



RGS Dodderhill Rewards, Behaviour and Sanctions Policy

This policy is applicable to all children in the school including those in the Early Years Foundation Stage

RGS Dodderhill endeavours to establish a community in which the full potential of each individual can be developed and in which understanding and tolerance are found. The intention is to enable pupils to move towards a mature awareness and exercise of self-discipline. It is hoped that they will become confident and positive contributors to their community. The changing emphasis on personal responsibility as pupils graduate through the School recognises their development towards this goal. Good behaviour by pupils is essential if the School is to fulfil its function. To encourage a high standard of behaviour, the School employs a positive approach by using praise, encouragement, opportunities to lead, and rewards. At the same time, sanctions are used to reinforce the importance of good behaviour by pupils. Failure to observe the School Rules can incur such sanctions, with the aim being to bring about a positive change in a pupil's behaviour.

This policy complements and supports many other policies including, but not limited to, Safeguarding Children Policy, Anti-Bullying Policy (which includes an Appendix 2: Peer-on-Peer Abuse, Including Sexual Violence and Sexual Harassment between Children in Schools), Exclusions Policy, Special Educational Needs and Disabilities Policy, PSHE and Sex and Relationships Policy, Images Use of School Computers and Internet Access and adheres to the statutory guidance Keeping Children Safe in Education issued by the Department of Education and updated September 2021

Principles

- To inculcate in each pupil an awareness of, and a respect for, the needs of others.
- Each pupil should recognise the need to act responsibly and to be self-disciplined, remembering that he or she is part of a community.
- To promote a respect for authority and enable pupils to distinguish right from wrong and to respect the law.
- To ensure the enhancement of the School's reputation.
- To create an atmosphere in which learning can take place.
- These aims will be met by a variety of means including the setting of an example by staff in their behaviour, the subject content of key subjects such as Religious Studies and the content of assemblies and the PSHE programme.

Aims

- To create a positive and safe environment for learning which will enable pupils to develop their self-knowledge, self-esteem and self-confidence.
- To promote a culture based on achievement, care and support.

- To assist students to acquire an appreciation of, and respect for, their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions in order to avoid and resist racism.
- To enable pupils to work in an atmosphere of security, respect and trust.
- To establish an ordered and purposeful atmosphere in all classrooms.
- To encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.

Objectives

- All staff have a common responsibility for maintaining good behaviour
- Pupils are expected to be honest, considerate, tolerant and to take pride in their appearance and work.
- Parents are expected to support the School in all matters of behaviour and school discipline by encouraging their children to have a positive attitude towards the standards and ethos of the School and to develop good practice in all situations.
- The School will establish a system of rewards, sanctions and support that is understood by everyone.
- The School will ensure that rewards and sanctions are applied consistently.
- The School will work to ensure that all pupils have the opportunity to achieve their potential in a culture where praise and achievement are highly valued.

Definitions

- Self-knowledge - refers to the knowledge of one's particular mental states, including one's beliefs, desires, and sensations.
- Self-esteem is a person's overall evaluation or appraisal of his or her own worth.
- Self-confidence relates to self-assuredness in one's personal judgement, ability, power etc.
- From September 2021 iSAMS is the system the School uses to accurately record rewards and sanctions issued by members of staff.

Rewards

Early Years Foundation Stage

We use Golden Rules to enhance self-esteem and positive behaviour and relationships within the school. There are several benefits to this approach:

- It upholds the Golden Rules and acts as an incentive for children to keep them.
- It provides a safe framework as it demonstrates to children that there are immediate consequences for unacceptable behaviours.
- It ensures that children who are normally 'good' are continually acknowledged and rewarded.

For our very youngest pupils we start with three basic Golden rules

1. We like to walk quietly around the school
2. We always listen carefully to each other
3. We are always kind and helpful to each other

As the children get a little older, we introduce the full set of six Golden Rules

1. Do be gentle – Do not hurt anybody
2. Do be kind and helpful – Do not hurt people's feelings
3. Do work hard – Do not waste your or other people's time
4. Do look after property – Do not waste or damage things

5. Do listen to people – Do not interrupt
6. Do be honest – Do not cover up the truth

These rules are displayed in the Early Years environment and these, along with any other instructions, are presented using pictures as reminders as far as possible. We believe that praise for good behaviour and positive reinforcement are very important. Nursery and Reception classes are awarded stickers for good work, effort or behaviour which the children wear on their jumper or shirt. In the Reception year we prepare the children for the Golden Time system that is introduced in Year One. Behaviour is monitored over each day (instead of over a full week) and children try to earn stickers each day. We are positive with our instructions, reminding children frequently, in a friendly manner, of appropriate behaviour.

