Behaviour Policy and Statement of Behaviour Principles (Whole School including EYFS)

Independent Day School

Our Lady of Sion School

Last Reviewed: August 2025

Frequency of Review: Annually

Next Review Due: August 2026

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring all pupils have the opportunity to learn in a calm, safe, and supportive environment.

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.

- Outline the expectations and consequences of behaviour, including rewards and sanctions.

- Provide a consistent approach to behaviour management that is applied equally to all pupils.

- Define what is considered unacceptable behaviour, including bullying, harassment, and discrimination.

Written Statement of Behaviour Principles

- Every pupil has the right to feel safe, valued, and respected, and to learn free from disruption by others.

- All pupils, staff, and visitors are free from any form of discrimination.

- Staff and volunteers set an excellent example to pupils at all times.

- Rewards, sanctions, and reasonable force are used consistently by staff, in line with this behaviour policy and KCSIE 2025 guidance where relevant.

- The behaviour policy is clearly understood by both pupils and staff.

- Exclusions are used only as a last resort, with clear processes for suspensions and permanent exclusions, in line with statutory guidance.

- Pupils are encouraged and supported to take responsibility for their actions.

- Families are involved in behaviour incidents to foster positive relationships between the school and pupils' home life.

The governing board emphasises that **violence or threatening behaviour will not be tolerated under any circumstances**.

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and guidance from the Department for Education (DfE), including:

- **Behaviour and Discipline in Schools: Advice for Headteachers and School Staff**, 2016

- **Behaviour in Schools: Advice for Headteachers and School Staff**, February 2024

- **Mobile Phones in Schools – GOV.UK Guidance**

- **Searching, Screening and Confiscation**, 2024

- **Searching, Screening and Confiscation: Advice for Schools**, 2022

- **The Equality Act 2010**

- **Keeping Children Safe in Education (KCSIE) 2025**

- **Exclusion from Maintained Schools, Academies and Pupil Referral Units in England**, 2017

- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement**, 2022

- **Use of Reasonable Force in Schools**

- **Supporting Pupils with Medical Conditions at School**

This policy is also informed by the **Special Educational Needs and Disability (SEND) Code of Practice**, ensuring that behaviour management is inclusive and considers the needs of all pupils.

In addition, the policy reflects requirements from the **Education (Independent School Standards) Regulations 2014**, specifically:

- **Schedule 1, Paragraph 7** – Duty to safeguard and promote the welfare of children

- **Schedule 1, Paragraph 9** – Requirement for a written behaviour policy

- **Schedule 1, Paragraph 10** – Requirement for an anti-bullying strategy

3. Definitions

Misbehaviour

Misbehaviour is defined as:

- Disruption in lessons, corridors between lessons, and at break and lunchtimes.

- Non-completion of classwork or homework without an acceptable reason.

- Poor attitude or lack of effort.

- Incorrect uniform.

- Rudeness or disrespect towards staff and/or other students.

- Actively contravening the school's ethos or values.

Serious Misbehaviour

Serious misbehaviour is defined as:

- Repeated breaches of school rules.

- Any form of bullying.

- Sexual violence or sexual harassment, including:

  o Sexual comments or jokes.

  o Physical behaviour such as interfering with clothes.

  o Online sexual harassment, including unwanted sexual comments or messages, sharing nude or semi-nude images or videos, or sharing other unwanted explicit content.

  o Up-skirting.

- Vandalism.

- Theft.

- Fighting or physical aggression.

- Smoking.

- Racist, sexist, homophobic, or other discriminatory behaviour.

- Possession of prohibited items, including:

    o Knives or weapons.

    o Alcohol.

    o Illegal drugs.

    o Stolen items.

    o Tobacco and cigarette papers.

    o Fireworks.

    o Pornographic images.

    o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury, or damage property (including the pupil's own property).

4. Bullying

Bullying is defined as the **repetitive and/or significant, intentional harming of a person or group by another person or group**, where the relationship involves an **imbalance of power**.

Bullying is, therefore:

- **Deliberately hurtful**

- **Repeated**, often over a period of time

- **Difficult to defend against**

Types of Bullying:

Type of Bullying	Definition / Examples
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another person's belongings, or any use of violence
Prejudice-based and Discriminatory, including: - Racial - Faith-based - Gendered (sexist) - Homophobic / Biphobic - Transphobic - Disability-based	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality, faith, disability)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or Indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, including social networking sites, messaging apps, or gaming platforms, use of AI to bully others.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for:

- Monitoring the effectiveness of this behaviour policy.
- Holding the headteacher accountable for its consistent implementation.

