achievement points awarded at the end of each week for students with 100% attendance record or very good attendance based on individual circumstances 	
Tutee of the Week	<ul style="list-style-type: none"> Students who contribute positively to tutorial activities <p><i>These awards are added by the tutor on a weekly basis and are worth 10 points</i></p>	
Weekly subject stars	<ul style="list-style-type: none"> A student who has contributed positively within a subject during the course of the week. Each week a subject teacher should award one student from each class this award. <p><i>These points are added by each class teacher on a weekly basis and are worth 10 points</i></p>	
Special Contribution	<ul style="list-style-type: none"> Achievable at various stages throughout the year 10 points for participating and/or assisting in events such as Open Evening and Parents' Evenings. <p><i>These points are added centrally via the SLT member coordinating the event</i></p>	

Students receiving individual awards will share their achievements with peers, staff and parents via assemblies and social media:

- Congratulatory messages to students
- Postcards/letters home/certificates
- Phone calls to parents
- Texts to parents

Termly Rewards

At various points in the year, students will receive rewards to acknowledge their effort and engagement. Students who have received individual rewards will be invited to celebratory events during the school day.

2. Standards and Expectations

Negative awarded for:	Expectation
Late to school	Students to be on site by 8:45am before the gates close at 8:50 and moving into school
Confiscation of items	Students should only bring permitted items into school.
Confiscation of items parental collections	Students should only bring permitted items into school.
Uniform & Appearance OS uniform policy <i>*a uniform point <u>can</u> also be issued during the school day following the initial tutor check</i>	Skirt length – skirts should be worn correctly and should be knee length at the start of the academic year Blazer – on (unless Head authorises removal due to warm weather). Students may remove their blazer once they are seated in the classroom but they must be replaced when students leave the classroom Shirt – tucked in and top button done up Tie – worn at an appropriate length

	<p>Shoes – sturdy, plain black</p> <p>Outdoor Coats – taken off before entry to the building</p> <p>Jewellery – one pair of plain studs in lobe and a nonsmart wrist watch</p> <p>Make-up – Minimal and discreet</p> <p>Hair – natural colour, no shorter than grade two, no extremes</p>
<p>Bag & Equipment</p> <p><i>* this point is only issued in tutorials</i></p>	<p>Every student should have basic school equipment:</p> <p>Blue, Black, Green Biro</p> <p>HB Pencil</p> <p>Ruler</p> <p>Sharpener</p> <p>Eraser</p> <p>Whiteboard Marker Pen</p> <p>Whiteboard</p> <p>Bag - should be sturdy with discreet logos at most. Fashion handbags are not school bags</p>
<p>Chromebook (Y9 and 10 only)</p>	<p>Chromebooks should be brought to school every day and should be fully charged</p> <p>Students should have a set of wired headphones/earphones for use with the Chromebooks</p>
<p>Late to lessons (<i>break, lunch and changeovers</i>)</p>	<p>Students to arrive promptly to all lessons with their peers</p> <p>*teachers are able to use their discretion with late arrivals and award these points as they see fit</p> <p>** there will be a travelling bell 3 minutes before the end of break and lunch which indicates students should be moving to lessons</p> <p>*** students in attendance, pastoral offices and the hub will be registered by these staff with an A code</p>
<p>C1 warning</p>	<p>Students to engage in the work and their learning at all times.</p>

C2 removal	Students who continue to be disengaged/poorly behaved should be given a C2 removal from lessons. The student should be sent to the Reflection Room.
In lesson support	Some students may have difficulty within lessons and require pastoral support.
Toilet use - PASS	Students with medical issues or need will be issued with a pass by the hub.
Toilet use – no pass	Students should use the toilets during break, lunch or lesson changeovers. However, there may occasionally be students who require the toilet.
Cause for concern	With support, students should be able to engage and complete set work in lessons.
Concern about coursework	With support, students should be able to engage and complete coursework tasks.
Ignoring staff instructions	All students should follow staff instructions and be polite and respectful at all times
Potential truancy	Students should attend all lessons including tutorials promptly.
Out of bounds	Students should not be in the main body of the building other than designated areas during lunchtimes.
Poor behaviour - unstructured	Students should behave well during unstructured times.
Uniform and appearance	Students are expected to wear full and correct uniform at all times

