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| Eden Girls’ School, Slough |
| This policy is in line with the Vision of the School |
| ***Nurturing Today’s Young People, Inspiring Tomorrow’s Leaders*** |
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| **rewards and sanctions policy**  |
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Document Control

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# Introduction

## Every pupil is special and encouraged to fulfil their potential. This is best achieved when pupils are nurtured in a secure and caring environment where everyone is valued and where standards of behaviour enhance all aspects of school life. Pupils are encouraged to be well behaved through a positive Behavioural Policy and Code of Conduct. The implementation of such is supported through the effective and consistent implementation of rewards and sanctions.

## This Rewards and Sanctions Policy complements the Behaviour Policy and sets out the framework for recognising and rewarding positive behaviour and dealing effectively with unsatisfactory behaviour.

# Aims

## To provide a clear framework of expectations.

## To help pupils to recognise and accept responsibility for their actions.

## To enable staff to apply rewards and sanctions consistently and effectively.

## To raise achievement, confidence and self-esteem amongst pupils.

## To support the mission, vision and values of the Trust and its establishments.

# Who is Responsible for this Policy?

## The School has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework.

## The Local Governing Body and Senior Leadership Team has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

# Managing Behaviour through Rewards: Praise

## The simplest and most effective reward that our pupils can have is praise.In order for praise to be most effective it needs to be:

### specific and linked to an achievement or action of merit;

### sincere and genuinely expressed with appropriate language and tone;

### personalised through the use of the pupil’s name;

### consistently used in all lessons as a part of our teaching;

### discreet and private at times when appropriate.

## Within the established positive learning environment, pupils should expect to receive regular praise from the adults in School for notably good behaviour in line with effort and work and the development of the STAR Values. Strategies used include:

### verbal praise and encouragement;

### non-verbal praise - e.g. thumbs up;

### acknowledgement of good work;

### displaying pupils’ work as exemplars of good work.

## Praise can also be addressed to parents through a telephone call or a letter sent home.

# Managing Behaviour through Rewards: Faculty Systems (managed by Directors of Learning)

## Each faculty will be required to have their own reward system that encourages effective learning within their curriculum area. Such a system will be unique for each faculty area, though common features will include:

### **‘Good News Postcards’** sent to pupil homes. These should be sent if the pupil has achieved above their target in an assessment or if they have excelled in a piece of homework or classwork. The use of postcards is most effective if sent discreetly without publicising it in the classroom. Teaching and non-teaching staff should endeavour to send some ‘Good News postcards’ per class per half-term. A central record should be kept by the Director of Learning (DoL) in each Faculty detailing the times and names of pupils.

### **‘Achievements Award’ KS3 & 4** – A pupil from each class will be nominated to receive the award in the form of a certificate by their teacher. The nominations are made every half term. In nominating pupils, it is important not just to look at high attainers, but high achievers (those who have made a real effort to improve their level or performance or behaviour). The awards should be subject-specific e.g. ‘Mathematician of the Month’ etc.

### **‘Pupil of the Year’ Award** – A pupil from each class is nominated by their subject teacher to receive the award in the form of a certificate and prize. The nominations are made at the end of June. In nominating pupils, it is important to look for individuals who have shown real commitment and passion for the subject during the course of the year. The award will also have a small gift or prize associated with it.

# Managing Behaviour through Rewards: The Merit System (managed by the Pastoral Team)

## Merits will be awarded through the SIMS management system. Merits should be given in lessons for:

### completion of class and homework to an **exemplary standard and pace;**

### outstanding behaviour and learning;

### surpassing of targets for learning, achievement and behaviour in class.

## In order to make them effective, merits must also be given consistently as a routine part of each lesson.

## Outside of lessons merits can be given for:

### being helpful and courteous;

### good character (i.e. an example to other pupils);

### presentation of assemblies;

### assisting in extra-curricular activities.

## The Head of Year will manage the Merit System, collating data on the number of merits accrued by each Year. These will be displayed on notice boards around the school.

## Individual pupils collect merits which, on a termly basis, can earn **certificates** and prizes.

### 75 merits will lead to a Bronze Award;

### 100 Merits will lead to a Silver Award;

### 150 merits will lead to a Gold Award.

## These awards will be given by Heads of Year at the Year Assembly at the end of each term.

## In addition, the Head of Year will be responsible for ensuring a ‘Pupil of the Week’ is selected from the Year Group. The ‘Pupil of the Week’ will be nominated from each form by the Head of Year and Learning Co-ordinators, and will be awarded with a certificate.

# Managing Behaviour through Rewards: The Nomination Systems (managed by the Pastoral Team)

## Subject teachers will nominate a pupil in each of their classes for showing excellent achievement and exemplary effort in lessons. This will be undertaken termly.

## The nominated pupil will receive a voucher and a certificate to take home.

# Managing Behaviour through Rewards: Celebrating Attendance and Punctuality

## Certificates will be awarded for excellent levels of attendance and punctuality. Pupils with 100% attendance and punctuality during a term or during the course of the year will receive a certificate and a letter sent to parents.

## Any pupil achieving a 100% attendance in a whole academic year will be rewarded with a personalised letter from the Principal, as well as a certificate.

