

# Relationships and behaviour policy

Wykham Park Academy and Futures Institute

|                      |              |                 |                  |
|----------------------|--------------|-----------------|------------------|
| Latest version:      | January 2023 | Review period:  | 1 year           |
| Date of next review: | January 2024 | Owner:          | Justine Williams |
| Type of policy:      | Academy      | Approval level: | Regional Board   |

# Relationships and Behaviour Policy

## Introduction and Aims

Wykham Park Academy and Futures Institute Banbury are committed to working with every member of the school community to create a learning and working culture and environment where:

- people are polite, respectful and considerate towards each other;
- people respect the school building, the school grounds, school property and the property of others.

This policy articulates the core values that underpin positive and respectful learning and working relationships within our school community.

This policy should be read in conjunction with the following school policies

- Anti-Bullying Policy (website)
- Equalities Policy (website)
- Suspensions and exclusions Policy (website)
- Performance Management, Capability and Teacher Appraisal Policy (staff only)
- Relationship and Sex Education Policy (website)
- Safeguarding and Child Protection Policy (website)
- SEND Policy (website)

## Our school vision and ethos

On the Banbury Aspirations Campus we believe that it is only human to make mistakes and that growing up is a journey where an individual learns the norms and expectations of their school community and society as a whole. Mistakes are an inevitable part of that learning process.

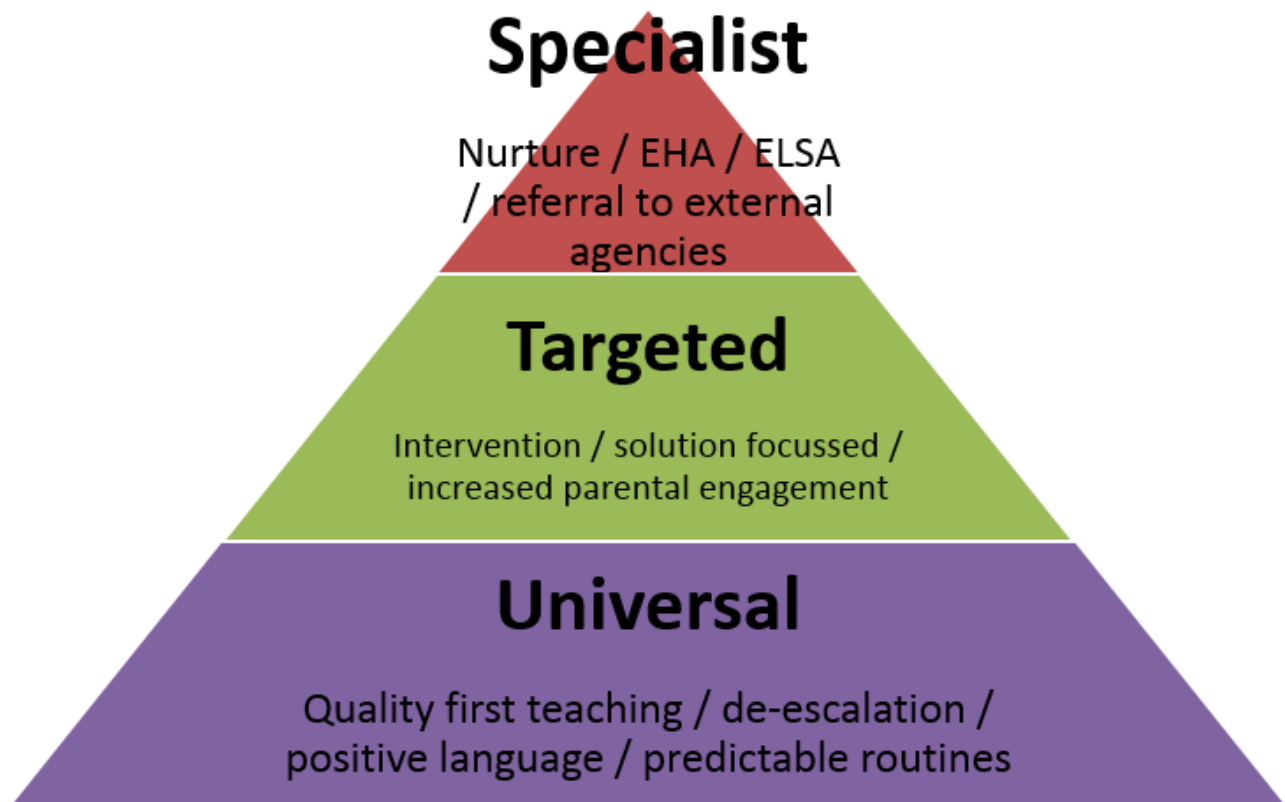
This policy is built on the premise that human beings respond more positively to reward than to punishment. However, we acknowledge that when mistakes are repeated, or severe, and result in a disruption to learning or a breach of Health and Safety, students(s) who compromise the rights of fellow students or adults in the school community, or are in breach of the law, should be held accountable and effective action(s) taken to prevent recurrence.

