



Behaviour (Rewards and Sanctions) Policy

The School believes in the establishment and maintenance of high standards of performance and behaviour in all aspects and areas of life, and it is the responsibility of all colleagues and pupils to play their part in this. It also believes that reward, praise and encouragement tend to produce better results than discouragement.

There are staff meeting at least three times a term, chaired by the Deputy Head, at which those individuals or groups, performing better than or below standard, are considered and a recommendation is identified for agreed action

Rewards

Positive achievement can be rewarded as follows:

1. Rewarding pupils with high marks and encouraging comments, both those given orally and those written on returned work.
2. Using the Merit and Distinction system to reward excellent work:

Merits (years 7 - 10) and Distinctions (years 11 and V1 Form) should be given for a piece of work which is outstanding in comparison with the standard which can reasonably be expected of the particular pupil. Packs of slips are provided by the Deputy Head and should be signed and presented by the pupil to his/her academic tutor.

Bronze, Silver and Gold Certificates are awarded to pupils if they achieve 20, 30 or 50 merits, or 10,15 or 25 distinctions in one term. These can be given to parents and family!

Merits and distinctions count towards termly junior and senior House Competitions, for which prizes (cheques for £50) are awarded for House funds and Chairmans' Trophies are presented.

3. Awarding pupils a Headmaster's Certificate if they achieve an average of over 4.5 (out of five) for their monthly assessments. Likewise, Housemasters and Housemistresses may put a particularly deserving pupil forward even if he/she has not achieved 4.5 or better.

The School Merit system is co-ordinated by Dr Child.

4. Awarding, each term, the House with the best average effort grades a Chairman's Trophy (awarded at both junior and senior levels) while the House with the most merits per pupil receives a cheque from the Headmaster, again awarded at junior and senior levels.
5. Recognising those who do well in activities such as music, drama or sport; they may also be put forward for an Award at the end of term, presented by the Headmaster in year group assemblies. Typically, these will be for the 'best' and 'most improved' players.
6. Making 'Good Egg' Awards for those people who contribute to the school in other ways.

7. Within individual Houses, presenting individual House Awards to recognise and acknowledge pupils' contributions.
8. Identifying high achieving pupils who might have their photographs displayed with appropriate citations.
9. At end of term 'Nailing-Up' occasions presided over by the Headmaster, recognising particular contributions, to include efforts and achievements. On these occasions, cups, trophies, certificates, colours and congratulations are given to individuals and groups.
10. Each year at Prize Giving, making presentations to those who have achieved at a particularly high level during the year; the majority of prizes recognise achievement but some recognise effort or contribution.

Sanctions

The purpose of sanctions is to

- a) ensure the offender's behaviour is checked
- b) assist in the correction of unacceptable behaviour
- c) warn the offender (and family) of the School's stance about such behaviour
- d) ensure peers and school members are aware of what is acceptable behaviour and recognise the consequences of unacceptable behaviour.

General principles

- ❖ We believe that reward, praise and encouragement tend to produce better results than discouragement and punishment.
- ❖ Problems are usually solved most effectively by the member of staff and tutor been directly involved. There are a number of sanctions available and it often helps to delay the choice of sanctions to allow a clear perspective of the matter. Punishments should only be given after discovery of all facts and due reflection.
- ❖ It is better not to rush to the top of the disciplinary ladder too quickly and to progress the matter through the usual stages. There will be occasions, however, when it is important to let the Deputy Head or Headmaster know immediately.
- ❖ Parent should be kept informed and their help should be enlisted.
- ❖ A clear set of school rules is published.
- ❖ All punishments should be fair and reasonable and take into account special needs and circumstances that may apply to a particular pupil. People should not be punished twice for the same offence.
- ❖ Pupils should never be humiliated or demeaned in front of peers, or others, or be deprived of any facilities necessary to the leading of a normal and civilised life.
- ❖ The Housemaster or Housemistress and tutor responsible for the boy or girl should receive details of the punishment given and record it.
- ❖ Corporal or other similar forms of physical punishments are forbidden; this includes slapping, punching, pushing, rough handling or striking with thrown objects.
- ❖ Wherever possible, punishment should be constructive and appropriate to the nature of the infringement of the school rules and should seek to redress the wrong done. Group punishments should not be given.
- ❖ All pupils have the right to complain to a higher authority about any punishment received and should be encouraged to use the school's complaints procedure as required.
- ❖ A risk assessment has been produced for the most common sanctions relating to hard labour type work.