5.2 The Headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring the school environment promotes positive behaviour.
- Ensuring staff deal effectively with poor behaviour.
- Monitoring staff implementation of this policy to ensure rewards and sanctions are applied consistently across all groups of pupils.
- Ensuring all staff understand behavioural expectations and the importance of maintaining them.
- Providing new staff with a clear induction into the school's behavioural culture, including rules, routines, and strategies to support all pupils to participate fully.
- Offering training in behaviour management and the impact of **SEND and mental health needs** on behaviour, to support staff in fulfilling their responsibilities.
- Ensuring this policy works alongside the safeguarding policy to provide both sanctions and support as necessary.
- Reviewing behaviour data (e.g., via CPOMS) regularly to ensure no group of pupils is disproportionately affected by the policy (see section 13.1).
- Meeting with students and parents/guardians following incidents that meet the threshold for headteacher intervention, after internal investigation.

5.3 Teachers and Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating school expectations, routines, values, and standards through teaching behaviour and daily interactions.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach for pupils with specific behavioural needs.
- Reflecting on their own behaviour and its impact on the school culture, and upholding school rules and expectations.
- Recording behaviour incidents promptly on CPOMS and sharing with relevant staff (tutors, SLT, parents).

- Challenging pupils to meet the school's expectations.

- Receiving support from the **Senior Leadership Team (SLT)** when responding to behaviour incidents.

5.4 Parents and Carers

Parents and carers are encouraged to:

- Familiarise themselves with the school's behaviour policy and reinforce it at home where appropriate.

- Support their child in adhering to school behaviour expectations.

- Inform the school of changes in circumstances that may affect their child's behaviour.

- Discuss behavioural concerns promptly with the class teacher.

- Participate in pastoral work following misbehaviour (e.g., reviews of behaviour interventions).

- Raise concerns about behaviour management directly with the school, while continuing to work in partnership with staff.

- Engage in the life and culture of the school.

The school will endeavour to build positive relationships with parents and carers by keeping them informed about their child's behaviour and collaborating with them to address behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during induction:

- Expected standards of behaviour.

- Their responsibility to follow the behaviour policy.

- Key rules and routines.

- Rewards for meeting behavioural standards and consequences for failing to do so.

- Available pastoral support to help meet behavioural expectations.

Additional support will be provided to:

- Help pupils meet behaviour standards, including repeated induction sessions if appropriate.

- Ensure pupils understand the school's behaviour policy and wider culture.

- Gather pupil feedback on the behaviour culture to inform policy evaluation and improvement.

- Support mid-phase arrivals with extra induction and guidance.

6. School Behaviour Principles

This protocol applies to all pupils, parents, and staff at **Our Lady of Sion Senior and Junior Schools**, including EYFS.

General Principles

The guiding principles at Our Lady of Sion School are honesty, fair-mindedness, hard work, enjoyment, and treating others with respect and consideration. Our motto is: **"Consideration Always."**

We also place great importance on manners, discipline, service to others, and caring for the school and the wider environment. Effort and achievement are both valued, and every positive contribution a pupil makes to the life of the school is encouraged, provided it aligns with the needs of the school community.

Compliance with this protocol is a condition of membership of the school. Parents are asked to read it with their child periodically.

When challenging behaviour occurs, the **Headteacher** will consult with colleagues to determine potential causes. Poor behaviour may indicate underlying issues such as bullying, family difficulties, involvement in drugs, or acute anxiety. Where possible and appropriate, the school seeks to understand the catalyst behind such behaviour.

Conduct and Self-Respect

Commitment:

- Pupils represent the school whenever they wear the uniform. Pride in membership, conduct, and personal appearance is expected.
- Pupils should engage fully in academic, sporting, and leisure activities, and always strive to do their best.

Appearance and Dress:

- School uniform must be worn during school hours and other school activities.
- Pupils should be smartly dressed; shoes clean; hairstyles moderate and tidy.
- Full uniform and appearance rules are detailed in the school handbook.

Honesty:

- Pupils must be truthful and set a good example.
- Cheating, stealing, or lying is unacceptable. Lost or found property must be returned or handed to a member of staff immediately.

Behaviour Generally:

- Pupils should act in ways that reflect well on themselves and the school, both on and off school premises.
- Consider the consequences of words and actions. Avoid doing anything you know to be wrong.

