

# St. Ninian's High School

## Ready to Learn Policy (rewards and behaviour)

### Updated December 2024

#### **School Mission statement**

Empowering our students to be self-motivated and confident learners who have respect for others and clear aspirations for their future success.

#### **Purpose**

At St. Ninian's High School, we want to enable all our students to develop positive working habits including high standards of self-discipline and behaviour. We believe every student has a right to disruption free learning in an environment where they are safe and respected, allowing them to focus effectively on their learning so they can make the most of the opportunities given to them at school. These skills will stay with them for the rest of their lives.

#### **Aims**

- To build positive learning relationships between students and staff
- To reward those students who meet expectations and demonstrate positive behaviours
- To provide clarity for students and staff on what is acceptable behaviour
- To provide supportive procedures for consistent responses to behaviour.
- To enable students to develop appropriate self-regulation strategies
- To provide opportunities for students to reflect and take responsibility for their own choices and actions

#### **Praise, Rewards and acknowledging the positive**

A key aspect of Ready to Learn is that students who develop positive habits and consistently follow classroom and social area expectations are praised and their positive behaviour is acknowledged and rewarded. This can include a smile, verbal praise, and positive communications with home but is done primarily through the gaining of reward points, milestones and accolades in our online 'ePraise' rewards system.

Students' positive attitude to learning and engagement is celebrated at key points throughout the year, as well as attainment and achievement. The vast majority, if not all students will experience this positive aspect of Ready to Learn, whereas a minority of students will experience the consequences side of the policy.

#### **Daily praise and rewards**

This is an essential part of building successful relationships and staff will draw upon a wide variety of strategies to acknowledge the achievements of students. Examples include the use

of positive verbal feedback. A 'well done for staying on task or 'great uniform' can help a student feel their efforts are valued and appreciated and reinforces the desired behaviours when linked back to the school expectations. It is acknowledged that the use of more structured feedback will be used to develop learning outcomes as outlined in our Teaching and Learning Cycle. It is recognised that many of the daily rewards may not be formally recorded but this does not underestimate their power in helping students to build self-esteem and develop positive relationships. Staff may also contact home and praise the efforts of students in an e-mail or telephone call to parents/guardians, which will be logged on the student's SIMS record. This is a valuable strategy and staff are encouraged to develop their use of positive contacts home wherever possible.

The school uses the ePraise system to formally record points which are awarded by staff for a range of achievements. Staff are actively encouraged to reward students for their efforts and ePraise is monitored closely to ensure that staff make use of this system. Students can log into their on-line account to see their rewards on their profile and will earn 'milestone' badges as they increase their total points. Points can be 'banked' for the academic year, or students can choose to trade in their reward points for a variety of tangible rewards throughout the year. These may include:

- Donations to charity
- Skip the lunch queue pass
- Forrest School sessions
- Entries to prize draws

Staff can also award 'accolades' and 'achievements' for outstanding effort/work as well as for contributions such as representing the school, assisting at a school event, acts of kindness etc. Any student who has achieved ePraise points is automatically entered into a prize draw for a significant prize (such as an Echo dot). There is a prize available for each key stage and it is drawn at random each year.

### **Weekly Rewards**

Positive behaviours and attitude are celebrated weekly through assemblies with a variety of rewards including 'student of the week', 'top ePraise points' and 'top scoring tutor group'. Heads of Year will take responsibility for weekly rewards and will co-ordinate any prizes as appropriate. Information regarding prize winners is often shared on the year group's Google Classroom so their success can be celebrated.

### **Termly Rewards**

Termly reward celebrations take place in all key stages and may include events such as rewards breakfasts, ice cream rewards or rewards trips and activities. Students who have demonstrated that they are 'Ready to Learn' may be rewarded termly with Christmas selection boxes or Easter eggs or similar. By keeping the focus of staff on praising those who meet and exceed expectations, we believe that this will promote a positive learning environment and build good habits in our school community. It is important that a range of achievements are

celebrated throughout the year as this will make rewards accessible to all students. The termly reward celebrations will therefore focus on a different achievement each term. This may include:

- Positive attitude to learning (taken from teacher feedback in the students' report)
- Most improved attitude to learning (comparing teacher feedback over a series of student reports)
- Positive behaviour around the school (taken from behaviour points totals)