We also believe that although behaviourist approaches can work for the majority of students, they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For students who have experienced trauma and loss, including vulnerable groups such as children we care for (CWCF), children at the edge of the care system, and children previously in care (PiC), behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner.

The diagram below shows that we will have a graduated response to unacceptable behaviour. The majority of students will be able to self-regulate their behaviours within the framework of expectations that we all work to. Some will require more targeted responses, whilst a small minority

will need very specialist work, often provided by external agencies. Students may move up and down this pyramid depending on what is happening in their lives both inside and outside school

## Graduated response



### Key premises of our approach

Our campus ethos promotes strong relationships between staff, students and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community

Being 'fair' is not about everyone being treated the same (**equality**) but about everyone's needs being met (**equity**).

### Behaviour is a form of communication

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and thus responding accordingly to those needs.

### Taking a non-judgmental, curious and empathic attitude towards behaviour

We encourage all staff to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Students who present with challenging behaviour need to be understood rather than automatically perceived troublesome, and we all have a duty to understand their behaviour(s) and provide appropriate, needs-based support

To support the building and maintaining of positive and respectful relationships in our school, we actively promote our behaviour expectations and our commitment to respectful relationships through:

- our commitment to working restoratively;
- student class/mentor time;
- class agreements;
- staff briefings;
- assemblies;
- staff meetings/training;
- the school curriculum;
- school policies;
- Staff Code of Conduct;
- Visitor Code of Conduct;
- Home-School Agreement;
- school newsletters/webpages/social media sites;
- flexible learning opportunities; and
- rewards system.

## **Respectful to people**

We expect all members of our school community to respect the feelings of others and to treat people with courtesy.

At Wykham Park Academy and Futures Institute, we aim to work with people at every opportunity, providing nurture and support, alongside clear boundaries and expectations of behaviour. All staff and visitors in school are expected to be positive and respectful role model to our pupils.

Refer to **Appendix 1** (Home school agreement) for more on roles and responsibilities.

## **Respectful to buildings and the environment**

We expect all members of our school community to respect the school buildings, grounds, facilities and equipment; to use the bins provided for litter and look after school property with care.

We expect members of our school community to use the designated areas when participating in physical activities to reduce the likelihood of damage to the school property.

Members of the school community who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment. This might be a monetary contribution and/or a community service activity.

## **Respectful to property**

We expect all members of our school community to respect other people's work and property and to take pride in displays of work that are put up around the school.

Pupils are asked to avoid bringing valuables into school. We will not take any responsibility for items that are lost/stolen

The school takes no responsibility for personal items (e.g. mobile phones) which are brought into school by members of the school community.

To learn more about expectations around the use of mobile phones by members of the school community, please refer to our **Online safety policy**.