Respect for Others

Effort and Achievement:

- Fulfilment, enjoyment, hard work, and fair competition are encouraged.
- Pupils should take pleasure in each other's achievements and never mock effort or failure.

Courtesy and Good Manners:

- Pupils should assist staff, visitors, and peers whenever possible, even at personal inconvenience.

In the Classroom:

- Pupils should make it easy for everyone to learn.
- Ensure books and equipment are ready, keep the classroom tidy, and be pleasant and helpful.

Sporting Etiquette:

- Pupils should compete fairly, respect the rules, play hard, and enjoy the game.
- Demonstrate good manners, and be gracious in victory and defeat.

Bad Language:

- Unnecessary or insulting language is prohibited and may result in sanctions.

Bullying and Fighting:

- Bullying includes threats, physical attacks, name-calling, mocking, harassment, racism, sexism, and all forms of victimisation.
- Bullying is never tolerated and may result in removal or expulsion.
- Pupils should report bullying to staff or parents immediately.

Sexual Harassment:

- Unwanted conduct of a sexual nature, including:
    - Sexual comments, jokes, or taunting
    - Physical behaviour (e.g., interfering with clothing)
    - Online harassment (e.g., explicit messages or images)
    - Up-skirting

Respect for Property and the Environment

Vandalism, Graffiti, and Litter:

- These are serious breaches of school discipline.
- Report incidents of damage or litter to staff.
- Proven culprits may be required to pay for damage.

Other People's Property:

- Pupils must not interfere with others' property without permission.
- Borrowed property should be returned promptly.
- Report and seek guidance from staff if unsure about handling property or money.

Accidental Damage:

- Pupils must report accidental damage to others' property.
- They or their parents may be required to cover repair costs.

Pupil Expectations

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to staff and peers.
- Support a positive learning environment.

- Move quietly around the school.

- Treat school buildings and property with care.

- Wear the correct uniform at all times.

- Accept sanctions when given.

- Avoid behaviour that brings the school into disrepute, including online.

6.1 Mobile Phones

Junior School and EYFS:

- Mobile phones are not permitted.

Senior School:

- Pupils may bring phones but must keep them in bags (switched off or silent).

- Phones may only be used for medical/personal reasons with prior parental permission.

- Staff will confiscate phones if used inappropriately. Confiscated phones will be collected at:

    o 3:40 pm (if leaving)
    o 5:00 pm (if staying for a club)

- Parents will be informed of confiscations on the Friday of the same week.

- Continued misuse may result in extended bans and parental meetings.

Mobile Phones on Trips:

- Trip leaders decide if phones are allowed, considering trip nature, duration, and pupil age.

- Phones not permitted will be collected and stored securely at school.

- If allowed, phones may be collected for safekeeping during specific activities.

7. Responding to Behaviour

7.1 Classroom Management

Staff are responsible for creating a positive, structured learning environment:

- Stimulate engagement.

- Display behaviour systems.

- Build positive relationships through:

    o Greeting pupils.
    o Clear routines.
    o Non-verbal communication of expectations.
    o Highlighting good behaviour.
    o Ending days positively.
    o Managing low-level disruption.
    o Using positive reinforcement.

- o Modelling effective communication.
- o Correcting poor behaviour privately.

7.2 Safeguarding

- Changes in behaviour may indicate a pupil needs help or protection.

- Misbehaviour could link to harm; child protection procedures may apply.

- Pastoral support, early help, or referral to children's social care may be needed.

7.3 Responding to Good Behaviour

- Positive behaviour is recognised through the Reward System (Appendix A).

- Rewards include:

  - o Verbal praise, positive notes, and teacher-tutor/SLT triangulation.
  - o Friday Shout Outs, parent communication, certificates, assemblies.
  - o Positions of responsibility.
  - o Whole-class/year-group rewards.
  - o Celebration Boards, Recognition Events.

7.4 Responding to Misbehaviour

- Misbehaviour is addressed to maintain safety and prevent recurrence.

- Responses are consistent, fair, proportionate, and may involve:

  - o Verbal reprimands.
  - o Written reflections or completion of tasks.
  - o Confiscation of devices.
  - o Restorative meetings.
  - o Loss of privileges.
  - o Detention or community service.
  - o Referral to senior staff, contact with parents, being "on report".
  - o Removal, suspension, or permanent exclusion in severe cases.

- Senior School also has academic sanctions for poor attitude/output.

7.5 Reasonable Force

- Physical intervention is only used to prevent disorder, harm, or property damage.

