

Rewards and Consequences Procedure

***Warmly Welcomed and Wanted;
Every Student, Every Day, by
Everyone.***

1. Rewards

It is vital as a college that we recognise, acknowledge and celebrate the achievements of our students to create an environment which encourages and rewards success.

Our approach is based on strong evidence, showing that encouragement and reinforcement of positive actions is more effective in changing and improving behaviour than focussing primarily on punitive measures.

Underpinning this approach is the simple reality that **we all like to be praised** for what we do well. Staff who praise students achieve better results from them and from other students who notice and model this good behaviour.

Students who are praised for displaying desired behaviours are motivated to do well and in turn other students notice and copy this behaviour.

Rewards could be:

- Verbal and non-verbal praise and positive reinforcement
- Sharing and celebrating success in curriculum areas or through whole college events
- Physical rewards given for displays of Kindness, Unity and/or Excellence
- Sharing positive stories with a student's parent/carer – who do they want to make proud?

2. Restorative Approach

Kirklees College adopts four pillars which are the foundations for creating an environment which is focussed on reward and recognition instead of punitive action:

- **RESPECT**: for everyone by listening to other opinions and learning to value them
- **RESPONSIBILITY**: being accountable for your own actions
- **REPAIR**: developing the skills within our college community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RE-INTEGRATION**: working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

Staff must adopt a restorative approach in all communications with students, where a restorative practice intervention is required (and agreed to by all parties), this should be carried out by trained members of staff.

Restorative practice and/or reparation must be considered at each stage as an alternative but must be offered in any case, alongside any warning.

Reparative work could, for example, include a student working with the facilities department to help remove graffiti after they have been found to have caused it.

3. Consequences

The Relationships Policy's overall intent is a preventative approach, we recognise that students will on occasion make poor choices. Where a warning is deemed appropriate this should be issued as per the table below:

Stages	Actions	Inform
Coaching conversation	<p>Facilitated by any member of staff</p> <p>Students can take part in unlimited coaching conversations over an academic year. If the same behaviour is persisting and appropriate support and/or referrals have been offered with no improvement, staff should consider a Report Action Plan (RAP).</p> <p>Record on Promonitor in meetings with a comment attached to alert all relevant staff.</p>	<p>Student must be present* at meeting</p> <p>Parents/carers should be informed.</p>
Report Action Plan (RAP)	<p>A RAP should be used when undesired behaviours are persisting. The student's SPL should decide when this is an appropriate course of action and should meet with the student to agree the terms of the RAP.</p> <p>A Pastoral Mentor, SPL or CAM can then lead the RAP after the initial meeting with the SPL. This must involve regular review of the targets set.</p> <p>The RAP should focus on actions the student needs to take that will result in an adequate improvement and should last no longer than 6 weeks.</p> <p>As part of the RAP, students will meet with a member of SLT, a Governor or a HoF at the College for a RAP talk.</p> <p>Support referrals, for example, to a Student Engagement Mentor may also form part of the RAP.</p> <p>If there is still not adequate improvements in behaviour, CAMs should consider escalating to disciplinary action.</p>	<p>Student must be present* at meetings.</p> <p>Parents/Carers should be informed and the agreed actions set shared with them.</p> <p>The linked document should be used and uploaded to promonitor after every RAP review so that students can keep track and stay accountable.</p>
Disciplinary Formal warning	<p>Issued by:</p> <p>SPL with support of CAM (in the case of curriculum-based offences)</p> <p>Pastoral Support Manager/Inclusion Lead (in the case of cross-College offences).</p> <p>Record on Promonitor in meetings with a comment attached to alert all relevant staff.</p>	<p>Student present</p> <p>Parents/carers must be invited to attend and must be informed by member of staff issuing formal warning.</p>

	<p>Student must be in attendance at meeting. Recorded on promonitor on appropriate page detailing expected changes in behaviour and a review period. Right to Appeal: Heard by CAM out of area and either the Student Engagement Manager and/or EDI Lead (if not part of original disciplinary).</p>	
Disciplinary Final Warning	<p>Issued by: CAM with support from HoF (in the case of curriculum-based offences) Pastoral Support Manager/Inclusion Lead (in the case of cross-College offences). Record on Promonitor in meetings with a comment attached to alert all relevant staff. Recorded on promonitor on appropriate page detailing expected changes in behaviour and a review period. Right to Appeal: Heard by HoF out of area and either the Pastoral Support Manager/Inclusion Lead (if not part of original disciplinary).</p>	<p>Student present Formal meeting with CAM/PSM/Inclusion Lead, attended by the student and their parent/carer plus any other staff involved. Meeting to clearly indicate that this is the last opportunity for the learner to improve behaviour before the most severe disciplinary sanctions are used.</p>
Disciplinary Exclusion After Inclusion panel Hearing	<p>Can be requested by CAM with support from HoF Inclusion panel members, chaired by Pastoral Support Manager, Inclusion Lead or Wellbeing Lead. Case presented by curriculum Record on Promonitor as a comment, alert all relevant staff. Right to Appeal: Heard by Assistant Principal</p>	<p>Student and parent/carer (if under 19) to attend. Outcome recorded on Promonitor. Letter with outcome to be sent to student and parent/carer</p>
Complaints after appeal	<p>Heard by VP</p>	<p>Student informed by phone within 2 days/ letter within 5 days of outcome</p>

*Present at meeting – Where face to meetings are not possible, meetings can take place over the phone or online. If a student’s absence means the meeting is unable to take place with them, we can progress in their absence and they should be formally notified in writing.

NB: There is no obligation for staff to apply each stage of the Procedure in turn with reasonable justification.

In the case of a request to exclude a student from the following cohorts, the member of staff denoted must be involved in the Inclusion Panel:

Wellbeing Lead:

Care Experienced

Young Parents

Young Carers

Estranged

Adopted

SENDCO:

Students with an EHCP

Deputy Designated Safeguarding Lead:

Students with a Criminal Conviction

A member of the Safeguarding team should also be consulted where a student is subject to a Child in Need Plan or Child Protection Plan. The Panel chair will coordinate this.