



# St Edward's

## CHEL TENHAM

### Behaviour, Rewards & Sanctions Policy

This Policy was approved by the <i>Trustees</i> :	<b><i>Autumn 2021</i></b>
The implementation of this policy will be monitored by the:	<b><i>SLT &amp; Education Committee</i></b>
Monitoring will take place:	<b><i>Annually or as appropriate</i></b>
The Policy will be reviewed by:	<b><i>Principal &amp; Senior Deputy Head</i></b>
This Policy will be reviewed annually or more regularly in the light of any significant new developments. The next anticipated review date will be:	<b><i>Autumn 2022 or as appropriate</i></b>
<b>THIS POLICY APPLIES TO THE SENIOR SCHOOL &amp; IS PUBLISHED ON THE SCHOOL WEBSITE</b>	

#### **Rationale:**

The School aims to promote a culture of co-operation, self-discipline, consideration and mutual respect for all members of its community and has clear procedures for rewards and sanctions. The nurturing and caring ethos creates a special atmosphere at St Edward's from which all members of the School benefit. The School has the highest expectations of its pupils in terms of their behaviour and work ethic. In line with the aims of the School, pupils will flourish when they are working within an efficient, orderly, happy and positive environment. The School combines encouragement and praise with firm discipline and support in order to help pupils meet our high, but very reasonable expectations and help them to develop as caring and responsible young people.

This document pays heed to the non-statutory advice in *Behaviour and Discipline in Schools (2016)*

#### **Implementation:**

At St. Edward's School, we expect high standards of behaviour. We encourage pupils to take responsibility for their own actions, both in and out of school, and to consider their impact upon others.

## Behaviour Expectations

- a. Studentss are expected to be well behaved and courteous at all times.
- b. All behaviour inside school buildings should be orderly and quiet. Students should walk on the **left** of the corridors and stairs, and there should be no running or pushing.
- c. At Level 1 of the Covid Management Plan students must wear face coverings in corridors and communal areas and hand sanitise when entering classrooms.
- d. At Level 2 of the Covid Management Plan students must follow the **SAFER** system:
  - S**tay in your bubble
  - A**void touching your face
  - F**ollow the one-way systems
  - E**nter a room and sanitise
  - R**epeat
- e. Whenever a member of staff or a visitor enters a room, students are expected to stand quietly until permission is given to sit and continue their work. The teacher should remind the class of this, if necessary.
- f. When entering a classroom or an office, students should knock first and then wait until asked before opening the door and entering.
- g. OUT OF BOUNDS areas must be avoided at all times.
- h. Students using the Library must obey the rules of the Library and comply with any instructions given by the Librarian or her helpers. Food must not be taken into the Library.
- i. Those travelling on buses and coaches need to be mindful of other passengers; courtesy and orderly behaviour is required when lining up for departure from either Moorend Road or Cirencester Road.
- j. Students must wear seat belts when travelling on school coaches and minibuses or in cars.
- k. Students must wear a **face mask** when travelling on school coaches or minibuses.
- l. Chewing gum or similar types of sweets are not allowed in School
- m. The School is a non-smoking site. Smoking (and vaping) is not allowed on school trips or whenever a pupil is in school uniform (or on a non-uniform day). Cigarettes (e-cigarettes), alcohol or any similar substances are strictly forbidden to be brought on to the school premises. If any pupil breaks this rule their parents will be informed and they will be suspended. will lead to suspension.
- n. The possession or use of any drugs/illegal substances on the school site or whilst involved in any school-related activity, will lead to suspension, and possible expulsion. The School **Drugs Policy** (see Section B) includes use of testing where appropriate.

## The Fifteen Classroom Rules

1. Bring everything you need to the lesson
2. Arrive on time
3. Be dressed appropriately for the lesson
4. Enter the room quietly when invited in
5. Be ready to work when the teacher starts the lesson
6. Be respectful to others
7. Always use appropriate language
8. Listen to the teacher
9. Put your hand up to ask or answer a question – do not interrupt
10. Follow instructions
11. Do not leave your place without permission
12. Write homework instructions in your planner

13. Work to the best of your ability during the lesson
14. Only pack away when the teacher tells you to do so
15. When your teacher tells you to leave, do so in a quiet, orderly manner and leave your desk/table and chair tidy and ensure that the lights are turned off.