- Must be a last resort, minimum force, maintain dignity, not a punishment.

- Recorded and reported to parents (via CPOMS).

- Consider pupil vulnerabilities (SEND, medical needs, mental health).

7.6 Confiscation and Searches

- Prohibited items are confiscated and not returned.

- Harmful items may be returned after discussion.

- Searches:

- o   Conducted by authorised staff.

- o   Preferably same-sex and witnessed by another staff member.

- o   Can use reasonable force if necessary.

- o   Include outer clothing, possessions, desks, lockers.

- o   Strip searches only by police (PACE 1984).

- Parents always informed after searches of prohibited items.

7.7 Off-Site Misbehaviour

- Sanctions apply if misbehaviour occurs:

- o   On school activities/trips.

- o   Travelling to/from school.

- o   Wearing school uniform.

- o   Identifiable as a pupil.

- Also applies if misbehaviour affects school order, safety, or reputation.

7.8 Online Misbehaviour

- Sanctions apply if online actions:

- o   Harm/threaten others.

- o   Affect school order or reputation.

- o   Pupil is identifiable as a school member.

7.9 Suspected Criminal Behaviour

- Initial assessment if police involvement is needed.

- Preserve evidence, report to police if necessary.

- School investigation can continue without interfering with police.

7.10 Zero-Tolerance Sexual Harassment/Violence

- All incidents must be addressed; pupils encouraged to report.

- Response is proportionate, considered, supportive, case-by-case.

- Risk assessment may lead to internal management, early help, children's social care, or police involvement.

7.11 Malicious Allegations

- Deliberately false allegations against staff or pupils may result in disciplinary action.

- Consider if the allegation signals a cry for help; referral to children's social care may be appropriate.

- Pastoral support considered for all involved.

8. Serious Sanctions

This section covers procedures for addressing serious or persistent misbehaviour in school. It focuses on **restorative conversations**, **removal from classrooms**, and **suspension or permanent exclusion**.

8.1 Restorative Conversations

Purpose:
Restore and repair relationships between adults and students when conflicts arise. The focus is on the adult's behaviour and creating a safe, non-judgmental space.

Key Guidelines for Adults:

- Avoid sitting behind desks or in formal positions.

- Focus on outcomes, not on irritation about the behaviour.

- Allocate sufficient, unhurried time.

- Avoid note-taking during the conversation.

- Offer comfort (e.g., a glass of water).

- Keep doors open; maintain a non-intimidating body language.

- Reflect personally, do not speak for the student.

- Use neutral, non-judgmental language.

- Avoid interruptions.

- Avoid nit-picking minor issues (uniform, shoes, etc.).

- End the conversation clearly, avoiding new issues at closure.

Restorative 5 – Core Questions (choose 5, more if needed):

1. What happened?

2. What were you thinking at the time?

3. What have you thought since?

4. How did this make you feel?

5. Who has been affected?

6. How have they been affected?

7. What should we do to put this right?

8. How can we do things differently in the future?

Principles:

- Adults manage their own responses consistently and empathetically.

- Consider the student's safety, medical needs, commuting, caring responsibilities, and breaks when scheduling meetings.

8.2 Removal from Classrooms

Purpose:
A serious sanction for **serious or persistent breaches of behaviour**. Used when other strategies fail or if behaviour is extremely disruptive.

Reasons for Removal:

- Restore order in class.

- Maintain safety of pupils.

- Enable the pupil to continue learning in a managed environment.

- Allow the pupil to regain calm in a safe space.

Process:

- Supervised by Pastoral Leaders or Deputy Head (Senior School), or Designated Senior Leader or Deputy Headteacher (Junior School).

- Time outside class is typically brief—enough to settle and refocus.

- Reintegration into class occurs as soon as safe and appropriate.

- Support for reintegration may include mentors, behaviour reports, long-term behaviour plans, or multi-agency assessment.

- Parents are informed on the **same day**.

- All removals are recorded in CPOMS, including the incident details and any protected characteristics of the pupil.

8.3 Suspension and Permanent Exclusions

Purpose:
For **serious incidents** or persistent poor behaviour not resolved by in-school interventions.

Key Points:

- Decision made by the **headteacher** as a last resort.

- Refer to the **exclusions policy** for full details.

9. Responding to Misbehaviour from Pupils with SEND

This section outlines how the school considers **special educational needs and disabilities (SEND)** when addressing behavioural incidents. The key principle is that behaviour may be influenced by SEND, and sanctions or interventions may need adaptation.