## Confiscation

Staff are permitted to confiscate any objects which are not conducive to the safe or smooth running of the campus, or are illegal for children of school age to have in their possession, e.g. mobile phone, headphones, fizzy drinks, cans, cigarettes or associated paraphernalia, electric scooters

## Note on e-scooters

### **These rules are only for rental e-scooters used as part of trials**

The [rules for private e-scooters](#) have not changed. It is against the law to use a privately owned e-scooter. If you use an e-scooter illegally:

- you could face a fine
- you could get penalty points on your licence
- the e-scooter could be impounded

There are trial areas around the country where e-scooters are allowed but you must have the category Q entitlement on your driving licence to use an e-scooter. A full or provisional UK licence for categories AM, A or B includes entitlement for category Q. If you have one of these licences, you can use an e-scooter. **BANBURY IS NOT one of the trial areas.**

## School initiatives to promote respectful relationships and positive behaviour

Whilst this list is not exhaustive and in any order of priority, we use a range of measures to promote respectful relationships and positive behaviour, including:

- Welcome at the gate from staff
- Welcome at the classroom door
- Achievement points
- Postcards home
- Shout outs

- Staff and Student Wonder of the Week
- All staff have had basic training in Restorative Practice and most as Mental Health Champions
- All staff are trained in Generalist Safeguarding; effectively preventing and tackling unacceptable behaviours; reporting concerns; and where to go for help and support.
- Strong working practices with students, staff and families at every opportunity.
- The academy values of Kindness, Community and Inclusivity are embedded across the curriculum – we strive to be inclusive in everything that we do.
- Difference and diversity are celebrated across the academy through diversity displays, books and images.
- We teach students that fair isn't everybody being treated the same but that fair is everybody getting what they need in order to be successful. This is our **equity not equality** approach.
- **A Child-Friendly Anti-Bullying Policy ensures all pupils are aware of the Anti-Bullying Policy and our expectations. This is displayed in every classroom.**
- The PSHCEE programme of study includes opportunities for pupils to learn:
  - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
  - that in the academy and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
  - that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Regular school assemblies, in addition to Anti-Bullying Week in November, help raise pupils' awareness of bullying and derogatory language.

We have trained up some anti-bullying ambassadors from the student body.

## **Actions that can be taken by school staff**

| <b>Action</b>  |
|--|
| Being placed on report                                 |
| Being placed in school detention at break and/or lunch |
| Being placed in after school detention                 |
| Being placed in the RESET room after being parked      |
| Being placed in the Isolation Room                     |
| Being suspended  |
| Being permanently excluded                             |

Please refer to Appendix 2a, b and c for more details on systems in place to manage unacceptable behaviour at Wykham Park Academy and Futures Institute Banbury. (This includes the definition of bullying that we work with)

Refer to Appendix 3a, b and c for systems to promote positive behaviours on the campus.

## Our commitment to working restoratively

At Wykham Park Academy and Futures Institute Banbury we believe that **the behaviour we walk past is the behaviour we accept**. Whether intended or not, we will always challenge unacceptable behaviour and support members of our community in developing empathy, compassion and understanding. To achieve this, we aim to *work **with*** people at every opportunity, providing nurture and support alongside clear boundaries and expectations of behaviour.

Working restoratively is more likely to build self-discipline, problem solving and good relationships in the long-term. Restorative approaches also enable people to take responsibility and resolve problems for themselves.

## Our commitment to equality, diversity and inclusion

At Wykham Park Academy and Futures Institute Banbury, we are proud of our diverse school community. Everyone is accepted for who they are, regardless of age, disability, gender identity, marital status, race, faith or belief, sexual orientation, socioeconomic background, and whether they're pregnant or on family leave. We explain carefully the Protected Characteristics from the Equality Act 2010.

## Our commitment to safeguarding

Wykham Park Academy and Futures Institute Banbury are committed to safeguarding and promoting the welfare of children, young people and adults. We expect all employees, workers and volunteers to share this commitment and to adhere to our Safeguarding and Child Protection Policy.