## This will be managed by Heads of Year.

# Managing Behaviour through Sanctions: Verbal Reprimands (delivered by all staff)

## The simplest form of sanction is the verbal reprimand. As with the `correct` use of praise, the verbal reprimand should:

### initially use positive reinforcement (praise) of others who are on task to challenge those who are not;

### be clearly linked to learning e.g., ‘(*name), work quietly please, I want you to get an ‘A’ grade in your next test’*;

### criticise the behaviour rather than the pupil;

### be discreet and not intended or perceived as making an example of a pupil;

### should not describe the behaviour, but direct the remedial action required;

### e.g. Instead of ‘*You are chewing, (name)*’, it is more effective to say ‘*Empty your mouth, (name). Thank you.*’;

### delivered in a reasonable tone and at an appropriate volume;

### be followed up by discreet praise once the remedial action has been taken by the pupil.

# Managing Behaviour through Sanctions: Warnings and Detentions (delivered by all staff)

## Pupils whose behaviour does not respond to verbal reprimands should now receive a **first warning**. This will be signalled by writing their name on the white board. The language used by the teacher must be clear and unambiguous; *`(name), I have asked you to work quietly during this activity, and you have not done so repeatedly; this is now your first formal warning…work quietly. Thank you*.’ The pupil must now be given the opportunity to put right their own misbehaviour.

## If a pupil continues to misbehave, they will receive a **second warning and related sanction.** The teacher will specify the sanction (a minimum 10 minute detention) and clarify that any further misdemeanours will increase the length of the detention and may also result in referral to the Head of Year and contact with parents.

## A detention can be imposed at break, lunchtime, or after school, with an after-school detention being no longer than thirty minutes in length. In the first instance the teacher will impose a faculty detention and carry this out at break, lunchtime, or after school.

## If a detention of more than 10 minutes is imposed after school, the parents of the pupil are to be contacted by the teacher, explaining why this has occurred. The class teacher should also inform the Learning Co-ordinator, on the appropriate form, that a detention has been given and that the parents have been contacted.

## If a Learning Co-ordinator has had a number of referrals for an individual, it is clear that this young person is not, for whatever reason, adopting the correct attitude to their own learning. The Learning Co-ordinator may then wish to impose their own sanction, informing the parents as to the escalation of the problem.

## The Heads of Year will also regularly monitor SIMS to pick out any pupils who are getting into trouble on a regular basis or with several different teachers. These pupils will have a more focused action plan involving contact with parents, an individual meeting with the Head of Year and, if appropriate, a Head of Year pastoral detention.

# Managing Behaviour through Sanctions: the ‘Head of Year Pastoral Detention System’ (managed by Head of Year)

## If a pupil has repeatedly failed to follow school rules on uniform, behaviour and attendance/punctuality, then they will be given a ‘Head of Year’ pastoral detention on Friday afternoons. The Head of Year will determine that such a detention is appropriate and impose the ‘Head of Year’ detention.

## The purpose of ‘Head of Year’ pastoral detentions is not to punish; it is to deter pupils from poor behaviour, allow time to reflect, instil discipline and reform character.

## Teachers or support staff may nominate any pupil for the ‘Head of Year’ Detention for very poor behaviour, persistent breaches of the uniform code or persistent lateness to registration or lessons. It is the duty of the Head of Year to ensure that parents are informed of the detention, giving clear reasons and expectations.

## A ‘Head of Year detention’ cannot be given for lack of equipment or failure to complete homework or classwork. For these situations, the class teacher is responsible and should use faculty systems.

## A Head of Year detention may be given **after two warnings in a week** for:

### lack of punctuality to lessons or registration;

### minor misconduct in classroom (e.g. chewing);

### persistently disrupting a lesson.

## A Head of Year detention may be given **without any warning** for:

### serious misconduct;

### swearing at anybody or rudeness to staff;

### fighting or threatening violence;

### truancy from lessons;

### graffiti or vandalism of any property;

### failing a behaviour report;

### undermining the ethos of the School.

# Managing Behaviour through Sanctions: The Report Card System

## If the Learning Co-ordinator has a general concern about the progress and/or attitude of a pupil in their form, then they should ask **Heads of Year** to impose a ‘**Learning Co-ordinator Report’ (Green)**.

## In the Learning Co-ordinator Report System:

### The Learning Co-ordinator will call home to inform parents that their child has been placed on report and ask for their support.

### The Learning Co-ordinator will record the targets for the pupil and discuss them with the pupil. These targets may relate to attitude, homework, participation or use of language etc.

### The pupil will take the report to each lesson and the teacher will write a comment on the performance of the pupil in their lesson based on the **targets** that have been set.

### At the end of each day, the pupil will show the report to their Learning Co-ordinator and receive instant verbal and written feedback on the day.

### The pupil will take the report home and show it to their parent - there is a space for the parent to sign, showing that they have read it.