9.1 Recognising the Impact of SEND on Behaviour

Key Points:

- Behaviour may be affected by a pupil's SEND, but not all incidents are SEND-related.

- Decisions are made **case by case**, considering the individual circumstances.

- The school must balance **legal duties** when enforcing behaviour policies:

    1. **Equality Act 2010** – avoid substantial disadvantage to disabled pupils.

2. **Children and Families Act 2014** – use best endeavours to meet pupils' SEND needs.

3. **EHC Plan provisions** – secure the support outlined and cooperate with authorities.

Preventative measures may include:

- Short, planned movement breaks for pupils who struggle to sit still.

- Adjusted seating for visual or hearing impairments.

- Modifying uniform for sensory issues or medical conditions.

- Staff training in conditions such as autism.

- Use of separation spaces (sensory zones or nurture rooms) to regulate emotions.

9.2 Adapting Sanctions for Pupils with SEND

When applying sanctions, the school considers:

- If the pupil **understood the rule or instruction**.

- If the pupil **could have acted differently** at the time given their SEND.

- If the pupil is **likely to behave aggressively** due to their SEND.

Implications:

- If any answer is "yes," it may be **unlawful** to sanction the pupil in the usual way.

- Sanctions may still be used but must be **reasonable and adjusted** to the pupil's needs.

9.3 Considering Undiagnosed SEND in Challenging Behaviour

- The **SENCO** may evaluate pupils showing persistent challenging behaviour for **undiagnosed SEND**.

- Support may include external specialists: teachers, educational psychologists, medical practitioners.

- If acute needs are identified:

  o Liaise with external agencies.

  o Create a support plan with parents.

  o Review plans regularly.

9.4 Pupils with an Education, Health and Care (EHC) Plan

- The school **must follow all provisions** in the EHC plan.

- Cooperation with the **local authority** and other bodies is required.

- If behavioural concerns arise:

  o The school contacts the local authority.

  o An **emergency review of the EHC plan** may be requested if necessary.

10. Supporting Pupils Following a Sanction

Purpose:
To help pupils **reflect on their behaviour**, understand expectations, and develop strategies to improve.

Support Strategies may Include:

- **Restorative conversation meetings** – to repair relationships and reflect on behaviour.

- **Daily contact with tutor or pastoral leaders** – to provide ongoing guidance and monitoring.

- **Report card with personalised behaviour goals** – to track progress and set clear, achievable targets.

Key Principle:

Sanctions are not just punitive—they should be **learning opportunities** that help pupils make positive changes.

11. Pupil Transition

This section focuses on ensuring smooth transitions for pupils entering or leaving a school year or the school itself, with attention to **behaviour expectations and continuity of support**.

11.1 Inducting Incoming Pupils

- Incoming pupils are supported through an **induction process**.

- The process familiarises them with the **behaviour policy** and **school culture**.

- **All new students and parents** must sign and agree to the **School Conduct Agreement**.

11.2 Preparing Outgoing Pupils for Transition

- Pupils have **transition sessions** with their new teacher(s) to prepare for the next year.

- Staff hold **transition meetings** to hand over important information.

- **Behaviour information** may be shared with relevant staff at the start of the term/year to ensure:

  o Ongoing monitoring of behaviour

  o Continuity of support where needed

12. Training

Purpose:
To ensure all staff are equipped with the skills and knowledge needed to **manage behaviour effectively** and support all pupils, including those with SEND or mental health needs.

Training Includes:

- **Proper use of restraint** – safe and appropriate physical intervention where necessary.

- **Understanding pupil needs** – knowing the specific requirements of the school's pupil body.

- **Impact of SEND and mental health on behaviour** – recognising how these factors influence behaviour and adapting strategies accordingly.

Ongoing Development:

- Behaviour management is included in **continuing professional development (CPD)** for all staff.

- Staff receive **regular refresher training** to stay up-to-date with best practices.

Key Principle:

Training ensures staff can respond to behaviour **consistently, safely, and empathetically**, while taking individual pupil needs into account.

13. Monitoring Arrangements

This section outlines how the school **monitors and evaluates behaviour** and ensures the behaviour policy remains effective and compliant with legal duties.

