

Behaviour, Sanction & Rewards Policy

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Issue:	3-9
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2. Issue and Revision History

Issue	Description	Author	Effective Date
1.0	Initial Release	T. Warner	01/08/09
1.1	Annual Review	J. Payne	04/08/10
1.2	Annual Review	J. Payne	08/08/11
1.3	Annual Review	J. Payne	30/08/12
2.0	Annual Review Revised document structure removing 'Reference Documents', added 'Summary' section, added 'Document Release', added 'Next Review Date', updated 'Scope', updated 'Definitions and Acronyms'	T. Warner / J. Payne	26/08/13
2.1	Annual Review	T. Warner	02/09/14
2.2	Annual Review Added Physical intervention	D Payne	29/09/16
2.3	Annual Review	D. Payne	29/09/17
2.4	Annual Review	D. Payne	05/08/19
2.5	Adaptations required due to Covid-19 including update to Appendix A with social distancing measures for use on site. Addition of 24hr service level for behaviour meetings (see 8.6, 8.7, 8.8)	J. Payne	21/04/20
3.0	Annual Review Rewrite in line with ISS and OfSTED standards. All sections.	Scott Thornton	15/10/2021
3.1	5 Purpose - updated with protected characteristics 9.4 Equality and Diversity - new section	O. Howell	07/02/2022
3.2	Updated annual training for staff. - TT Education and iHasco included. Reward Scheme template added to Progress Tracker Appendix D updates	Scott Thornton	01/09/2022

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	- Bronze, Silver and Gold rewards. - Pop-up activity room - REACH Reward Displays and Tracker		
3.3	- 8.9.1 Change to collection of phones - CLM replaced with relevant recording tracker - Take out reference to COVID - Rewrite mobile phones section - 9.3.2 Take out sanctions register - 9.3.3 Changes to behaviour meetings - Individual support plan to replace action plan - 8.1 update Behaviour in Schools updated Oct 2022 Advice for headteachers and school staff KCSIE 2023	J.Payne	04/07/23
3.4	Removal of term Discipline and replaced with Sanction	O. Howell	07/09/23
3.5	Change of reference from 'Permanent Exclusion' to 'Placement Withdrawal' 9.3.2 & 9.3.2.1	J. Payne	26/02/24
3.6	6. Scope - policy list updated 7. Definitions and Acronyms updated 8.9.3 Reference to 1-9 Search Policy removed 9.3.2 Placement Withdrawal updated with minutes recorded and distributed to stakeholders by HOS	J. Payne	26/08/24
3.7	Summary updated 8.5 taken out training on use of cool down room Reference to 3 strike rule removed 9.3.1 added use of behaviour tracker 9.3.2 re-written 9.3.3 Behaviour meetings re-written	J. Payne	24/05/25
3.8	Annual Review in line with KCSIE '25	J. Payne	26/08/25

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	Update throughout - Progress Tracker replaced with MIS 8.5 Update with Behaviour training and resources 8.9.3 Search and Seize updated to include list of prohibited items and recording of search and seize 9.3.2 Sanctions list expanded 9.3.2.1 Appealing a Placement Withdrawal - Updated to allow parents/carers attendance at appeal 10 Updated metrics Updated Appendices		
3.9	Executive Headteacher annual review	James McDonald & Shaun Whittingham	10/09/26

3. Summary

Educ8 expects all learners to uphold standards of respectful and considerate behaviour, guided by a clearly defined Code of Behaviour introduced during induction (see [Appendix 'A'](#)). This includes understanding the consequences of both low and high-level disruption. The use of mobile phones is restricted to designated times or with tutor permission. Staff are empowered to take proportionate action, including searching for and seizing harmful or disruptive items, and using safe physical intervention where necessary to protect the learner, others, or the environment.

Positive behaviour is encouraged (see [Appendix 'B'](#)) and celebrated through the REACH Reward Scheme, which recognises learners for being Ready, Engaged, Active, Creative, and Heroic. Rewards are tiered and visible within school environments, and families are kept informed of progress. The scheme aims to reinforce a purposeful and respectful learning culture across all Educ8 schools.