## Our commitment to protecting our community from sexual violence and sexual harassment

The definitions we use on this campus are:

**Sexual violence** means rape, assault by penetration, or sexual assault (intentional sexual touching).

**Sexual harassment** means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.

Our academy's response to any issue relating to sexual violence or sexual harassment will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

While we will not tolerate behaviours that constitute sexual harassment, we will not demonise anyone and will support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support too, so that they can change their behaviour.

We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

We will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

We will use suspension from school only in the most severe cases.

## **Special Educational Needs and Disabilities (SEND)**

The Principal and other senior staff should take account of any contributing factors when dealing with incidents of unacceptable behaviour. Early intervention to address underlying causes of unacceptable behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the academy staff will request an emergency annual review.

## **Recording and Reporting**

Wykham Park Academy and Futures Institute Banbury record incidents of unacceptable behaviour by pupils on CPOMS/SIMS as appropriate and analyse patterns of pupil behaviour through daily meetings with the behaviour co-ordinators and weekly Senior Leadership meetings. Reflection sheets (**Appendix 4**), completed by Students as part of our restorative approach, are scanned and filed on CPOMS/SIMS or placed in the student's hard copy file. Termly feedback on behaviour is made available to the Regional Board via the Principal's report.

(Refer to the Performance Management, Capability and Teacher Appraisal Policy and Whistleblowing Policy for recording and reporting of unacceptable behaviour by staff).

## **Student Voice**

Student Voice is central to the culture and ethos of our school. We use Student Voice to evaluate how relevant this policy is to pupils' lived experiences and ensure they feel safe and able to learn.



Ways we capture Student Voice:

- Termly and ad hoc School Council meetings
- Student Surveys (e.g. Google Forms)
- Annual Trust Student Survey
- Regional CEO monitoring visits
- Restorative conversations and reflections sheets
- Informal 'corridor' conversations

## Monitoring and Evaluation

The Principal is responsible for reporting to the Regional Board on how this policy is being enforced and upheld. The board are, in turn, responsible for monitoring the effectiveness of this policy via the termly Principal's report, school monitoring visits and focus groups with students. Should a parent/carers wish to pursue a complaint regarding unacceptable behaviour, they should refer to the school's Complaints Policy before making direct contact with the chair of the regional board.

This policy is reviewed every 12 months.

Date of last review: 11<sup>th</sup> January 2023

The policy should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

## **Appendix 1**

### **Home school agreement**

#### **Academy - Staff will:**

- care for your child's safety
- provide positive role models for students;
- speak politely and calmly and respect everyone's personal space;
- develop positive relationships with each other, students and parents;
- treat all members of the community equally, fairly and consistently, meeting their individual needs.
- have high expectations regarding uniform, jewellery and PE kit
- have high expectations regarding behaviour during lessons, around the academy and on the journey to and from the school site - we will enforce our relationships and behaviour policy
- provide a broad and balanced curriculum which meets individuals' needs
- encourage all of our students to have realistic dreams about their futures
- keep you as parents informed about your child's progress and general academy matters
- set and mark appropriate homework on a regular basis
- help students to develop the skills needed to take a full and active part in life
- support the school's commitment to equity, equality and diversity
- encourage pupils to show respect for members of the community and their environment;

#### **Student - I will:**

- be respectful to others and speak calmly and courteously;
- do the simple things right – all of the time;
- arrive to school and to lessons on time;
- wear my school uniform with pride;
- bring the correct equipment for learning every day;
- speak to my class teacher/mentor in the first instance if I have any concerns;
- work restoratively to avoid conflict and respect the rights of others to be different;
- listen to and respect the views of others (as long as they are not prejudiced) and accept their right to hold those views;
- move around the school in an orderly and calm manner;
- remain on the school site at all times including at break and lunchtime.
- Not have my phone or other electrical equipment out from 8.30 – 3.30pm on school site and hand over if seen or heard by a member of staff