Food on corridor	<ul style="list-style-type: none"> • Eating and drinking is allowed in lessons when it forms part of organised learning or other activity • Water is permitted if it is in an appropriate bottle and appropriate setting (i.e., not in a science lab) • Energy drinks or excessive confectionery are not to be brought onto site • We encourage all students to consider others and bring nut free products into school
Behaviour warning	Students not behaviour in a correct manner or as requested
Refusal to attend lesson/tutorial	All students should attend every timetabled lesson unless they are on adjusted timetable (hub or AP)

3. The Classroom

We are all responsible for the standards and behaviour in our school.


We aim to have simple rules and expectations which are communicated consistently and fairly applied.

There is a predictability about our work because we establish routines, share information and repeatedly give signals about transitions. As a staff team, we will explicitly teach the behaviours we expect so that everyone has the best opportunity to succeed – students should not need to guess our expectations.

This will ensure that all of students have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

Our principle is ‘warm strict.’ A caring approach and definite boundaries are not mutually exclusive. To have defined boundaries and high expectations for conduct and learning demonstrates care.

In order to create the inclusive and purposeful classroom culture we want at Ormskirk School, our teaching and learning framework specifies the following:

	<p>Our classroom culture is inclusive of all students, including those with SEND, and teaching & learning time is maximised.</p> <ul style="list-style-type: none">• Uniform issues are proactively checked and resolved on entry to the classroom.• An early essential equipment check takes place.• <i>Do Now</i> instructions are visible to students so that they can make a start immediately. The <i>Do Now</i> activates thinking about relevant subject content as early as possible. It is likely to set the tone for an ongoing joy of learning.• Routines are established, including a script at transition points: “3, 2, 1... <i>When you’re ready... SLANT.</i>”*• Praise is routinely used to positively reinforce the high levels of effort we expect from all. ClassCharts points are regularly awarded.• Those with SEND are supported with adjustments being made as per SENDCo advice, on Pupil Passports, for example.• Lessons must be free from disruption to learning and teachers take seriously their responsibility for ensuring unacceptable behaviour does not negatively affect the positive learning experience of the class.• Positively framed expectations may need to be followed by a cue/reminder about behaviour. If the cue for improvement is not followed, we proceed to a Warning. If poor behaviour persists, a Removal follows.
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The overarching Teaching & Learning framework to which this section belongs is shared separately with teachers.

In order to achieve the behaviours and attitudes we expect in classrooms, we will explicitly teach these at whole school level, through the tutor programme and in every classroom. This will include ongoing and positive reinforcement of our corridor protocols and our equipment for learning expectations, so that students take responsibility for their part in maximising learning time.

In order to achieve the behaviours and attitudes we expect, we will:

- Explicitly teach these at whole school level, through the tutor programme and in every classroom
- Model behaviours as the norm (social behaviours or learning behaviours)
- See the opportunity to reboot as a normal part of school life that reinforces our commitment to our standards.

Having employed a combination of the above strategies, if the teacher feels that the student is choosing not to correct their behaviour to meet the expectation despite individual encouragement, then we use the school's behaviour interventions to prioritise the learning in the room.

4. Consequence system and sanctions

Examples of consequences are shown in the boxes below. Please note this is not an exhaustive list and not all behaviours/incidents/issues are included.

C 1	C 2	C 3	C 4	C 5
'Change'	'Consequence'			
C1 correction conversation Logged as C1 behaviour warning (0 points)	C2 consequence (-5 points) Lesson removal Late to lesson (several occasions) 4 negatives Year teams may use this sanction as appropriate	2 removals in a day Frequently late to lessons Missing C2 detention Year teams may use this sanction as appropriate	Refusing to go to lessons High-level incidents Persistent truancy Missing C3 detention Frequent nonattendance to detentions Persistently late to lessons	Persistent disruption/defiance Dangerous behaviour Safety concern to others Verbal /physical aggression towards member of staff Persistent nonattendance to detentions
	C2 30-minute consequence after school	C3 45-minute consequence after school	C4 consequence 1 day in behavioural support unit	C5 consequence suspension from school

5. Outside the Classroom

Sanctions for poor behaviour outside of the classroom will always be determined based upon the severity of the offence. However, repeated poor behaviour may lead to an escalation through the sanctions process.