In cases of negative behaviour, incidents are formally recorded and categorised. Staff respond to low-level disruption with appropriate dialogue and sanctions : using our RISE 7 Behaviour Management System (The letters in RISE stand for Respond, Intervene, Support and Evaluate respectively and within this graded approach there are 7 clearly defined steps for educ8 staff to follow); repeated or serious issues are escalated to High Level Disruption and trigger formal behaviour meetings. Sanctions include suspension or, in severe cases, permanent exclusion—referred to as Placement Withdrawal—with learners and families given the right to appeal.

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Reintegration meetings are held following any suspension to support successful returns. The policy promotes restorative approaches, equality, and inclusion, with all behaviour management decisions mindful of SEND needs and wider safeguarding considerations. Staff, parents, and learners all play a collaborative role in fostering a safe and supportive educational environment.

4. Document Release

This document has been reviewed in accordance with the Educ8 Quality System and the requirements of this policy/procedure. Staff have been made aware of its issue, including any updates/amendments to its contents and where necessary appropriate training has been provided to those staff.

Where policies are available for download online, the previous version is removed and this new version replaces it.

The release of this document is indicated by the effective date.

5. Purpose

The purpose of the policy is to provide all staff with structured and appropriate procedures for handling behaviour enabling teaching to be safe and enjoyable for all that take part.

Our main aims are to provide a simple, practical code-of-behaviour for staff, learners and parent/carers which:

- recognises behavioural norms
- positively reinforces behavioural norms
- promotes self esteem and self control
- teaches appropriate behaviour through positive interventions
- contains a Reward Scheme
- is inclusive and embrace differences
- has clear structures in place for dealing with different levels of behaviour
- Is inclusive and caters for all regardless of individuals age, gender, race, religion, sexual orientation and/ or disability

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6. Scope

This policy applies to all Educ8 staff and volunteers including Senior Leaders and the Executive Board.

This policy sets out the overarching principles that guide the local site procedures. It informs the actions to be taken regarding children, young people, staff and stakeholders from Educ8 schools.

The following policies should be read in conjunction with this policy:

- **2-6 Anti-Bullying Policy**
- **2-1 Attendance Policy (including Children Absent in Education)**
- **2 Safeguarding & Child Protection**
- **2-4 Offensive Weapons**
- **18 Drugs and Alcohol Policy**

7. Definitions and Acronyms

Delivery Staff	Staff employed by Educ8
MIS	Management Information System used for attendance and progress monitoring
DSL	Designated Safeguarding Lead.
Learners	All students, participants and users of Educ8 learning programmes. Generally these are under 16 years of age.
School	Educ8 Independent Schools and APs
Headteacher(HOS)	Educ8 Staff member with management and leadership responsibility for an Educ8 Alternative Education School
Executive Board	Directors/Senior staff with Governance responsibilities for the school(s)
SLT	Senior Leadership Team

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8. Policy

8.1 Introduction

Educ8 is committed to the creation of teaching, learning and care environments where learning, along with social and personal needs of learners, are adequately addressed.

We aim to empower children to achieve in an atmosphere of safety and mutual respect. Everyone is expected to behave in a reasonable way, to accept responsibility for their behaviour, and to encourage others to do the same.

By removing barriers to learning that have been entrenched in former educational settings we work to support transfers back to mainstream school, further education or the world of work.