- ❖ Bullying will not be tolerated and any member of the School who is bullied will be supported fully, and any member of the School who bullies another can expect to be punished severely, and part of this punishment will be appropriate corrective behaviour.

Commonly used punishments

- ❖ written work, using the blue slip system
- ❖ academic detention
- ❖ behavioural detention
- ❖ on report
- ❖ gatings
- ❖ community or estate work, or service
- ❖ a yellow card issued by the Deputy Head
- ❖ suspension - only to be used by the Headmaster or, in his absence, the Deputy Head
- ❖ expulsion - to be used only by the Headmaster and this must be confirmed by the Chairman of Governors who will be given all the relevant information for consideration by the Headmaster.

A tariff:

It is extremely difficult to generalise as far as expected punishments for particular offences are concerned. This statement recognises the need to distinguish between pupils of different ages, different abilities, different backgrounds and even different temperaments, as well as attitude, manner, and behaviour over time.

However, it is important to young people and others that they should have a clear idea of what might be expected in terms of punishment for proven crimes. To this effect, pupils are made aware of the operation of a levels system to warn pupils of consequences of their actions.

Written work or academic detention

- ❖ this will normally be given for poor work or poor behaviour related to failure to learn in class,
- ❖ this is more likely to be given by a class teacher or head of department.
- ❖ typical offences would include failure to do work properly, being a distraction to one's own and others' learning, being difficult or awkward with a member of the teaching or non-teaching staff in class.

Behavioural detention

- ❖ this will normally be given for poor behaviour and is more likely to be given by a tutor or the Deputy Head,
- ❖ typical offences would include being persistently poorly behaved over a short period of time.

On Report

- ❖ this will normally be given when academic attainment has been inconsistent or below the standard required by subject teachers,
- ❖ it is arranged and organised by tutors having first discussed the matter with the Housemaster or Housemistress,
- ❖ the benefit of the system is that it will involve parental scrutiny of the Report card. The duration will be determined by the speed of improvement in performance.

Gatings

- ❖ these are imposed when an individual has behaved in an unreliable or irresponsible way,
- ❖ individuals are required to report to the duty master or mistress, or any other member of staff to have the gating book signed,
- ❖ this is normally used for a short period of time to ensure that the school can account for an individual's location and behaviour,
- ❖ parents are informed that this action has been used.

Community or estate work, or service

- ❖ there are occasions when behaviour is unsatisfactory and has been offensive within the context of the school or a particular organisation or group which may be external to the school,
- ❖ these are normally short period duration punishments and an appropriate risk assessment will be undertaken prior to its use.

Typical examples would include:

- ❖ being rude or disrespectful to a member of the ancillary (domestic or kitchen) staff and the punishment would include wiping down tables at the end of a meal in the dining hall or removing litter from House areas.
- ❖ being rude or disrespectful, or causing a nuisance, and the punishment would include making an apology to the person and, for example, brushing up leaves or collecting litter.

A Yellow Card

- ❖ this would be issued by the Deputy Head in consultation with the Housemaster or Housemistress if the pupil's behaviour warrants a more serious response. Parents are automatically informed that this stage. Normally the duration is for one or two weeks. The pupil meets the Deputy Head on a daily basis to report improvements in behaviour and attitude.

Suspension

- ❖ this is used when the Headmaster is satisfied that a pupil has behaved in an irresponsible way and it is important that the pupil should return home to discuss their behaviour with their parents, reflect on that behaviour, identify guarantees for improvements in behaviour, and should be seen as a clear warning that behaviour must improve.

Typical examples when suspension might be used will include:

- ❖ bullying or taxing behaviour, to include cyber-bullying
- ❖ smoking, buying and consuming alcohol
- ❖ taking others' property without their permission,
- ❖ repeatedly breaking bounds,
- ❖ tampering in a dangerous way with others' property
- ❖ using foul language or abusive language towards another
- ❖ using or riding in a pupil's car without permission
- ❖ repeatedly breaking major school rules.

On these occasions, parents are involved and receive a written statement from the Headmaster detailing the offence and explaining related matters. Suspension is usually used for a short period of time where possible but there are occasions when pupils could expect to be suspended for a longer period of time given the severity of the offence and factors relating to pre-meditation.

Expulsion

- ❖ this is very rarely used.

- ❖ offences which would warrant the Headmaster recommending to the Chairman of Governors that this punishment should be used would include the most serious bullying, involvement with illegal drugs, significant theft and other matters which should, as a matter of course, also be referred to the Police.

D H Ewart
Headmaster

Policy Reviewed and Amended **June 2009**
Review Date **June 2010**