



BARNARD CASTLE SCHOOL

Behaviour (Rewards and Sanctions) Policy

This is a Senior School policy.

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Action	Responsibility	Date
Reviewed	Deputy Head (Pastoral) (PJL)	Sept 2018
Approved	Headmaster	Sept 2018
Next Review	Deputy Head (Pastoral) (PJL)	Sept 2020

Vision

Behavioural incidents at Barnard Castle School are minimal because pupils enjoy and are engaged in their learning and their environment. This is supported by clear expectations of behaviour and understanding of sanctions, which staff feel empowered and supported to use. When incidents do occur, they are dealt with effectively and communication of outcomes to all stakeholders is efficient and effective.

The School believes in maintaining high standards of performance and behaviour in all aspects and areas of life. It also believes in celebrating achievement; reward, praise and encouragement inspire an ethos of positive behaviour.

All staff and pupils are responsible for ensuring positive behaviour in lessons, organised activities, around the site and when representing the School off-site. Individual staff will challenge pupils when behaviour falls below expectation and follow procedures set out in this policy in order to ensure a consistent approach across the School.

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. Outstanding work can be handed to Deputy Head (Academic) and to the Headmaster to be recognised in weekly assemblies.
3. Using the Merit and Distinction system to reward excellent work:

Merits (years 7 - 11) and Distinctions (6th 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 (Academic) and should be signed and presented by the pupil to his/her academic tutor.

Bronze, Silver and Gold Headmaster's Certificates are awarded to pupils if they achieve 20, 30 or 50 merits, or 10, 15 or 25 distinctions in one term.

Merits and distinctions count towards termly junior and senior House Competitions, for which prizes are awarded for House funds and Chairman's Trophies are presented.

4. 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 'most significant contribution' and 'most influential performer'.
5. Making Citizenship Awards for those people who contribute to the school in other ways.

6. Within individual Houses, presenting individual House Awards to recognise and acknowledge pupils' contributions.
7. Identifying high achieving pupils who might have their photographs displayed with appropriate citations.
8. 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.
9. 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

All pupils are prone to making errors of judgment when it comes to behaviour. The purpose of the sanctions system is to educate pupils when they make such errors of judgement and to deter them from repeating them.

General principles

- Staff are encouraged to deal personally with incidents as they encounter them (Deal With At Source – DWAS). This is to encourage all staff to have responsibility for maintaining consistently high levels of pupil behaviour across the school.
- Staff should feel empowered by the Sanctions System and supported by immediate line-managers and SMT in using it.
- The Sanctions System works on the principal of an Escalator in order to give clarity of sanctions.
- The tutor, as 'champion' of the child, has an overview of the pupil's overall behaviour and should ensure that they meet regularly with their tutees to discuss why incidents have occurred and how the pupil will improve their behaviour.
- The tutor should liaise closely with the HSM to ensure the HSM is aware of all behavioural incidents.
- All staff should log incidents on ISAMS, briefly stating the nature of the incident and the sanction they have imposed.
- The tutor, HSM and HOD will keep parents informed of poor behaviour and encourage parents to support the School in managing this.
- All punishments should be fair and reasonable and take into account special needs and circumstances that may apply to a particular pupil.
- 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.
- 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; parents should be encouraged to use the school's complaints procedure as required.
- 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. See Anti-Bullying Policy.

The Escalator System

This system divides behavioural incidents into 2 Categories:

Non-Classroom: Incidents of misbehaviour that occur in and around the site

Classroom: Incidents that occur in the classroom or when a pupil's effort falls below expectation

Within each category, there are 3 Levels:

Level 1 – 'teacher/tutor' intervention

Level 2 – HOD/HSM intervention

Level 3 – SMT intervention

Staff at each Level should be equipped with a clear set of sanctions in order to bring behaviour back in line with expectations. If these are ineffective, the pupil is moved to the next Level. More serious incidents will enter the system at a higher level depending on their nature.

Non-Classroom

LEVEL 1		
Incident	Action	Communication
Appearance 'Silly' behaviour	DWAS (Deal With At Source): A quiet word, conversation, 'telling off'	Warning to pupil

LEVEL 2		
Incident	Action	Communication
Repeated Level 1 behaviour – <i>ie: Teacher finds themselves having to speak to the same child repeatedly (3x)</i> <i>Tutor picks up on repeated incidents</i>	DWAS – as Level 1 <i>(inform tutor)</i> <u>House Sanction</u> <i>(Tutor/HSM to manage)</i> Tray duty Litter pick Clean House area Cleaning up gum	Warning to pupil Log on ISAMS (Tutor/HSM/PJL) Tutor conversation with pupil & contact home to explain that behaviour below expectation and sanction in place – inform PJL of sanction.

LEVEL 3		
Incident	Action	Communication
Repeated failure to respond to Level 2 intervention	DWAS (inform tutor) Tutor to tell pupil to report to PJL for meeting and issue of 'Sign-In Report' PJL to issue Saturday detention	Log on ISAMS (Tutor/HSM/PJL) HSM/PJL to liaise regarding contact with home – parental meeting PJL to share outcomes with House team.

Classroom

LEVEL 1		
Incident	Action	Communication
Disruption of learning Late Chewing gum No equipment Poor or no prep Poor or incomplete classwork	DWAS 1. Warning 2. Move Seat 3. Removal from classroom – 5 mins or supervised 4. Time penalty –break time	Log on ISAMS (Tutor/HOD/HSM) Tutor conversation with pupil

LEVEL 2		
Incident	Action	Communication
Persistent (3x) Level 1 behaviour	DWAS – as Level 1 (<i>inform HOD</i>)	Log on ISAMS (Tutor/HOD/HSM/MRT)
Major one-off incident • Defiance • Rudeness	<u>HOD Sanction</u> • Detention (<i>at your convenience</i>) • Departmental Report	HOD to contact home Tutor/HSM/HODs liaise – if in more than one subject, whole-school report –move to Level 3?

LEVEL 3		
Incident	Action	Communication
Failure to respond to Level 2 intervention	Pupil to report to MRT for meeting Further use of Academic Report and close monitoring of behaviour to support staff MRT to issue Saturday detention	Log on ISAMS (Tutor/HOD/HSM/MRT) HSM/MRT to liaise regarding contact with home – parental meeting

Suspension

If Levels 1-3 have been implemented and the pupil's behaviour has not improved, the Senior Master and/or Headmaster may consider Suspension.

Suspension may also be used in the event of a one-off serious breach of discipline.

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

- bullying 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
- repeated failure to meet the standards of behaviour expected in School

If a pupil is to be suspended, parents will be invited to attend a meeting with the Second Master and/or Deputy Head (Pastoral) and HSM. An explanation for the suspension will be provided and the term of suspension explained. Suspension is used for a short period of time, during which the pupil 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 Second Master occurs on the pupil's return to School.

Expulsion

If the Headmaster feels that the School has done everything in its power to support a pupil in behaving correctly and that remaining at the school is neither in the interest of the individual pupil nor the school community as a whole, he may decide to expel a pupil.

Typical, but not exhaustive, examples when the Headmaster might consider expulsion 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.
- significant vandalism.
- computer hacking and/or significant 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 will be invited to attend a meeting with the Headmaster and the Second Master and/or Deputy Head (Pastoral). 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.