This Policy fulfils the requirements of:

- The Education (Independent School Standards) Regulations 2014
- Children and Families Act, 2014
- SEN Code of Practice as Jan 2014 (updated 2020)
- Behaviour and sanction in schools, DfE Feb 2024 BILD Code of Practice for minimising the use of restrictive physical interventions: planning, developing and delivering training, 2014 (4th Edition)
- Guidance on Reasonable Force 2026
- [Behaviour in Schools](#) (updated Feb 2024) Advice for headteachers and school staff
- KCSIE (Updated 2026)

8.2 Core Values

Our core values set out the way our school meets our aims as set out in section 5:

- Diversity
- Opportunity for all
- Positive

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- Personalised
- Inspirational
- Engaging
- Special

8.3 Code of Behaviour

We expect learners to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of each school. The Educ8 Code of Behaviour is in place which contains the fundamental principles we promote (see [Appendix 'A'](#)).

The Code of Behaviour will be displayed clearly within each school and will be present within each learner's induction booklet.

8.4 Involvement of Staff

It is critically important that Educ8 staff build strong relationships, develop high levels of personal resilience and maintain high expectations for learning and behaviour.

Staff should not ignore or excuse inappropriate behaviour but should seek to understand its communicative intent and consider what may be contributing to it. Behaviour may be an indicator of an unmet need, vulnerability or safeguarding concern. Staff should therefore remain professionally curious and consider changes or patterns in behaviour alongside attendance, presentation, relationships, online activity and other known information.

Learners will be supported through clear boundaries and a consistent behaviour framework, underpinned by appropriate rewards, sanctions and individual support. A common language is used across Educ8 schools to promote fair and consistent responses to behaviour.

Restorative approaches and informal mediation may be used, where appropriate, to support learners to repair relationships and understand the impact of their behaviour.

Where behaviour raises, or may raise, a safeguarding concern, staff must report this to the DSL/DDSL without delay and record it in accordance with the Safeguarding and Child Protection Policy. A behavioural response or sanction must not replace appropriate safeguarding action. Where a learner displays harmful behaviour, any safeguarding concerns and the behaviour response must be considered separately, although both may be addressed alongside one another.

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8.5 Staff Training

Staff will participate in annual refresher training around intervention and de-escalation as well as develop better practice within team meetings.

Staff are also trained on the REACH Reward Scheme (see Appendix 'B').

Educ8 uses both internal and external sources to deliver this training.

8.6 Involvement of Parents/Carers

Parents/carers who accept a place for their child at Educ8 undertake to uphold our policies and regulations, including this policy.

We expect parents/carers to:

- notify us of any absences or lateness
- notify us of any factors that may affect the behaviour of their child
- Support their child by attending regular reviews, open days and other meetings
- Be aware of and support us in implementing this policy

8.7 Involvement of Learners

Learners as part of their induction will discuss the code of behaviour and sign their induction section, agreeing to its rules. This will include a discussion around behaviour and the consequences of both low level and high level disruption.

Learners know what kind of atmosphere they prefer in our settings and what they expect of a 'good teacher or carer'. Our experience has shown that over a range of ages learners produce a very similar list of characteristics that they look for in adults who work with them. Learners want adults to:

- treat them as a person
- help them learn and feel confident
- make the day a pleasant one
- be just and fair

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- have a sense of humour

We expect staff to:

- use a trauma informed approach

Although they want this for themselves, they also want it for other learners because it makes the learning situation more comfortable. It is evident that learners prefer to learn in a relaxed yet purposeful atmosphere and where the adults are safely in control; where they can progress their learning with success and be acknowledged as ‘people who matter’. We believe that where learners feel they are valued they respect adults and accept their authority. Similarly, we recognise the implicit need for young people to develop the skills that make positive relationships with adults possible.

Our experience shows that the ethos of and respect for our provision are enhanced by listening to our learners and by encouraging constructive suggestions from them, for example via You Said, We Did and reviews and suggestions.

8.8 Supporting our Learners

Our staff teams provide pastoral and academic interventions that are underpinned by positive relationships and the careful management of anger or frustration in a safe setting. Structured “Time Out” is available to allow learners to articulate concerns whilst simultaneously giving staff the opportunity to ‘re-set’ boundaries. Where possible it is always our aim to put children back into their classes where we know our personalised curriculum pathways give them the greatest chance of success.

