



BARNARD CASTLE SCHOOL

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 meetings at least twice a term, chaired by the Director of Studies, at which those individuals or groups, whose academic performance is 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 the School Secretary.

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 Citizenship 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 senior staff or Headmaster know immediately.
- ❖ Parents 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 parents and 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 community service sanctions.
- ❖ 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. The bully will also receive appropriate guidance and support in order to amend their behaviour and lead a productive and fulfilling School career.

Commonly used punishments

- ❖ Classroom teacher logging behaviour for tutor/HSM to have as information and behaviour dealt with at end of class ([See Appendix 1](#))
- ❖ Weekly HOD detentions for persistent problems in the classroom
- ❖ Serious misdemeanours in class can be logged for AHP and DoS to deal with immediately in a Summit Meeting
- ❖ reports
- ❖ gatings
- ❖ community or estate work, or service
- ❖ suspension - only to be used by the Headmaster or, in his absence, the Second Master
- ❖ 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.

Classroom teacher logging in class

- ❖ For low level behaviour in class, teachers can log the incidents (([See Appendix 1](#)) so that tutors and HSMs have the information and can have a conversation, but classroom teacher to deal with issues there and then, by way of conversation with student at the end of the lesson.

Weekly HOD detention

- ❖ this will normally be given for persistent 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 and will follow previous loggings from classroom teachers
- ❖ typical offences would include persistent 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.

Summit meeting between pupil and either DoS or AHP

- ❖ this will normally be given for serious poor behaviour and is in response to serious infractions, ([See Appendix 1](#))
- ❖ typical offences would include being persistently poorly behaved over a short period of time or severe instances.

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 support (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.

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, but not exhaustive, examples when suspension might be used will include:

- ❖ bullying or taxing behaviour, to include cyber-bullying
- ❖ buying, consuming or providing alcohol to others
- ❖ 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, during which he or she will be expected to demonstrate in writing to the Headmaster reflection on their actions, a sound judgement on the impropriety of their actions and an undertaking to display the character and conduct which is expected of every member of the School community in future. A review of this with the Headmaster occurs on the boy or girl's return to School.

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:

- ❖ persistent attitudes or behaviour which are inconsistent with the school's ethos such as persistent failure to complete school work or continual failure to co-operate with staff.
- ❖ the supply of drugs and solvents or their paraphernalia or substances intended to resemble them.
- ❖ theft, blackmail, physical violence, intimidation, racism and persistent bullying.
- ❖ misconduct of a sexual nature; supply and possession of pornography.
- ❖ possession or use of unauthorised firearms or other weapons.
- ❖ vandalism.
- ❖ computer hacking and/or misuse of the School's ICT facilities.
- ❖ physical or verbal abuse of a member of staff.
- ❖ other serious misconduct towards a member of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises.

On these occasions, parents are involved and receive a written statement from the Headmaster detailing the offence and explaining related matters. Expulsion is viewed as a last resort when all other means of supporting and improving the conduct of a child have been exhausted, or when his or her conduct is liable to be intolerably injurious to the safety, harmony or good name of the School community. Parents will receive written confirmation of the Headmaster's decision and verbal and written advice regarding their right of appeal to the Chairman of the governing body.

ADS

Headmaster

Appendix 1

Academic and pastoral reward and sanction system.

Type A

All staff to deal with at source (no logging)

- Appearance 1: Poor uniform
- Appearance 2: Make up jewellery
- Appearance 3: Inappropriate hair
- Appearance 4: Wearing earphones with uniform
- Appearance 5: Wrong clothing in games
- Dining Hall 1: Poor behaviour in break
- Dining Hall 2: Poor behaviour in lunch
- Dining Hall 3: Taking food out of the dining hall.
- Leaving bags/books around school
- Playing with balls near buildings
- School routine 8: Missing activities (please log)

Type B

Log for information only; classroom teacher to deal with at source.

- Late for lesson (use discretion)
- Classroom Level 1 (low level)
- Classroom Level 2 (moved in class)
- No prep
- Missing equipment in class
- Technology 1: Mobile used at wrong time
- Chewing gum

Type C

Log, for Tutor to deal with.

- School routine 1: missing registration
- School routine 2: missing chapel
- School routine 3: poor in chapel
- School routine 4: late for lessons (regularly)
- School routine 7: No planner
- School routine 8: Missing activities
- School routine 9: No registration
- Visiting town: Without correct permission
- Visiting town: Going at the wrong time
- Visiting town: Wearing inappropriate clothing

Type D

Log, for HSM to deal with.

- General poor behaviour in house
- General poor behaviour in games

Type E

Log, for Director of Studies / Assistant Head Pastoral to deal with.

- Classroom Level 3(sent out to work)
- School routine 5:Missing lesson
- School routine 6: Missing lecture
- Graffiti/damage
- Technology 2: Inappropriate use of computers / technology / phones / iPod etc.
- Transport 1: violating policy regarding use of cars
- Transport 2: Poor behaviour on buses

Conversations about Type B with Tutor/HSM

- Persistent lateness
- Persistent low-level disruption
- Any level 2
- Prep issues
- Persistent missing equipment
- Phone in class
- Communication with parents

Guidance notes:

REWARDS:

1. Any teacher can enter commendations into iSAMS, using the *Senior School Commendation* icon. Positive commendations will be flagged to tutors who in turn can use them to bolster pupils.
2. Academic merits can be awarded by any teacher, which will be added to the termly total for each House.

SANCTIONS

3. All staff to enforce type (**A**) as positive behaviours, which if all are involved with, should mean that logging is not needed. Missing activities can be logged for the attention of the tutor.
4. Classroom teachers to log the above incidents (**B**) so that tutors and HSMs have the information and can have a conversation, but classroom teacher to deal with issues there and then, by way of conversation with student at the end of the lesson. However, single instances will not trigger further detention (with the exception of 'no prep': see (2) below). There is also the freedom/option for HODs to get involved and have these conversations in addition to the classroom teacher.
5. Classroom teachers will have the option to log academic matters as above, with 'prep issues' covering initial lack of prep and then to escalate to a HOD detention for repeated or persisting problems. The HOD detention would take place on a Tuesday afternoon at 4pm.
6. Tutors to deal with type (**C**) behaviours immediately and then log them and alert HSM if problems persist.
7. Situations listed in type (**E**) to be logged and may trigger an DoS/AHP meeting with student. A Saturday detention may follow.
8. For repeat attendees in HOD detentions on Tuesday 4pm, HSMs can flag students and escalate to a lunchtime SUMMIT meeting with DoS/AHP.

Green indicates matters that all staff should be following up and therefore, logging is not needed.

Red indicates matters that can still be logged for tutor/HSM information, but essentially are dealt with at source (DWAS!).