Once a week from Reception-Year Six we have a school assembly which is an opportunity for all the staff and children in all sections of the school to meet together and share good work or behaviour that has occurred during the week.

Prep Department – Years Reception - Six

All teachers reward and encourage in a range of ways including:

- Verbal and written praise as reinforcement of good behaviour or good work
- Positive verbal comments to parents
- Recognition in assemblies
- Presentation of certificates received for outside and school activities in the weekly presentation assembly and whole school assembly
- Form Tutor comment about a good performance in a concert or play on the termly report
- Entry in the achievement section of the weekly school newsletter for a school based individual or team success e.g. Y4 Bake Off winners
- A smiley face on good work or stickers/stamps/stars etc, Reception – Year 6
- Credits for very good work or a specific contribution such as in Headmistress's assembly. Certificates awarded – see below
- Credit token for visual collection
- Golden Tokens for exceptional contributions

Senior Department – Years 7 – 11

Records of rewards given to pupils are reviewed by the Form Tutors, Key Stage Heads and the Deputy Head termly or more frequently.

Spoken Word: Any member of staff or adult in the School can give this simple reward. The immense value of a quiet or public word to compliment pupils on their appearance, behaviour or work should not be forgotten or under-estimated. A subject teacher can offer praise during, or at the end of, a lesson or as part of the marking process. In addition, verbal praise can be offered during all other School activities or to acknowledge achievements and behaviour outside of School that warrant such recognition.

Credits: This system allows teachers to formalise praise for good work, good progress, good behaviour, helpfulness, or anything else that brings credit on an individual. This can be for a single event or for actions over a longer term. Credits can also be earned for anything a pupil does which sets a new standard for them personally or for others to follow as well as giving the opportunity to recognise and reward good conduct, helpfulness, leadership and other qualities which make a genuine contribution to School life.

The following certificates are issued when a pupil has attained the given number of Credits within a given academic year between Reception and Year Eleven:

- Bronze Award: 35 credits (Prep) 15 Credits (senior)
- Silver Award: 50 Credits (Prep) 20 Credits (senior)
- Gold Award: 85 Credits (Prep) 30 Credits (senior)
- Platinum Award: 125 Credits (Prep) 50 Credits (senior)

Head Awards: A Head Award can be awarded by the Head on recommendation from any member of staff. These will be awarded for excellent performance in a high-profile event or for service to the School or the wider community.

Year Eleven Prefects. The Senior Leadership Team will appoint Prefects on recommendation based upon a full system of review. This takes place during the Trinity Term when pupils are in Year Ten. September 2022 will see the introduction of Year 10 House Captains to work alongside the House staff leader.

SANCTIONS

- No corporal punishment is allowed at RGS. Guidelines for the standardisation of sanctions are given in Appendix 1.
- Pupils with Learning Difficulties and Patterns of Behaviour: In making use of sanctions for poor behaviour, staff should consider any Learning difficulties or identify SEN prior to issuing the sanction. Depending upon the circumstances, staff should discuss any incident with the Head of Key Stage, SENCo or Deputy Head to ensure that the SEN needs have been identified and whether they have a bearing upon the behaviour and, therefore, potentially upon the appropriate sanctions. Similarly, consideration should be given as to whether a pupil exhibiting poor behaviour may have difficulties that have not been identified. Where there is any uncertainty, staff should raise this with the Head of Key Stage and the SENCo. Particular attention should be given to any patterns of behaviour or behaviour traits and these reported to the SENCo for further review.

The following sanctions are available:

Verbal Reprimands

Any member of staff or adult in the School can give a simple reprimand with warning and encouragement. This is usually sufficient to correct poor behaviour, poor work, lack of work or breaches in School Rules. It is important to remember that ignoring such breaches makes the work of others more difficult. For repeat offences by a pupil, it may be necessary to employ other sanctions.

Negatives

Less serious disciplinary matters, for example poor appearance or punctuality, will result in a negative being issued via iSAMS.

It is vital that such reprimands are recorded by staff under the 'Report Negative' section of iSAMS as this enables a Form Tutor, Key Stage Head or Deputy Head to have a complete overview of a pupil's progress and behaviour.

Records of all sanctions are reviewed by the Key Stage Heads and the Deputy Head on at least a half-termly basis.

If a pupil is issued with three negatives in a half term, then they are issued with a 30 minute detention, also known as a 'Single Detention'.