### **Rewards:**

It is very important to recognise and reward **good behaviour**. A system of rewards is operated, also detailed in associated documents. Good behaviour might be recognised in other ways, e.g. A letter home, break time recognition with the Head.

Everyone in the School has a part to play in maintaining high personal standards of behaviour and support systems exist to help all pupils:

- Pupils must adhere to the 'Behaviour Expectations' and the 'Fifteen Classroom Rules'
- Subject Staff must create an environment conducive to learning for students in which all have the opportunity to achieve their potential. HPL (High Performance Learning) strategies are used by all staff and B4L (Behaviour 4 Learning) comments are used in communication and reporting to direct and encourage positive and aspirational behaviour and targets.

### **Support Systems:**

- Form Tutors monitor the academic and social progress of their students and are the first point of contact for student support.
- The PAC (Pastoral & Achievement Coordinator) will support the Form Tutor and monitor the academic and social progress of their students as requested.
- Heads of Lower School, Upper School and Sixth Form are a point of contact between parents, School and other agencies and are responsible for the overall development of students in their charge.
- An intensive pupil mentoring programme exists for students in Year 11 for whom this might be of benefit. Students in other Year groups can also be provided with mentoring support from a Sixth Form student or from a member of staff as deemed appropriate.
- Heads of Faculty have responsibility for pupils' work-related problems within the departments.
- Students' transition is supported by the School, not only when relating to GCSE, A Level and Higher Education choices, but also prior to arrival in Year 7.
- The School is mindful of its duties under the Equality Act 2010 to ensure that students with special educational needs/disabilities or with protected characteristics are treated fairly and where appropriate reasonable adjustment is made to support and promote positive behaviour outcomes and to take into account their particular circumstances when sanctions are required and determined.

### **Sanctions:**

**Corporal punishment is not used at the School.** This applies to any activity whether or not within the school premises and applies to all members of staff. These include staff, who are acting in loco parentis, such as unpaid, volunteer supervisors. Guidance is given to all members of staff on the circumstances in which "physical intervention" is allowable. Teachers may use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child).

However, we recognise the need for a range of carefully measured sanctions to reinforce our expectations when pupils let themselves down. These are detailed in Appendix A, B and in the School Planner.

- Sanctions must be applied fairly and the student must understand the reason for its imposition.
- Poor behaviour may result in a student being put on report, and hence having to carry a Report Card to each lesson. It may also result in Sanction Marks, leading to detentions. A record is also kept of sanctions for **serious disciplinary offences**. This record includes the student's name and Year Group, the nature and date of the offence and the sanction imposed. This record is centralized, being kept in the office of the Senior Deputy Headmaster.
- Parents are always informed when a serious disciplinary offence has occurred.

Sanction for serious offences include:

1. Exclusions (see separate Exclusion Policy)
  2. Suspensions (internal and external)
  3. Disciplinary meetings involving parents
  4. School detentions (which may include on a Saturday morning)
- **Serious disciplinary action, including possible exclusion**, will be taken against pupils who are found to have made malicious accusations against staff
  - **School Trips**  
A student may be excluded from a school trip if their behaviour at School or on a previous trip has been inappropriate. This will be at the discretion of the SMT.

## Appendix A

### **Rewards:**

#### **Years 7, 8 and 9**

##### Lower School

A structured system of **rewards** and **incentives** in Years 7, 8 and 9 ensures tangible acknowledgement of good work and effort.

- a. **House Points**  
These are awarded as an everyday reward for very good work, effort and behaviour, and are an incentive for all students to strive for their best. The diligent student would hope to receive House Points regularly. House Points are recorded weekly and detailed on the Parent Portal. **15 House Points in one week = Kangaroo Pass** (This enables the student to jump the lunch queue).
- b. **Postcard Home**  
A postcard may be sent home via Isams Rewards & Conduct for exceptional work, effort or contribution to the school.
- c. **Commendation Card**  
This is awarded for an outstanding individual piece of work or service to the School, or for maintaining a consistently high standard of work in a given subject over a period of time. The awarding tutor signs it. It is worth 3 House Points.
- d. **Letters are sent home** after each assessment by the Deputy Head Academic/Head of Lower School to those students who have achieved the highest average scores in each Year Group.