Examples of unacceptable behaviour that will lead to sanctions include:

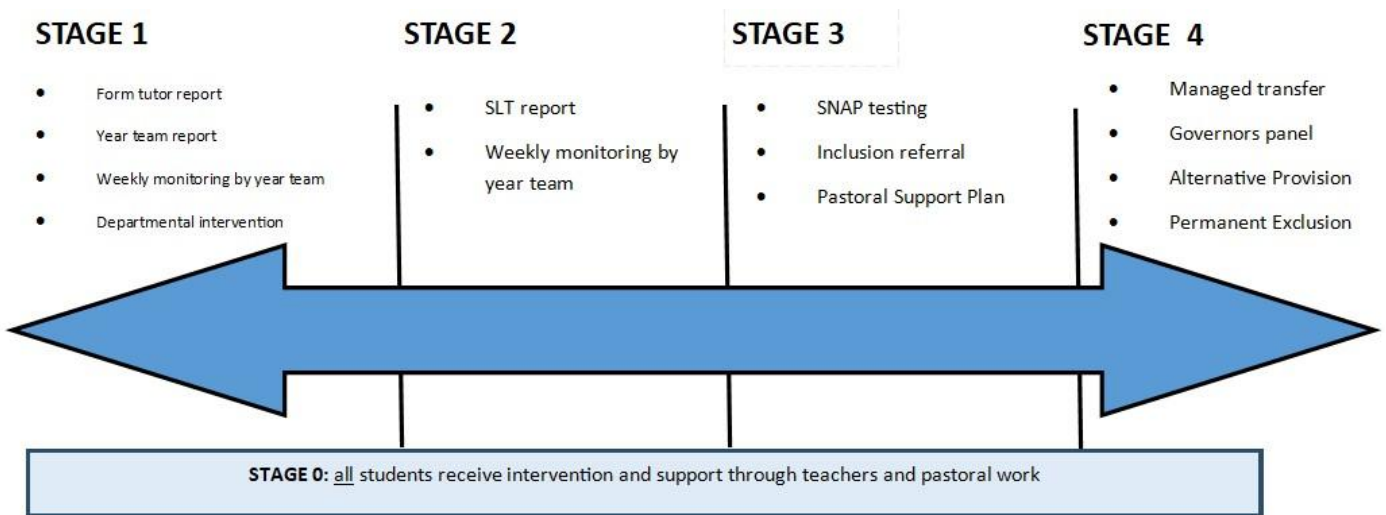
- Accessing out of bounds areas
- Not following instructions or ignoring staff instructions
- General boisterous behaviour
- Play fighting/ wrestling
- Littering

- Throwing food
- Throwing or kicking bottles
- Spraying drinks
- Swearing
- Disruption within the toilets
- Damage to school property or to that of another student
- Uniform infringements, including make-up and jewellery

Loss of unstructured time

At the discretion of members of pastoral leaders and SLT, it may be deemed appropriate for a student to temporarily 'lose' their unstructured time. In these instances, a member of the pastoral team is expected to clearly communicate with the student the reason for this decision and the time limit for this decision. Parents will also be informed as appropriate.

6. Escalations and Interventions Beyond the Classroom



Behaviour Report and Pastoral Support Plan (PSP)

When students are placed on a behaviour report, appropriate targets are set and monitored on a daily basis. Parents and staff are informed of these targets and students monitored for a number of weeks. At the end of this period the outcome of the intervention is shared with the student and parents.

Students who need specific behavioural support based on their individual need will have a Pastoral Support Plan (PSP). These documents are shared with all stakeholders and updated as appropriate.

Restorative Conversations

After any behaviour incidents students will be spoken to by the appropriate member of the Pastoral or Senior Leadership team and a restorative conversation may be held with either staff or other students involved. Teachers are expected to ensure that a 'fresh start' is given to every student following a removal.