8.9 Preventative Measures

Inappropriate behaviour is more likely to occur when children lack a sense of purpose and/or structure, are presented with opportunities to misbehave or are struggling to deal with external factors unrelated to provision. It is preferable to prevent unwanted behaviour from occurring as dealing with unacceptable behaviour wastes time, can lead to confrontation and is stressful for everyone involved.

This principle is relevant to all aspects of our behavioural work, both academic and social. Measures can and should be employed to prevent potentially damaging situations from arising.

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8.9.1 Learner Mobile Phones

At our school learners will: Hand in mobile phones for the duration of the day.

8.9.2 Restrictive Intervention and Reasonable Force

Educ8 follows its Restrictive Intervention and Reasonable Force Policy and current Department for Education guidance.

Reasonable force may only be used where it is lawful, necessary and proportionate and no more force should be used than is necessary for the shortest possible period.

Staff should seek to prevent and de-escalate situations wherever reasonably possible and must consider any known vulnerabilities, including SEND, communication needs, medical conditions, mental-health needs and previous experiences of trauma.

Significant incidents involving reasonable force or other restrictive interventions must be recorded and parents/carers informed in accordance with Educ8 policy and statutory guidance. Any associated safeguarding concern must also be reported to the DSL/DDSL.

8.9.3 Search and seize

Staff may ask a learner to cooperate with a search in accordance with Educ8 procedures. Searches without consent may only be undertaken where lawful and by the Headteacher or a member of staff authorised to do so, in accordance with current DfE Searching, Screening and Confiscation guidance.

Prohibited items that can be searched for as as follows:

Knives and weapons

Alcohol and illegal drugs

Stolen goods

Tobacco and cigarette papers

Fireworks

Pornographic images

Offensive/harmful items: Any article the staff member reasonably suspects has been or is likely to be used to commit an offence or to cause injury/damage to any person or property

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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 property of; any person (including the pupil).

- An article specified above
- Tobacco and cigarette papers
- Fireworks; and
- Pornographic images.

Recording Search and Seize

All search and Seize's conducted by staff or police should be recorded on the school safeguarding system covering the following:

- The date, time and location of the search;
- Which pupil was searched;
- Who conducted the search and any other adults or pupils present;
- What was being searched for;
- The reason for searching;
- What items, if any, were found;
- What follow-up action was taken as a consequence of the search.

Parents/carers will be informed about searches for prohibited items and the outcome in accordance with statutory guidance, unless exceptional safeguarding circumstances require a different approach.

9. Procedure

9.1 Staff Guidelines

Timely and clear communication between staff and families supports the management of good behaviour and promotes good behaviour.

Routine attendance at briefings and meetings allows the staff team to make expert use of the information management system to record and analyse behaviour. Informal conversations during provision are also critical. Without the timely sharing of information, detailing personal events outside of school for example, staff members are forced to react to behaviour that might otherwise be prevented or prepared for.

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We believe that it is not always possible to respond to behaviour in the same way for every child but it is useful to have a guiding framework of responses to positive and negative behaviour. This ensures that all learners can be certain that every behaviour, positive or negative, will be met with an appropriate and consistent response.

Where behaviour may indicate a safeguarding concern, staff must report this promptly to the DSL/DDSL

9.2 Positive Behaviour

Positive behaviour is promoted, praised and rewarded. Responses to positive behaviour can be seen in [Appendix 'B'](#).

9.2.1 R.E.A.C.H Reward Scheme

The reward scheme is embedded throughout the day using a score system. Points are earned in every lesson through a number of criteria including:

- Ready to learn
- Engaged in learning
- Active learner
- Creative learner
- Higher level learner

At the end of each week an average REACH score is calculated. An average score of 4.2 + results in a learner achieving higher level learner status and access to higher level rewards; an average score of 3.8 results in a learner achieving creative status and provides them with access to creative level rewards]

Learners that achieve an average of 4.2 across a half term period are awarded with Higher level and Creative level half termly rewards, this may include reward activities and visits.