13.1 Monitoring and Evaluating School Behaviour

Data Collection:

The school collects data on:

- Behavioural incidents, including **removal from the classroom**

- **Attendance**, permanent exclusions, and suspensions

- **Searching and confiscation** incidents

- **Anonymous surveys** of staff, pupils, governors, trustees, and other stakeholders regarding school behaviour culture

Data Analysis:

- Conducted **annually** by the Senior Leader: Pastoral and Safeguarding

- Analysed from multiple perspectives:

    o **Whole school** level
    o **By age group**
    o **Individual staff members**
    o **Time of day/week/term**
    o **Protected characteristics**

Purpose of Analysis:

- Ensure compliance with the **Equality Act 2010**

- Identify trends or disparities between pupil groups

- Review and update policies to **address inequalities or concerns**

13.2 Monitoring This Policy

- The behaviour policy is reviewed **at least annually** by the **headteacher** and **full governing board**.

- Reviews may be **more frequent** if data monitoring identifies issues or trends.

- Each review is **approved by the governing board and headteacher** to ensure the policy is current and effective.

14. Links with Other Policies

Purpose:
To ensure the behaviour policy is aligned with and supported by other key school policies, creating a **consistent approach** across all areas of school life.

Related Policies Include:

- **Exclusion Policy** – procedures for suspension and permanent exclusion.

- **Safeguarding & Child Protection Policy** – protecting pupils and addressing risks of harm.

- **Searching and Confiscation Policy** – guidance on handling prohibited or harmful items.

- **Online Safety Policy** – rules for safe and responsible use of digital devices and the internet.

- **Anti-Bullying Policy** – preventing and responding to bullying incidents.

Key Principle:

Behaviour management is **integrated across the school's wider policy framework**, ensuring clarity, consistency, and pupil safety.

Approved by Board of Governors   August 2025

Purpose

The whole School reward system, known as the **Sion Reward System**, focuses on:

- Celebrating **effort, achievement, and resilience**.

- Encouraging **intrinsic motivation**, where students engage in activities for personal satisfaction rather than external rewards.

- Recognising students' contributions to the school and wider community.

- Feeding into **Celebration Boards** displayed in school.

Intrinsic Motivation

- Rewards are based on **internal satisfaction**, not prizes or acclaim.

- Positive emotions arise from:

    o Sense of **meaning** (e.g., participating in community events).

    o Sense of **progress** (e.g., developing new skills or achieving goals).

Sion School Awards

Celebrating the values and achievements of our students

At Sion, we recognise and celebrate students who embody our values, aim for personal excellence, and inspire others. Awards are given in six key areas:

📘 **1. Effort & Academic Achievement**

For students who:

- Show resilience, focus, and commitment to learning.

- Persevere through challenges with determination.

- Reach or exceed target grades through hard work.

- Achieve success in national or international competitions.

- Go above and beyond with independent study or research.
  👉 *This award values effort first — achievement is the result!*

💜 **2. Sion Spirit**

For students who:

- Live our motto: **"Consideration Always."**

- Show kindness, respect, and responsibility in everyday actions.

Nominations can come from:

- Staff

- Parents (for actions outside school)

- The public (if they witness positive acts and let us know)

👉 *This award celebrates living out the Sion Spirit in and out of school.*

🧡 **3. Community Outreach**

For students who:

- Give time and talents to serve others.

- Make a difference through projects, service, or charity work.

Nominations can come from:

- Staff

- Parents (for verified community actions)

- The public (for positive contributions they witness)

👉 *This award honours selfless service and social responsibility.*

⭐ **4. Leadership**

For students who:

- Take on leadership roles with dedication and enthusiasm.

- Inspire others through initiative, reliability, and integrity.

- Make a lasting positive impact on their peers and school life.

👉 *This award celebrates leadership that uplifts and inspires others.*

🌍 **5. Planet Kindness**

For students who:

- Lead initiatives that protect and improve the environment.

- Inspire others to show care and kindness to the planet.

- Make a real impact on the wellbeing of Planet Earth.

👉 *This award celebrates leadership in caring for our world.*

✨ 6. The Golden Envelope

For students who:

• Demonstrate exceptional excellence beyond the ordinary.

• Achieve outstanding academic success, personal triumph, or unique distinction in an event or endeavour.

• Are recognised by staff for truly remarkable contributions or accomplishments.

👉 The Headteacher personally reviews nominations and writes a *handwritten letter of commendation*, sealed in a Golden Envelope and sent to the student's home.

👉 A rare and prestigious honour, the Golden Envelope is a mark of distinction, pride, and lasting recognition.

Award Process

- Awards are **recorded in SIMS** with a brief note explaining the reason.
- Can be made at any time, with a **cut-off for termly ceremonies**.
- Effort and Academic Achievement awards examples:
  - Small tests, quizzes, homework, or consistent effort across multiple tasks.
  - Extended pieces of work may merit one or two awards depending on effort.
- **Student and form group totals** in SIMS help Form Tutors monitor progress.