Signed \_\_\_\_\_ Date \_\_\_\_\_

#### **Parent(s)/Carer(s) - I/We will:**

- work with the school to help my child make wise and informed decisions that positively impact their punctuality, attendance, achievement and well-being
- avoid booking holidays in term time;
- work with the school to ensure my child follows school expectations and procedures; see 'caring for people' and 'caring for the building and environment' and 'caring for property';
- encourage my child to show respect for members of the community and the environment;
- support the school in modelling polite, positive relationships to all when having meetings with staff either in person or on the phone or virtually in a Google Meet for example ;
- work in partnership with school staff to ensure that my/our child is able to achieve to the best of their ability;
- be good role models for other members of the community when we are on or near to the school site.

Signed \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 2a Behaviours leading to actions

| Behaviours leading to actions                                  | Actions that may be taken   |
|--|---|
| You are late to school or lesson                               | <p>L code on register</p> <p>Kept behind for 10 minutes after school with P5 teacher</p>  |
| You do not bring the equipment you need for learning           | <p>Basic equipment borrowed from mentor or classroom teacher</p> <p>K code on register</p> <p>Kept behind for 10 minutes after school with P5 teacher</p> <p>Mentor emails parent/guardian on day of equipment checks for that college</p>  |
| You are not in full school uniform                             | <p>Uniform item borrowed from Student Services (if we have the correct size etc) and an item belonging to the student left behind to collect later.</p> <p>Logged as a behaviour point by Student Services</p> <p>Parents emailed by mentor if sent in Mentor time OR emailed/phoned by Student Services if student presents at any other time of the day.</p> <p>If there is no uniform that is appropriate to borrow then students will be kept with Head of College for the day</p>          |
| You are parked because your behaviours have disrupted learning | <p>Logged on SIMS by the class teacher</p> <p>Class teacher contacts home to discuss how to move forward and what support the parent can offer</p> <p>Parked students spend two hours in RESET</p> <p>After 2 incidents of being parked student on to green report with their mentor or a subject teacher. If parked twice in a week students also spend a day in SLT isolation</p> <p>(subject report if in one subject only; mentor report if more than one subject where parking occurs)</p> |
| You are found out of bounds                                    | <p>Repeated incidents– breaktime and lunchtime with a member of college team</p>  |

|  |   |
|--|---|
| You truant a lesson (s)  | <p>First incident<br/>Break and lunchtime detention the following day<br/>On attendance report</p> <p>Subsequent incident(s)<br/>Mentor report for truanting<br/>Parents contacted</p>  |
| You are caught smoking or vaping on school site or in the vicinity of the school   | <p>Breaktime and lunchtime with member of college team</p> <p>Internal isolation if smoking or vaping occurs indoors</p> <p>Referral to school nurse for support</p>  |
| You use inappropriate language towards those with protected characteristics, e.g. you are racist, homophobic etc   | <p>1 day internal isolation for all incidents where on the balance of probability the incident is deemed to have taken place and one or more members of the school community make a complaint.</p> <p>During internal isolation a piece of reflective work on protected characteristics will be completed</p> <p>Restorative conversation with appropriate others (if considered appropriate/necessary)</p>             |
| You swear directly at or about a member of staff   | <p>Isolation room or a suspension dependent on the circumstances when investigation has been completed</p> <p>Restorative conversation with appropriate others</p>  |
| <p>You are unkind to a member of the school community (see definition of bullying)</p> <p>Unkind comments go against our values as a school community. In many cases unkind comments are one off incidents but none are acceptable. Sometimes they can continue and then they are classed as bullying behaviours</p> | <p>Parents will be emailed or phoned</p> <p>If the issue continues various actions could be taken:</p> <p>Breaktime and lunchtime detention with a member of the college team</p> <p>After school reflective discussion with member of the college team</p> <p>Isolation with a member of the college team</p> <p>There will be a restorative conversation to try to bring all parties to a position of resolution.</p> |
| You run around school disrupting multiple lessons (with another student or on your own)  | <p>Isolation room</p> <p>Suspension</p>   |