### **The Role of parents**

Parents have a vital role to play in their child's education. It is very important that parents support their child's learning by supporting the school in maintaining a safe and disciplined learning environment by:

- Working in partnership with the school to promote good behaviour, reinforcing the importance of the behaviour expectations of the school at home
- Support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher or form tutor.
- Provide students with learning equipment so that they arrive at school with everything they need to learn
- Provide their child with correct uniform and instruct them how to correctly wear it. In the rare instances this is not possible they should contact the school via phone or email to give the reason for the missing uniform so students can be issued with pass

### **Expectations of students**

Positive relationships and praise are at the heart of the Ready to Learn system and we will regularly remind students of our high expectations. Ready to Learn rewards and consequences are linked to our expectations which are displayed in classrooms and are as follows:

- 1. Be on time and ready to learn**
- 2. Follow instructions**
- 3. Stay on task**
- 4. Speak and listen carefully**
- 5. Respect (personal space and the environment)**

### **Expectations of Teachers (further information can be found in the R2L staff guidance document)**

- Be punctual and follow expected routines to start and end the lesson to time
- Plan and deliver inclusive, active, creative and engaging lessons which challenge students and meet the needs of all learners
- Use a range of strategies in the classroom to build relationships, create a positive learning environment, meet individual needs and promote excellent behaviour with a focus on reducing the likelihood of poor behaviour occurring.

## **Classroom procedure**

### **Stage 1 and stage 2 warnings**

If students are unable to follow the classroom expectations despite the use of classroom management strategies, they may be given up to two warnings (Stage 1 and Stage 2) in a lesson. These warnings should be both verbal and visual where possible, for example marked on the board.

### **Formal intervention - Stage 3**

If they are still unable to meet the classroom expectations, they will be issued with a demerit on ePraise and a Stage 3 intervention, resulting in a 15 minute reflection time at the next available break time. A Stage 3 consequence will be issued if a student has not responded positively to the previous warnings and has not corrected their behaviour. Stage 3 reflection times run every morning break time and students must go straight there at the end of Lesson 2.

- If a student is in school and chooses not to attend a Stage 3 reflection time, it will be increased to Stage 4 and completed the next available break time
- If students choose not to attend that Stage 4 reflection time on the next available break, it will be logged as a 'missed reflection time intervention' which is communicated to parents.
- Repeated instances of missing reflection times will lead to escalated consequences. Students who persistently fail to attend reflection times may be placed on a 'Reflection Agreement' which is monitored by the pastoral team and communicated to parents. Persistent refusal to engage with the Reflection Agreement may lead to a formal suspension.

### **Stage 4**

If a student is continually unable to meet the classroom expectations after a Stage 3 has already been issued, they will receive a Stage 4 demerit on ePraise and will be asked to leave the classroom to the Recovery Space for the remainder of the lesson to help them self-regulate their behaviour. Students at Lower School will be expected to walk themselves to the Recovery Base and students at Upper School should be collected by the Duty Teacher and escorted to a 6<sup>th</sup> Form lesson. A Stage 4 is a consequence for serious or persistent poor behaviour. The Stage 4 reflection time will take place at the next available break time.

### **Stage 5**

If the student refuses to leave the classroom when requested, the teacher should press the alert on SIMS to call the Duty Teacher. They should be escorted to the Recovery Space and will be issued with a Stage 5 demerit on ePraise and an after school reflection time.

Or:

If the student leaves the classroom but does not go straight to the Recovery Space when directed, they will be issued with a Stage 5 demerit and an after school reflection time.

If a student continues to refuse to leave the classroom when requested by the Duty Teacher, the issue will be referred to the senior member of staff on call. This escalation may lead to a formal period of suspension if considered appropriate. Parents/carers will be contacted, and a decision made as to any future consequence to follow as a result of the persistent defiance. The same applies if a student continues to be disruptive in the Recovery Space and needs to be removed by the Duty Teacher or senior member of staff.

All incidents will be noted on student records and relevant staff notified.

On occasion, a senior member of staff or pastoral leader may require a student to be placed on self-study where they will continue with work from their lessons but away from the classroom environment. This may be due to a significant accumulation of sanctions for poor behaviour, or to prevent a further escalation of behaviour. This will be logged as a 'Stage 5 Self Study' and parents will be notified.