Termly Award Ceremonies

- Students with **outstanding awards** are invited to a **Ceremony of Recognition** with parents/grandparents.
- Hosted by **Senior Leadership Team and teaching staff**.
- Students' achievements are published on **Celebration Boards**.

Management of Awards

- Staff inform students when they receive awards.
- Form Tutors are kept updated for **ongoing monitoring and celebration**.
- The **Deputy Headteacher** coordinates the termly ceremonies and sends invitations.
- Awards also carry **House Points**.

Headteacher's Commendation

- Awarded for **outstanding achievement, resilience, effort, or community service**.
- Nominated by staff and presented **personally by the Headteacher**.

Appendix B: Senior School Sanctions

On Report

- Student submits a report form to subject teachers at the **start of each lesson**.

- Teachers comment on the **focus area**.

- Student reports to **Form Tutor / Pastoral Lead / Deputy Head** at the end of the day.

- If improvement is not seen:

    o Parent meeting arranged

    o Student, tutor, pastoral lead, and/or headteacher involved

- Outcomes are shared with parents.

Homework Support

- Teacher discusses **reason for incomplete homework** with student.

- Extension may be granted if support is needed.

- Empowering the student by involving them in setting a new **deadline**.

- If homework is still incomplete:

    o Completed **at the following lunchtime**

    o Teacher emails home if not done

    o Tutor keeps a record and discusses at **TAP meetings** (every half-term)

- **Pastoral Lead / Deputy Head** support for patterns of incomplete homework across subjects.

Sanctions Systems

The Senior School uses **two strands**:

1. **'A' System (Academic)**

    o Monitors and manages **academic performance consistently**.

    o Stepped system to give students **opportunity to improve** from the outset.

    o Notifies tutors, pastoral leads, and SLT when needed.

    o Ensures students **work to the best of their abilities**.

2. **'B' System (Behaviour)**

    o Outlined in the stepped classroom interventions above.

    o Ensures **behaviour expectations are clear** and support is in place.

Code	Description	Further Information	Associated Action
A1	**Discussion with Teacher**	Explain to the student that their academic outcome is below expected standard. Support the student in **redrafting work or re-sitting tests**. Further action is not required if improvement is made.	- Note the discussion in your mark book. - If the student does not improve or attend the re-sit, escalate to **A2**.
A2	**Apply Sanction / Agree Support**	If after A1 the student's work has not improved or has worsened, issue an A2. Inform the student clearly of the **agreed support or sanction**.	- Student spends **whole break or part of lunchtime** with teacher. - Contact parents about A2 and agreed support/sanction. - Log A2 on **CPOMS**. - Notify Form Tutor, Head of Faculty (HOF), Pastoral Leaders, and Senior Leader for Safeguarding/Deputy Head via CPOMS.
A3	**Form Tutor Informed**	If A1 and A2 have been issued with **no improvement**, issue A3. - Can jump straight to A3 for severe academic issues. - Consider SEN requirements and expected outcomes for the individual.	- Log A3 on CPOMS. - Notify Form Tutor, Pastoral Leaders, and Deputy Head via CPOMS. - Form Tutor actions: • Meet with student (and teacher if needed) • Apply sanction / agree support (e.g., formal detention, plan) • Place student on **academic report** for fixed time • Meet/inform parents, HOF, or Subject Leader for monitoring
A4	**Deputy Headteacher Involvement**	Triggered when a student has **2 or more A3 logs in a half-term**. Deputy Head meets with student and parents to address concerns and initiates **Deputy Head Report system**. Student reports daily to Deputy Head. If no improvement within two weeks, escalate to **A5**.	- Deputy Head logs A4 on CPOMS. - Lesson work recorded as evidence. - All reports and evidence sent home weekly to parents.
A5	**Headteacher Involvement**	Deputy Head liaises with Headteacher if required academic improvement is not occurring. Headteacher meets with student and parents. - If no effort is shown, Headteacher may place student on report and initiate further sanctions/parental meetings.	- Deputy Head records A5 on CPOMS. - Ensure response reflects whether concerns are about **attitude/effort vs aptitude/SEN**. - Response tailored to the **individual child**.

'B' System – Behavioural Sanctions

Students may receive sanctions for **Behaviour & Conduct** or **Uniform & Appearance** infringements. The system ensures **fair, consistent, and progressive consequences**, giving students the chance to correct their behaviour early, while keeping pastoral leaders, tutors, and leadership informed.

