



BEHAVIOUR, REWARDS AND SANCTIONS POLICY

Policy/Procedure creator: Senior Management Team

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Centre Name	MEPA Academy
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Date policy first created	01/09/2021
Current policy reviewed by	Kate Williams
Current policy approved by	Mandy Ellen
Date of next review	10/09/2022

Key staff involved in the policy

Role	Name
Exams officer	Kate Williams
ALS lead/SENCo	Claire Ross
Senior leader(s)	Mandy Ellen and Emma Finch
Head of centre	Mandy Ellen
Other staff (if applicable)	Not Applicable

This policy is reviewed and updated annually to ensure that access arrangements process at MEPA Academy is managed in accordance with current requirements and regulations.



DAY SCHOOL BEHAVIOUR, POLICY



REWARDS AND SANCTIONS

The following policy was revised in February 2020

and is in accordance with *Behavior and Discipline in*

Schools (2016).

Behavior, Rewards and Sanctions Policy Statement

The school has a moral duty to all pupils, parents/guardians and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behavior.

Aims of this Policy

The aims of this policy are:

1. To promote positive behavior for learning;
2. To define the role of teachers in establishing and maintaining excellent standards of behavior in the school;
3. To state what is expected of pupils;
4. To state what is expected from parents/guardians and carers;
5. To provide guidance on available rewards and sanctions;
6. To prevent bullying; and
7. To ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behavior.

Positive behavior for learning

It is the aim of the school to provide a working environment where all pupils can realise their full potential in a non-disruptive, happy and stimulating environment. The school expects a high standard of good behavior, and value is placed on the qualities of self-discipline, independence, initiative and mutual respect. Our aim is to have firm but fair discipline in a relaxed, caring and friendly atmosphere. Pupils are expected to consider other people and their feelings. They should treat others as they would expect to be treated themselves. Praise, encouragement and rewards for achievement, contribution and good behavior are central to our philosophy.

Rationale for a positive learning environment:

1. Pupils learn more effectively and enjoyably when there is a sense of order and the behavior around them is polite and reasonable.
2. By making the expectations of good behavior explicit, the school can create a positive atmosphere that supports effective learning.



3. Pupils are encouraged to understand the advantages of good behavior in pursuit of happy and positive relationships with others both now and in the future. This is done through positive reinforcement, strong role modelling and affirmation, as well as using rewards and sanctions when necessary.
4. Staff and pupils must share responsibility for ensuring that Health and Safety obligations are not jeopardised by unruly behavior.
5. There may be times when pupils at the school experience emotional, behavioral and social difficulties. In this eventuality, the school, where possible, will remedy or at least positively manage such difficulties. This will be achieved through the use of appropriate support networks and ensuring effective communication throughout. As such, all pupils will have the opportunity to take part fully in the educational experiences and opportunities offered to them.

Role of teachers in establishing and maintaining excellent standards of behaviour in the school

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities.

1. Teachers should ensure that learning intentions are clear, and lessons are well organised, interesting and appropriate.
2. In the classroom, teachers should set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.
3. Teachers should show appropriate appreciation for effort and achievement by pupils, using encouraging words and providing merits.
4. Teachers must encourage good behavior by all pupils when at school and off site (on school excursions or residential trips, for example). Staff are expected to intervene when these expectations are not met by pupils.
5. Teachers are expected to demonstrate to pupils courteous, considerate, polite and pleasant behavior at all times – staff must never use any abusive or humiliating remarks, and are expected to be good role models (see the Staff Code of Conduct).
6. Teachers should always aim to manage behavior positively, especially when dealing with challenging behavior. They should encourage the pupil to maintain dignity and be able to make a fresh start.
7. Staff should use physical restraint only in lawful circumstances; for example, to prevent pupils from hurting themselves or others (see 'Use of reasonable force' in this document).

Behavior expected from pupils

Pupils are expected to be polite and show consideration towards each other and towards school staff.

1. Pupils are required to observe the following basic rules in the classroom:

- Arrive on time with all the equipment needed for the lesson;
- Listen when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Raise a hand to gain attention and only speak when invited to;



- Stay in their allocated seat or workspace unless given permission to move; and
- Treat others with respect and consideration at all times.

2. Pupils are required to dress cleanly and neatly in the specified uniform.

3. Pupils must obey all Health and Safety regulations in classrooms and around the school, including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.

4. Pupils should never make racist, sexist, homophobic, biphobic, transphobic or other abusive or humiliating remarks.

5. Pupils must never resort to physical violence.

6. Pupils must avoid behaviour that disturbs or distracts others.

7. In circumstances where a pupil has failed to meet the above expectations of the school, MEPA Academy has clear sanctions in place to tackle the unacceptable behaviour. See the 'Sanctions' section below.

Partnership with parents/carers

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

1. Parents/carers must endeavour to guarantee that their children's behavior does not prevent others from learning effectively.
2. The school has clear expectations when it comes to behavior. We believe that a close partnership with parents encourages good behavior in pupils.
3. Parents/carers are entitled to an explanation of actions taken by the school, which will always strive to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour. The school will endeavour to notify parents as soon as possible regarding the actions that the school has taken. Any parental concerns and complaints should be made with reference to MEPA Academy Complaints Procedure.

Guidance on Rewards and Sanctions

Rewards

It is the school's policy to recognise, acknowledge and reward individual achievements by pupils. The rewards system has been reviewed in consultation with staff and pupils. The following are examples of areas considered to be worthy of individual recognition:

1. Improved standards of work;
2. Exceptional class work or homework;
3. Effort in class and/or for homework;
4. Exemplary subject knowledge demonstrated
5. Kindness/helpfulness
6. Progress in attitude
7. Following through with targets set by teachers
8. Consistently improved attendance and punctuality.

MEPA Merits



Rewards are in the form of merits. Teachers or staff can distribute merits for a variety of reasons, as stated above at the end of each week a winner will be drawn from the merit box and they will be rewarded. At the end of each term the student with the most merits will earn a reward for their key stage.

MEPA Mantra Awards

Students are required to follow the MEPA Mantra (mindful and respectful, enthusiastic and creative, progress or attainment, aiming high) as set out by staff and students. At the end of each term staff will nominate pupils who will best represent the mantra. For those pupils who will, they will receive a trophy.

Sanction Comments

MEPA Academy recognises the need for a positive learning environment where it is hoped that all pupils will be fully involved in their learning. We have high expectations of our pupils' behavior, with the emphasis lying on the self-discipline and personal responsibility of each pupil. Occasionally, when a pupil has failed to meet the expectations of a member of staff, the school has clear sanctions in place to tackle the unacceptable behavior.

Staff should consider whether the behavior in question gives cause to suspect the child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the Safeguarding Policy.

It is important that comments are used consistently and that teachers and other staff make it very clear to the recipient why a sanction is being applied. At the heart of our discipline must be a real respect for the pupil. In ensuring good discipline, we recognise the importance of listening to pupils' views. We believe that communication with parents regarding any sanctions issued is fundamental in securing their support for our procedures and encourages good behavior from pupils.

Students will receive a verbal warning before a comment is given. If a student received three sanctions in a term their lunch time privilege will be removed (KS4) or they will sit with an adult at lunch time (KS3)

Review of Behavior, Rewards and Sanctions Policy

Policy Written:	July 2021
Policy to be Reviewed:	September 2022

Circulated to the Principal and teaching staff. This policy will be made available to parents/carers and pupils on the website and on request