### **Fixed Term Suspension (Stage 7)**

As a last resort, it may be necessary to impose a fixed term suspension for a serious incident or an accumulation of incidents. The DESC Suspension Policy states that a Head Teacher (or their designate) can suspend any student from attendance for a period or periods not exceeding ten school days in any term. Significant incidents may fall outside the Ready to Learn expectations and may be escalated to a formal suspension which must be authorised by a senior leader

### **Reflection Time**

Reflection times are held at break time in the main hall on both sites. A list of students expected to attend Reflection Time is posted on both sites each day.

Expectations are:

- Students must check in at the start of break immediately after the end of period 2 and will be directed to a seat by the pastoral team.
- Students are expected to sit in silence and reflect upon their behaviour choices.
- They must not disturb other students.
- Eating and drinking is not permitted during reflection time.
- Reflection time ends 5 minutes before the end of break time, allowing sufficient time for comfort breaks before the next lesson.
- If behaviour in reflection time does not meet expectations, a student may be removed, and the matter will be escalated as appropriate.

### **The Right of Appeal**

Ready to Learn is based on equal values. If students feel they have been issued with a Stage 3 or Stage 4 intervention unfairly, they have the right to appeal.

The responsibility of making an appeal lies with the student and the process requires the student to attend the specified location and present their case to the member of staff hearing appeals between 8:20 and 8:40, the morning after they have received their demerit.

- The appeal will be reviewed and a decision made on the same day and communicated to the student when they arrive at the start of Reflection Time.
- A student loses the right to appeal if they argue with the member of staff at the time of receiving the Stage 3 or 4 consequences.
- Students may only appeal 3 times per term, but if they are successful, will retain the same number of appeal opportunities.
- It is the students' responsibility to make their appeal themselves. Parents should not contact the school on their child's behalf to request an appeal unless there are extenuating circumstances which mean the student is not able to make their own appeal.

### **Personal Mobile Digital Devices**

Personal Mobile Devices should not be seen, heard or used in school. They must be switched off and put away when on school site. The term 'Personal Mobile Digital Devices' refers to a student's personal mobile smart phone, smart watch, tablet or associated technology such as ear pods.

The exceptions to this are:

- Students with medical needs requiring the use of a mobile device (such as diabetics)
- Students with recognised additional needs who require the use of a mobile device as a reasonable adjustment, as agreed with the Progress Zone and Parents
- 6<sup>th</sup> Form students in the 6<sup>th</sup> Form area only
- Where a teacher has directed a student to use their device in order to complete a task related to the learning in the lesson (must be switched off immediately after completion)

If a student is found using a mobile device anywhere on school site, they can expect to be issued with a mobile device misuse demerit in ePraise and a S3 intervention by any member of staff.

If this takes place in a classroom, they will also immediately be asked to place the device on the teacher's desk for the duration of the lesson. Ear pods are deemed to be an extension of the use of a mobile device so are included as 'mobile device use' in this regard.

If a student refuses to hand over their mobile device in the classroom, they will be issued with a S4 and removed from the lesson.

Persistent issues with mobile devices will be monitored by the Pastoral Team and concerns will be escalated, parents informed resulting in them not being permitted to have their device in school for a period of time. Where a student on a mobile phone ban is seen with a phone in school, staff will inform a senior member of staff who will ensure that the device is removed and parents contacted to collect it from school.

**Serious misuse of Personal Mobile Devices:**

- If a student is suspected to have used their mobile device for inappropriate behaviour such as bullying or taking photographs without permission, it may be removed from them and returned to their parents following a discussion about their behaviour.
- If a student is suspected to have any evidence on their mobile device relating to criminal activity or a safeguarding concern, it will be removed from them, their pin number logged, turned into flight safe mode and held securely in the school safe pending collection by the Police. The Designated Safeguarding Lead, Deputy DSL or a member of Senior Team will manage any such incident. The School is unable to return any mobile device to the student or parents if the matter has been reported to the Police and is awaiting investigation. The school is not responsible for mobile devices once they have been handed to the Police and any further communication would need to be between Police and parents.

Students will also receive guidance around the safe use of mobile devices and social media in computing lessons, assemblies and through the PSHE programme.

Cross Reference this policy with:

- Staff R2L Guidance Document
- Teaching for Learning Policy, Framework and Model
- Professional Development Policy
- Anti-Bullying Policy
- Child Protection & Safeguarding Policy

Person responsible for reviewing this policy: Miss J White, Deputy Head Teacher

Date of next review: September 2025