Code	Description	Further Information	Associated Action
B1	Verbal Warning – Discussion with Teacher	For behaviour that momentarily disrupts teaching or learning. Not for minor distractions. Teacher highlights the concern and informs the student that **the formal B System is starting**.	- Explain calmly why behaviour is unacceptable and ask the student to correct it immediately. - If behaviour improves, **no further action needed**. - If behaviour does not improve in the lesson, escalate to **B2**.
B2	Apply Sanction	If behaviour persists or escalates after a B1. Teacher decides appropriate sanction (e.g., short detention, break/lunchtime detention). Aim is to **ensure the student understands what went wrong**.	- Inform student why moving to B2 and the sanction (can be shared at lesson end). - Log B2 on **CPOMS** and include Form Tutor, Pastoral Leaders, Senior Leader for Safeguarding. - Parent contact is optional, at teacher's professional discretion.
B3	Pastoral Leader / Tutor Informed	If B1 and B2 have been issued with **no improvement**, issue a B3. Can be issued immediately for serious behaviour.	- Log B3 on CPOMS. - Pastoral Leaders/Tutor respond via one or more actions: • Meet with student (and teacher if necessary) • Apply sanction • Inform parents/HOF/Subject Leader - Copy B3 to Tutor/Pastoral Leaders + Senior Leader for Safeguarding in CPOMS.
B4	Senior Leader for Safeguarding Involvement	Triggered when student accrues **2 or more B3 entries in a half-term**. Senior Leader meets with student and parents and initiates **"On Report" system**.	- Student reports daily to Senior Leader for Safeguarding. - If no improvement, refer to Headteacher for **B5**.
B5	Headteacher Involvement	Senior Leader liaises with Headteacher if behavioural improvement is not occurring. Head meets student and parents.	- If student shows no remorse or willingness to improve, Head may issue **fixed-term exclusion**. - If further improvement not achieved, Head may recommend **permanent exclusion** to Governing Body.

The Junior school uses its own version of the "B system" or Behavioural System as follows:

Code	Meaning / What it means for you	Action / Consequences	Key Stage Notes
B1	Your teacher needs you to think about your behaviour. You have made a **wrong choice**.	- Teacher explains what has gone wrong and what you need to do to fix it. - Correct your behaviour immediately to **step off the B Ladder**.	KS1 & KS2
B2	You have **not improved after a B1 warning**.	- Lose part of your break time. - Parents will be verbally informed. - Teacher explains how to improve and supports you. - Weekly B and A records shared with school leaders.	KS1 & KS2
B3	You are making **wrong choices multiple times** throughout the week.	- Placed on a **B3 Behaviour Report**. - Home/School communication book set up. - Daily review with teacher and agreed targets. - If targets are met, you step off the B Ladder.	KS1 & KS2
B4	While on a Behaviour Report, your behaviour has **not improved**.	- Moved to **B4 Behaviour Report**. - Meet parents and Senior Leadership Team (SLT) to discuss behaviour. - Report to SLT at end of each day. - After 1 week, if behaviour improves, return to B3 report for another week. - If targets not met, escalate to B5.	KS2 only
B5	You **continue to make wrong choices** and show **no desire to improve**.	- Headteacher reviews behaviour record with you and your parents. - Serious sanctions may apply, including **fixed-term exclusion** or being asked to leave the school.	Years 5 & 6 only

✅ **How to step off the B Ladder:**

- Correct your behaviour immediately after B1.

- Meet agreed targets during B3 or B4 Behaviour Reports.

- Show consistent positive choices at school.

Summary Version for Younger Children:

Behaviour Ladder – What It Means for You

B1 – Think!
Your teacher has noticed your behaviour needs to improve. Listen to what they say and make the right choice. If you do, you can step off the ladder.

B2 – Warning!
You didn't improve after your first warning. You will lose some break time. Your parents will be told. Your teacher will help you get back on track.

B3 – Lots of Wrong Choices
You are making the wrong choices many times during the week. You will have a home/school book to check your behaviour every day. Targets will be agreed with your teacher and parents.

B4 – Behaviour Report

Your behaviour has not improved. You must report to a member of the Senior Leadership Team at the end of each day to review your behaviour.

B5 – Headteacher Review

Your behaviour still hasn't improved. The Headteacher will meet you and your parents. Serious consequences may happen, including being sent home or asked to leave the school.