|   |  |
|---|--|
| You physically assault another member of the school community                               | <p>These behaviours are serious and could lead to one or more of the following actions</p> <p>Isolation room</p> <p>Suspension</p> <p>Referral to the police</p> <p>Permanent exclusion for a one-off incident</p> |
| You display sexually inappropriate behaviour towards another member of the school community | <p>These behaviours are serious and could lead to one or more of the following actions</p> <p>Isolation room</p> <p>Suspension</p> <p>MASH referral</p> <p>Permanent exclusion for a one-off incident</p>          |
| You use/or are under the influence of drugs or alcohol whilst on the school site            | <p>These behaviours are serious and could lead to one or more of the following actions</p> <p>Isolation room</p> <p>Suspension</p> <p>MASH referral</p> <p>Permanent exclusion for a one-off incident</p>          |
| You supply or are caught with drugs on, or in the vicinity, of the school site              | <p>These behaviours are serious and could lead to one or more of the following actions</p> <p>Isolation room</p> <p>Suspension</p> <p>MASH referral</p> <p>Permanent exclusion for a one-off incident</p>          |
| You bring a weapon(s) on to, or in the vicinity of the school site                          | <p>These behaviours are serious and could lead to one or more of the following actions</p> <p>Suspension</p> <p>Referral to the police</p> <p>MASH referral</p> <p>Permanent exclusion for a one-off incident</p>  |

## Appendix 2b

# Bullying - a definition

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

## Appendix 2c Parking and report cards

| Behaviours leading to actions   | Actions   | By whom                |
|---|---|------------------------|
| You are parked in a lesson  | Contact home  | Class teacher          |
| You are parked twice in one subject over a four lesson period of time   | Contact home.<br>Logged on SIMS<br><b>Subject report for 4 lessons</b>  | Class teacher          |
| You are being parked in more than one subject area                      | Parent informed and communication log completed<br>Logged on SIMS<br>Report to <b>Mentor for 1 week (Green report)</b>  | Mentor                 |
| Mentor report not met (6 targets not met or report lost)                | Parent informed and communication log completed<br>Logged on SIMS<br>Report to <b>Behaviour coordinator for 1 weeks (Orange report)</b>                           | Behaviour co-ordinator |
| Behaviour Coordinator report not met (6 targets not met or report lost) | Parent informed and communication log completed<br>Logged on SIMS<br>Report to <b>Head of College for 1 week (Red report)</b><br>Inclusion Support Plan completed | Head of College        |
| Head of College report not met (6 targets not met or report lost)       | Report to <b>Senior Assistant Principal, Vice Principal or Principal for 1 week (Pink report)</b>   |                        |
| Report to SAP, VP or principal not met                                  | Parent meeting with the person the students has been on report to   |                        |

5 minutes after school for every

## **Appendix 2 d**

### **RESET room**

A student will be placed into the RESET room from a lesson if they have had one warning from their teacher and then failed to modify their learning behaviours following this.

They will stay for 2 hours under the supervision of the RESET room co-ordinator.