The REACH Reward scheme is promoted within our schools and publicised to parents and carers.

Further details can be found in [Appendix 'D'](#)

9.3 Negative Behaviour

Where a Learner does not comply with the code of behaviour, or disrupts a lesson, the tutor will begin to use 'formal disruption' which will be recorded on Relevant recording tracker.

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Where Staff feels unable to resolve an incident they should refer to their Head of School. Staff may need Learners to provide a written statement which can be referred to if required.

Responses to negative behaviour can be seen in [Appendix 'C'](#).

9.3.1 Classifying negative behaviour

See [Appendix 'E'](#) for further guidance on classifying negative behaviour.

Low Level Disruption

1. This will be recorded in the MIS.
2. This will involve 1-to-1 dialogue between learner and tutor. It will aim to 'nip in the bud' disruptive behaviour.
3. A sanction may be applied.
4. Continuous/multiple instances of low level disruption will be upgraded to High Level Disruption.

High Level Disruption

1. This will be recorded in the MIS and an Incident Report completed (ensure that all those present during an incident are listed).
2. A formal behaviour meeting (see 9.3.3) will be arranged including referrer and parents/carers.
3. A sanction should be applied which could include suspension or a recommendation for permanent exclusion.

9.3.2 Sanctions

Sanctions will take into account the needs of SEND and any other extenuating circumstances/evidence that may be relevant e.g. recent bereavement

It is vital that sanctions are applied consistently and fairly.

Low Level Sanctions

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A number of sanctions could be applied in response to low level disruption. These should be applied by the Tutor and should demonstrate a fair and consistent response:

- Adjusting learner's REACH score to reflect their performance in the lesson] lesson score for REACH Rewards
- Contacting parents/carers
- Upgrade from low level to high level disruption

High Level Sanctions

Again these are to be applied by the Tutor and should remain consistent throughout:

- Contacting host school
- Letter to parents/carers
- Recommendation to Suspend
- Recommendation of Permanent Exclusion

Suspension (short term exclusion)

- When it is necessary for a suspension to be imposed this will be authorised and implemented by the Head Teacher..
- Parents/ Guardians will be issued with a letter confirming the details of the suspension and their right to appeal the decision should they wish.
- Work should be set during the period of suspension.

Placement Withdrawal

Where a learner's placement is being considered for permanent withdrawal, Educ8 will follow its contractual, safeguarding and Independent School Standards responsibilities and will have regard, where relevant, to the principles of the current DfE Suspension and Permanent Exclusion guidance.

9.3.3 Behaviour Meetings

HOS should make a professional decision on whether a behaviour meeting is required. A behavior meeting must be organised when the view of the HOS is that there is a risk of PEx.

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Meetings will be concluded in as reasonable a timeframe as possible.

Behaviour meetings should be chaired by the Headteacher and an [F0043QT Learner Action Plan](#) completed that is agreed by all parties.

When a learner is placed on an [F0043QT Learner Action Plan](#) it is reviewed on a weekly basis by staff. The action plan will have targets set appropriate to the misdemeanours accrued by the Learner. It will also outline consequences if a resolution cannot be met and include an agreed review date.

9.3.4 Post-suspension Reintegration

Upon the intended return of a learner to school, a reintegration meeting will be held, wherever possible involving those who attended the original behaviour meeting.

The learner's views, wishes and understanding of what occurred should be sought and considered as part of reintegration and future support planning.

The purpose of this meeting is to review, remind and communicate the agreed [F0043QT Learner Action Plan](#) identify strategies to support a successful return and reduce the risk of recurrence. The outcome of the meeting should be recorded within the [F0043QT Learner Action Plan](#).

9.4 Equality and Diversity

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation.

Everyone in Britain is protected and this is because the Equality Act protects people against discrimination because of the protected characteristics that we all have.