#### **Years 10 – 11**

##### Upper School

House points and Award cards are the usual means of recognising and celebrating significant contributions to School life or academic work. Award Cards have a value of 5 house points. Each Award Card will translate into a single entry into an end-of-half term raffle with a prize fund for online purchasing power.

#### **Years 12 – 13**

##### Sixth Form

A **Green Card** may be given for positive action:

- Contribution to the School
- Excellent work
- Effort in work
- Sustained dedication and contribution to extra-curricular activities (including school teams)

+ 1 Green Card = A double lesson off-site. (Card needs to be countersigned by the Head of Sixth Form or Senior Deputy Head).

Unused Green Cards may also be entered into a raffle draw for a half-termly £25 prize such as vouchers for Amazon, HMV stores etc.

## Sanctions:

- **Academic Detentions** (All Years)
- Homework is set according to the homework timetable. Staff will provide clear instructions of the task and due date which students are to record in their homework diaries. Homework is also detailed on the Dashboard.
- If a student misses a deadline they are to be given a second chance deadline, by which time they need to hand in their work.
- Students have one chance per subject per half term.
- If a student misses the second chance deadline, or a subsequent homework for that subject during the half term, they will be placed into an academic detention.
- Academic detentions take place on Thursday evenings from 4.00-4.45pm (or until 5.30pm if a student has two academic detentions for the same night). A letter will be issued informing the student and parents of the reason, date, time and location.
- If the student fails to attend the academic detention, the detention will be carried over to the following week and doubled in time (unless the student was already serving a double detention, in which case it will remain at 90 minutes).
- If a student repeatedly fails to produce homework or fails to attend the rearranged academic detention and subsequently gets three or more academic detentions in one half term, the Academic Deputy will organise a Saturday morning detention (10-12.00) for subsequent misdemeanours. This will be supervised by a member of the Senior Management Team. Students will report to the Reception in their school uniform.
- If a student collects 2 academic detentions in a half term period, they will be placed on a **homework report card** for a two-week cycle. If whilst on homework report they fail to produce homework, they will automatically be placed in a Saturday detention.
- If a student fails to attend the Saturday morning detention they shall receive an internal suspension.

## Sanctions for Years 7-11:

- **Sanction Marks**

Reprimands should be given for the following breaches of School expectations and Sanction marks should be given on the second offence:

Sanction Marks may be given to students by members of staff for minor disciplinary infringements such as inappropriate classroom behaviour, poor punctuality or sub-standard uniform. The member of staff must record the sanction mark in the student's planner and also make an entry into iSAMS. An accumulation of 3 Sanction Marks over the course of a half-term period will automatically trigger a **lunchtime detention**, 6 will initiate an after-school detention with a senior member of staff and a letter home. Sanction Marks are wiped after every half term. These arrangements, and the number of Sanction Marks required to trigger a detention, may change – and indeed may be different for different Key Stages. Further detentions may include Saturday mornings. These must be discussed with the Senior Deputy Headmaster.

- **'On Report'**
- Students whose work falls well below what is considered reasonable for their ability are liable to be placed 'On Report'. Such action is most likely to follow the half-termly assessments

where low effort grades are achieved for several subjects. A student may be placed on a **Specific Subject Report or a General Report**. A report card will be graded, with comments, by relevant Subject tutors, usually for a period of two weeks. A **Homework Report** may be applied, with parental co-operation, to students who are persistently slack with homework. The emphasis of placing 'On Report' is the positive promotion of good habits and attitudes to work, rather than punishment.

In accordance with the Equality Act 2010, the Special Educational Needs and learning difficulties of a pupil will be taken into consideration by the Head of Section when he/she is dealing with regular Sanction Marks or putting a pupil on Report.