### The normal duration of a Learning Co-ordinator report is **two weeks**.

### The completed report will be returned by the Learning Co-ordinator to the Head of Year for storage.

## If the Learning Co-ordinator does not believe that the pupil has made sufficient progress at the end of the report, they will refer the matter to the Head of Year responsible for their year group team indicating that the report has **failed**. The Head of Year may now impose a further two weeks of Learning Co-ordinator report or impose a **Head of Year Report (yellow)**.

## In the Head of Year Report System:

### Parents will be invited by the Head of Year to the school and informed of the situation and the targets for improvement.

### The Head of Year will record and discuss the targets with the pupil.

### The pupil will take the report to each lesson and the teacher will write a comment and give a score based on the performance of the pupil in their lesson relative to the targets that have been set.

### At the end of each day, the pupil will show the report to their Head of Year and receive instant verbal and written feedback on the day.

### The pupil will take the report home and show it to their parent - there is a space for the parent to comment and sign, showing that they have read it.

### The minimum duration of a Head of Year report is **four weeks.**

### The completed report will be returned by the pupil to the Head of Year for storage.

## If the pupil is deemed to have ‘failed’ the Head of Year report by receiving less than the required points to pass the report:

### The pupil will receive a ‘Head of Year’ pastoral detention on a Friday afternoon for each week that they fail the report.

### Parents will be asked to a review meeting to discuss concerns for repeated failures of the report.

### The pupil will continue with the ‘Head of Year Report’ for a further four weeks.

### The Head of Year will ask the Link member of the senior leadership team responsible for the year group to consider imposing a **‘Senior Leadership Team Report’ (red)**.

## In the ‘Senior Leadership Team Report’ System:

### Parents will be invited by the member of the Senior Leadership Team to the school and informed of the situation and the targets for improvement.

### The member of the Senior Leadership Team will record and discuss the targets with the pupil.

### The pupil will take the report to each lesson and the teacher will write a comment based on the performance of the pupil in their lesson relative to the targets that have been set.

### At the end of each day, the pupil will show the report to the member of the Senior Leadership Team and receive instant verbal and written feedback on the day.

### The pupil will take the report home and show it to their parent - there is a space for the parent to comment and sign, showing that they have read it.

### The minimum duration of a Senior Leadership Team report is **6 weeks**.

### The completed report will be returned by the member of the Senior Leadership Team to the Head of Year for storage.

## In addition to the three ‘behaviour’ report cards, pupils who are persistently late to lessons, or found to have truanted classes, will be given a ‘**Truancy Report**’. Such a decision would be taken by a senior leader and include the following:

### There will be a meeting with parents to discuss concerns and communicate a way forward.

### A senior leader will agree targets for improved attendance or punctuality with parents and the pupil.

### The pupil will take the report to each lesson (including registration) and ask the teacher to mark their arrival time, as well as comment on their learning and behaviour.

### At the end of each day, the pupil will show the report to the Head of Year and receive instant verbal and written feedback on the day.

### The pupil will take the report home and show it to their parent - there is a space for the parent to comment and sign, confirming that they have read it.

### The minimum duration of a ‘Truancy Report’ is **2 weeks**.

### At the end of the two weeks, the completed report will be returned to the Head of Year for storage.

# Behaviour and the Risk Register

## Pupils who persistently or seriously misbehave will be placed on the ‘Behaviour Risk Register’ as follows:

### All pupils are normally on level 1 of the ‘Behaviour Risk Register’.

### Pupils who have been placed on a Learning Co-ordinator Report within the past term will be placed on level 2.

### Pupils who have been placed on Head of Year Report within the past term, or failed a Learning Co-ordinator Report, will be placed on level 3.

### Pupils who have been placed on Senior Leadership Team Report within the past term, or failed a Head of Year Report, will be placed on level 4.

### Pupils who have been excluded within the past term, or failed a Senior Leadership Team Report and are at critical risk of exclusion, will be placed on level 5.

## Pupils on Category 3, 4 and 5 will attend half-termly ‘Pastoral Review Meetings’ accompanied by their parents, with a senior leader or a Head of Year.

## All pupils in Category 5 and some who are most at risk in Category 4 will be subject to a Pupil Behaviour Support Plan.

# Sanctions through Exclusions

## All exclusions will be made in line with the Trust Behaviour Policy and Government guidance.

# Recording Rewards and Sanctions on SIMS

## All special achievements and positive behaviour incidents, particularly those that result in a merit, must be recorded on SIMS. The member of staff who observes the achievement, or gives the merit, is responsible for recording it on SIMS. The achievement or merit details should be shown, selecting the appropriate category.

## All negative behaviour incidents, particularly those that result in a sanction, must be recorded on SIMS. The member of staff who observes the incident, or gives the sanction, is responsible for recording it on SIMS. The incident details and sanction should be shown, selecting the appropriate category. Once the incident is resolved, the teacher must indicate this on SIMS so it does not show as ‘unresolved’.

## Merits and negative behaviour incidents are subtracted from each other to get net conduct points.

# Monitoring, Evaluation and Review

## The policy will be promoted and implemented throughout the School.

## The School will review this policy every two years in consultation with the Trust.

## The Local Governing Body will monitor the implementation and effectiveness of this policy via regular reports to the committee by the member of the Senior Leadership Team given the responsibility for pastoral support and pupil wellbeing within the School.