Under the Equality Act, there are nine Protected characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief

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- Marriage or civil partnership
- Sex
- Sexual orientation
- Pregnancy and maternity

Further information can be obtained by referring to Educ8's policies: [3 Equality](#) and [3-1 Diversity](#).

10. Metrics

The Executive Head will be responsible for ensuring that this policy is monitored and evaluated.

Data will be collected in relation to this policy and presented to the Executive Board. This will include on a per school, per half term basis:

- No. of Low Level Incidents
- No. of High Level Incidents
- No. of Short term Exclusions
- No. of Permanent Exclusions
- No. of Learners achieving Higher level learner status

11. Quality Records

The following Quality Records shall be generated and managed in accordance with Doc. 10:

Required Record	Custodian
Learner Short Term Exclusion Letters	Head of School
Learner Permanent Exclusion Letters	Head of School
Completed Learner Action Plans	Head of School

12. Form(s)/Template(s)

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There following form(s)/template(s) are required for this document:

Arbor	Short Term Exclusion Template
T0087QT	Placement Withdrawal Template
	Learner Journey

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APPENDIX 'A' Model Code of Behaviour

All Educ8 Learners are expected to:

- Show a high level of attendance and arrive on time
- Dress and be equipped for learning
- Follow the agreed timetable and enjoy your lessons
- Respect all equipment and facilities
- Be respectful to others
- Contribute positively at all times
- Hand in phones for safekeeping
- Adhere to RESPECT classroom expectations

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APPENDIX 'B' Responses to Positive Behaviour

■ Meeting behaviour expectations

- *Verbal praise*
- *Extra-curricular activity*
- *Parents informed for consistent good behaviour*
- *Increased REACH score*

- **Helping other children or staff**
- **Responding appropriately to requests to change behaviour**

- *Verbal praise*
- *Extra-curricular activity*
- *Parents informed for consistent good behaviour*
- *Invite on annual trip*
- *Increased REACH Score*

- **Excellent work**
- **Meeting personal targets**
- **Working as an ambassador for the provision**

- *Verbal praise*
- *Extra-curricular activity*
- *Parents informed for consistent good behaviour*
- *Learner of the Year Award nomination potential*
- *Display of work around setting and online*
- *Increased Reach Score*

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APPENDIX 'C' Responses to Negative Behaviour

- One off Failing to observe Educ8 behaviour expectations (Code of Conduct)

- *low level disruption recorded on Relevant recording tracker*
- *REACH Score to reflect behaviour exhibited.*

- Persistent failure to observe Educ8 behaviour expectations in a immature manner (Code of Conduct)

- *Minor Incident*
- *Incident form completed*
- *Behaviour Meeting*
- *Actions agreed*
- *REACH Score to reflect behaviour exhibited*

- Attendance and lateness will be considered in context. Staff must consider whether absence or lateness may reflect an unmet need, SEND, welfare or safeguarding concern before applying a behavioural response. Smoking
- Vandalism
- Under Influence of controlled substance
- Bullying, discriminatory or prejudicial behaviour, including racism, sexism, misogyny, homophobia, biphobia, transphobia and disability discrimination.

- *Major Incident*
- *Incident form completed*
- *Letter home*
- *Possible Suspension*
- *Behaviour meeting*
- *Actions agreed*
- *REACH Score will reflect both attendance and behaviour*

- Physical or verbal abuse

- *Possible permanent exclusion*
- *Suspension*

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- Theft
- Possession / Use of an offensive weapon
- Selling or using Illegal substances

- *If not PEx Actions agreed*
- *REACH Score to reflect behaviour exhibited.*

Where behaviour may indicate a safeguarding concern, staff must report it to the DSL/DDSL and follow the Safeguarding and Child Protection Policy. Safeguarding and behaviour responses may operate alongside one another.