Whilst in the room they will do work on a chrome book that is relevant to their age and ability level

### **Isolation**

When it is decided by the behaviour team that a student should be isolated the following will happen

- Their parent/guardian will be informed that evening
- They will be invited to attend the Isolation room from 9.30 a.m. – 2.30 p.m. the following day
- Unless they are FSM they will be asked to bring a packed lunch with them
- They will work in silence under the supervision of a member of the SLT
- There will be a follow up meeting with their parents via telephone to discuss their behaviours



### Appendix 3a Student behaviours that help to create a positive learning environment

| What will I do to create a positive learning environment?  | Outcomes   |
|--|--|
| I will arrive to our lesson on time  | Learning can start promptly                                    |
| I will have all of my equipment and place it on the desk straight away when I sit down   | Learning can start promptly                                    |
| I will listen to everybody in class and follow all instructions the first time they are given  | Learning is not interrupted                                    |
| I will answer questions in a respectful manner, in a voice that is an appropriate level. Teachers will ask questions to check learning | Misconceptions can be addressed                                |
| When discussing work with a partner, I will use an appropriate level voice and respectful language                                     | Everybody in the group can focus on their learning discussions |
| I will be kind to everybody, in the way that I speak to them and about them  | Our community becomes a more inclusive place for all           |
| I will raise my hand, and wait to be asked if I have a question  | Learning is not interrupted                                    |
| I will wait to be asked a question by the teacher when they are checking understanding   | Everybody is included in the learning                          |
| I will respect our learning environment, leaving classrooms and corridors litter free  | Our learning community is a nicer place for us all             |



## Appendix 3c Rewards

| Positive behaviours  | Rewards  | Awarded by   |
|--|--|--|
| <p>You:</p> <p>Show great effort in your work;<br/>Show resilience in your learning;<br/>Go out of your way to help others<br/>Meet/exceed progress targets at an Assessment Point</p> <p>You contribute to wider school life, e.g. participate in the choir, a school sports team or help at an event</p> | <p>Achievement point<br/>Achievement point<br/>Achievement point<br/>Achievement point<br/>Achievement point</p>   | <p>Class teacher<br/>Class teacher<br/>Class teacher<br/>Class teacher<br/>Manager of the team, choir master etc</p> |
| <p>WWoW (1 nomination from each teacher every week)<br/><b>Wykham Wonder of the Week and Futures</b></p>   | <p>Name on WWoW board (one for each college + futures)<br/>WWoW postcard to one winner<br/>5 shoutouts = prize (queue jump)</p>  | <p>Class Teachers<br/>LSt</p>  |
| <p>Kindness Awards/Community Awards and Inclusivity awards (ONLY 1 nomination from each teacher in ONE of those categories every week)</p>   | <p>Name on kindness/ Inclusivity/ Community board (one for each college + futures)<br/>Kindness/Inclusivity/ Community postcard to one winner<br/>5 nominations = kindness badge</p> | <p>Class Teachers<br/>LSt</p>  |
| Department termly awards   | Celebration assemblies   | LST/HoC  |
| <p>Mentor of the week (achievement-behaviour and attendance)<br/>1 per college</p>   | Box of Chocolates  | Data/LSt   |
| <p>Mentor of the term (achievement-behaviour and attendance)<br/>1 per college</p>   | Donuts   | Data/LSt   |
| <p>Mentor of the Year (achievement-behaviour and attendance)</p>   | Pizza/Popcorn and film   | Data/LSt   |

|                                |   |             |
|--------------------------------|---|-------------|
| 1 per college                  |   |             |
| Ultimate kindness              | Metal pin kindness badge and chocolates   | JWi/STh/LSt |
| Ultimate <b>WWoW</b>           | Hot chocolate/Cake with the <b>Principal</b>  | JWi/STh/LSt |
| Attendance                     | <p>1. Last year there were 76 students with 100% attendance. So, for the annual attendance trip- we have budgeted for 100 students, with a contribution of £10 each.</p> <p>2. For 100% each term- a KS3 and a KS4 film afternoon with popcorn</p> <p>3. Weekly 100% - 2 queue jumps at random for each college</p> | SWa/JWi/LSt |
| End of year achievement points | <p>Certificates</p> <p>Bronze<br/>Silver<br/>Gold</p>   |             |

## Appendix 4

## My Account

Name:

Mentor Group:

When did it happen, including the time?

Where did it happen?

## What happened?

[illegible]