### **Years 12 -13**

#### **Failure to Meet Expectations:**

If a student does not meet expectations in terms of behaviour, attendance, punctuality and appearance they will, in the first instance, receive a verbal warning. A repeat incident will result in various sanctions, for example: being banned from the Sixth Form Lounge; being grounded at lunchtime; mandatory attendance in the Library for all Study Periods; supervised Study Periods, detention during school and after school detention.

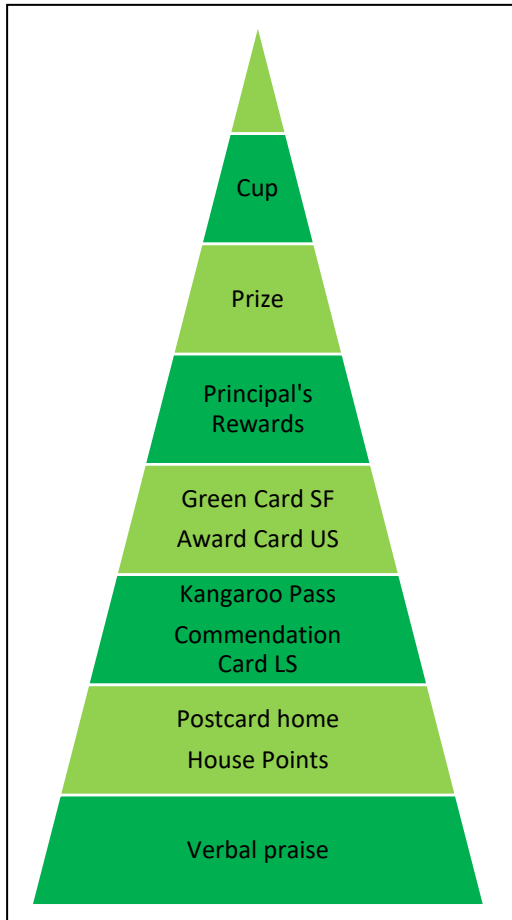
Issues of behavior will be handled by the Head of Sixth Form and when required, the Senior Deputy Headmaster. Where the offence relates to work, in direct consultation with the relevant HoD:

- a) Academic detention
- b) Attendance in the Library for **all** Study time until the level of work returns to the required standard
- c) Monitoring Report
- d) Ultimately, exclusion from the relevant course, if work is not produced and the HoD feels that it is inappropriate to continue. This will be the Head's decision.  
Parents will be informed and involved in this process.

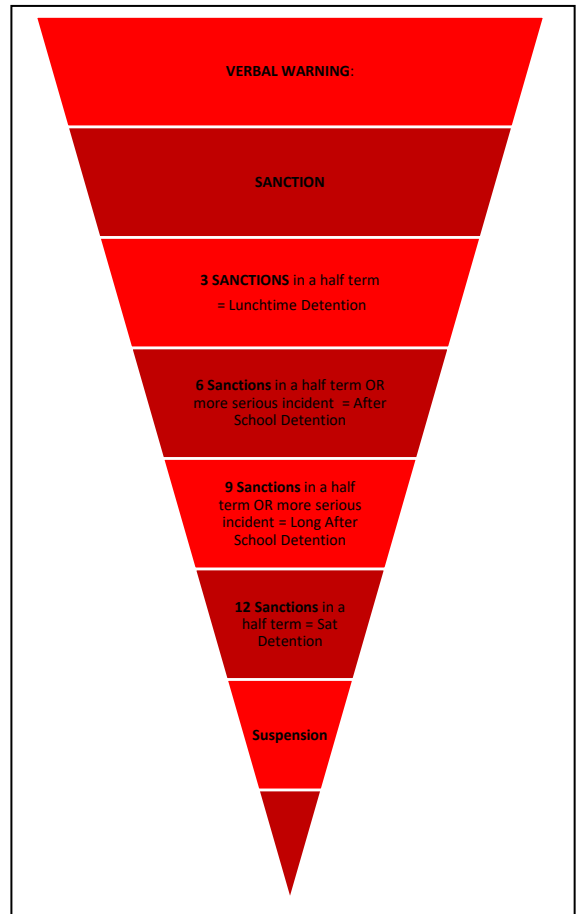
#### **Associated documents:**

1. Student Planner – The Fifteen Classroom Rules; Behaviour, Property, Detentions, Rewards etc.
2. Parents' Information Booklet - School Rules
3. Staff Handbook Section A
4. Drugs (including Alcohol and Tobacco) Policy B.12
5. Complaints Policy B.11
6. Acceptance and Parent Contract
7. Rewards, Behaviour and Suspension Pathway documents in Appendix A & B