APPENDIX 'D' REACH Reward Scheme

REACH CRITERIA	REACH POINTS
DIDN'T ACHIEVE REACH → Absent without reason → Late For session	0
READY TO LEARN → Follow routines and instructions without reminders. → Behaviour is calm, respectful, and contributes to a positive environment. → Classwork is complete and up to date	1
ENGAGED IN LEARNING → Consistently attentive and willing to contribute in different subjects. → Positive attitude and enthusiasm in lessons. → Responds to feedback and acts on teacher support. → Stays focused during independent and group tasks. → Maintains effort across session (not just one lesson) → Quality of work shows care and progress.	2
ACTIVE LEARNER → Regularly contributes to discussions and class activities. → Works well independently, in pairs, and in groups. → Seeks help when needed and uses support effectively.	3

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→ Perseveres with challenges and adapts learning strategies. → Proactively avoids distractions and supports peers. → Behaviour remains consistently positive across all lessons and breaks	
CREATIVE LEARNER → Offers original ideas and approaches in classwork and discussions. → Uses problem-solving skills → Produces work that shows imagination and higher-order thinking. → Contributes positively to peer learning (helping, explaining, mentoring). → Demonstrates initiative in research, extended writing, or project work. → Shows pride in work presentation → Respectful, supportive, and encouraging of peers; sets a positive example by showing kindness, empathy, and fairness.	4
HIGHER LEVEL LEARNER → Fully engaged in every lesson, setting an example to others. → Tackles the most challenging tasks with determination. → Makes links between lessons and real-life applications. → Shows leadership (e.g. supporting peers, leading discussions, mentoring). → Demonstrates resilience and independence in all work. → Day's work consistently exceeds expectations in effort, depth, and quality. → A role model for the school community; consistently displays integrity, responsibility, and leadership; inspires others through outstanding conduct.	5

Additional content can be found by viewing:

[REACH Reward Scheme Slideshow](#)

Bronze, Silver and Gold Ambassador Rewards:

Bronze	x 3 per HT
Silver	x 4 per HT
Gold	x 5 per HT

All Creative & Higher Level Learners will get access to the Reward Room / Free Period.

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Lunchtime reward room activities may include activities such as:

- Use of TV/Netflix
- Xbox, Playstation or other games console
- Use of the speaker for music (controlled by a member of staff)
- Sports activity such as football, pool or table tennis
- Use of the school gym (school specific)
- Access to snacks and refreshments

These are a minimum. If a certain school has more room, they may wish to buy a small pool table/table tennis table etc.

Reward Board

Every school should have a reward board on display. It should be displayed in a prominent location within the school, preferably the common room or social area.

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APPENDIX 'E' Guidance on Classifying Positive/Negative Behaviour

Positive Level point award

Positive behaviour can be rewarded through extra REACH reward points. If a member of staff feels a learner has shown characteristics that relate to one of the REACH strands they can be awarded additional REACH points through the MIS for.

- READY TO LEARN
- ENGAGED IN LEARNING
- ACTIVE LEARNER
- CREATIVE LEARNER
- HIGHER LEVEL LEARNER

Low Level Disruption

Low-level disruption refers to relatively small but persistent distractions that many Staff will come across. Learners talking when the Tutor is, refusing to work with a partner, prodding another etc. These are distractions that can get in the way of learning, particularly during tutor-led instruction. It may be tempting to ignore low-level disruption, but it can reduce both the amount and quality of thought that Learners give to their work.

Typical events considered as low level disruption include:

- Inappropriate behaviour
- Inappropriate language
- Left classroom without permission
- Refusal to co-operate

High Level Disruption

Typical incidents to be classified as high level disruption are:

- Aggression to staff
- Aggression to student
- Bullying of any kind
- Fighting
- Harassment

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- Left school without permission
- Possession of missing property
- Property destruction
- Smoking
- Theft
- Threatening behaviour
- Use of drugs
- Vaping
- Behaviour Escalation

Child-on-child abuse, including sexual harassment, sexual violence, harmful sexual behaviour, coercive or controlling behaviour, image-based abuse and harmful online behaviour, must be treated as a safeguarding matter and referred to the DSL/DDSL.

This list is not exhaustive.