**Appendix B:**

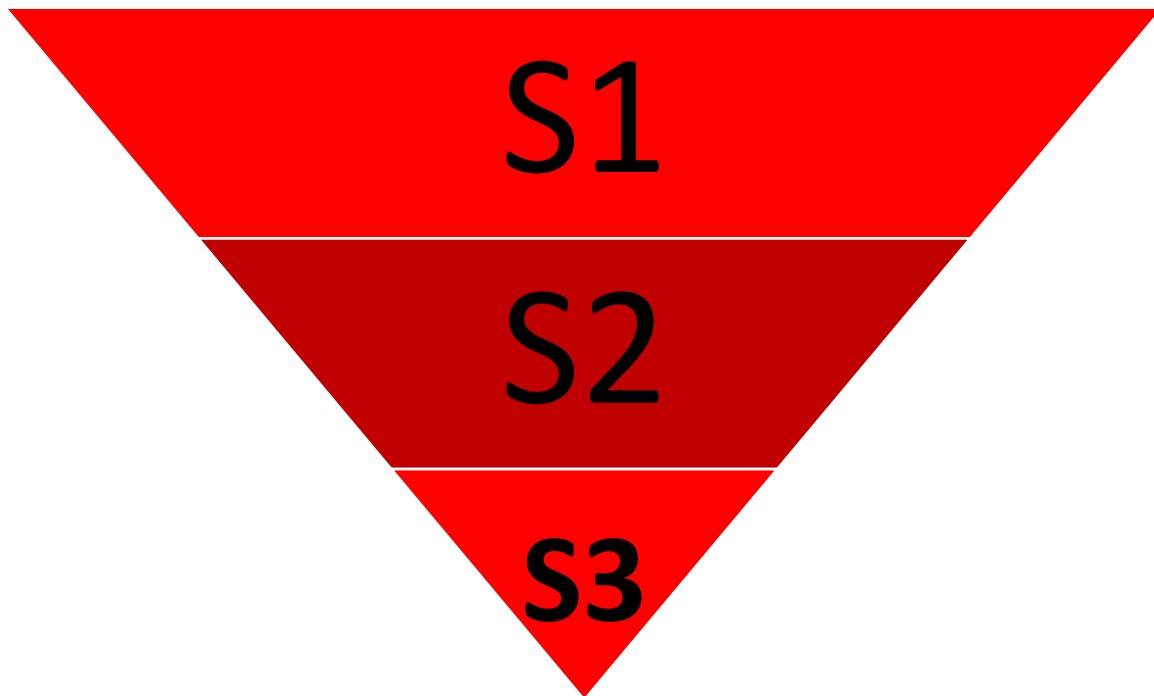


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## SUSPENSION PATHWAY:



**S1:** Serious behaviour incident e.g. Physical aggression, which has been thoroughly investigated with clear evidence showing that the student is in the wrong. Parent meeting with Deputy Head Pastoral. External Suspension period agreed. (2 days as standard).  
Meeting the DHP on return & 2 week Behaviour Report.

**S2:** Second Serious incident which has been thoroughly investigated with clear evidence showing that the student is in the wrong. Parent meeting with Deputy Head Pastoral. External Suspension period agreed. (2 days as standard). Formal written warning that S3 is likely to lead to student being asked to leave or being expelled.  
Meeting the DHP on return & 2 week Behaviour Report.  
Behaviour programme eg. Streetwise 365 sessions, Mentoring.

**S3:** As above but meeting with parents and Principal to discuss the student's future at St. Edward's.