Homework Detention (HD)

For pupils in Years Seven, Eight, Nine, Ten and Eleven incomplete or overdue homework will result in the pupil being asked to attend the next lunchtime Homework Detention (HD). A register is kept of those pupils that attend, which is monitored by the relevant Head of Department and the Deputy Head. The HD starts at 12.30-1pm daily and pupils work under supervision. Any pupil who has to attend the HD more than three times in a half term will receive a Double (60 minute) detention, pupils that have to attend Double Detention three times in a term will receive an SLT Detention. The teacher that asks the pupil to attend the HD will email the Deputy Head to inform who will be attending and what the Homework was and the relevant Key Stage Head will monitor attendance and award and register necessary detentions on iSAMS.

Departmental Detention

For poor work or behaviour in a lesson a pupil *may* be asked to attend a lunchtime, breaktime or after school detention with the relevant member of staff. If the Detention is to be served after School, the pupil and their parents must be given twenty-four hours' notice. The Detention must be entered as a Departmental Detention on iSAMS (*under 'rewards and conduct' then 'report departmental detention'*). The member of staff issuing the Detention must inform the relevant Head of Department and the relevant Head of Key Stage. The Head of Department is responsible for monitoring the consistency of Detentions awarded by their Department and the Head of Key Stage will monitor Detentions accumulated by given pupils. Detentions can be Single (30 minutes) or Double (60 minutes) as deemed appropriate.

School Detention (Friday afternoon)

Pupils can be placed in a School Detention for poor behaviour in or outside the classroom - but not for poor work, for which a Department Detention must be issued. School Detentions should be Single (30 minutes) or Double (60 minutes) as deemed appropriate and will be recorded under the Discipline option on iSAMS. If a School Detention is issued, iSAMS will automatically inform the pupil's Head of Key Stage.

- Lists of pupils allocated a Detention are available for viewing on iSAMS.
- The Head of Key Stage will ensure that a letter is sent to parents to inform them of the details – date given, staff awarding, offence(s), date to be served and its duration. In order to ensure that parents receive at least 48 hours notice of a detention any detentions issued will be served the following week.
- Staff on duty check the attendance list and complete the register on iSAMS and return it to the Deputy Head.

The Detention will start after school at 4.15 pm and will take precedence over all other activities.

SLT Detention

More serious offences, or the accumulation of Friday Detentions as detailed above, will result in a pupil being required to attend an SLT Detention. Offences sufficient in themselves to warrant this punishment include:

- wilful damage to, or defacing of, School property or irresponsible behaviour liable to cause damage;
- antisocial behaviour including bullying;
- deliberate attempts at deception or cheating;
- absenting oneself from a lesson or lessons or other compulsory School functions without permission;
- possession of forbidden articles, such as phones or vapes.
- discourteous, disobedient or insolent behaviour towards teaching or support staff, including lying to a member of staff;
- bringing the name of the School into disrepute;
- smoking/vaping.

This list is not exhaustive and it is important to appreciate that the overall seriousness of an incident will always be assessed and may require a more serious disciplinary response. Offences will be judged on a case by case basis by SLT.

The Head of Key Stage Three (Senior Pastoral Lead) will inform parents by letter of the reason for, and date of, the Detention. This Detention will usually run from 5 – 6pm on a Friday afternoon.

Fixed-Term Suspension

Whilst the School recognises that a fixed-term temporary suspension can be an unpleasant experience for the pupil and parents concerned, it also recognises the importance of such a measure in upholding discipline within the School. Temporary Suspension is only used, however, where there has been a major breach of School Rules and only after serious consideration by the Headmistress and senior staff.

When a Fixed-Term Suspension is being considered, the School will endeavour to contact the parents as soon as possible. Once the matter has been investigated, parents will be asked to collect the pupil concerned from school as soon as possible or will, at the very least, be required to give permission for the pupil to make his or her own way home. The pupil will then remain at home under the supervision of their parents/guardians until a meeting to discuss the matter can be arranged. During this time, work will be set by the School for the pupil to complete at home. We will endeavour to ensure that such investigations and meetings are conducted in a timely manner. The meeting will be convened in order for the parents to be apprised of the circumstances of the incident, after which the Head will decide the appropriate sanction.

Persistent breaches of School Rules or serious misbehaviours are likely to result in a period of suspension. These may involve fighting other pupils, theft, rudeness to staff, alcohol consumption or other serious matters.

Suspensions may be internal or external, they are awarded by the Head. The Governing Body is informed of all External Suspensions and a record is kept by the Deputy Head.

In the event of a suspension being issued, parents of the pupil can expect the following:

- A letter from the Head providing details of the Temporary Suspension. The letter will clearly state the following:

- the reasons for the Temporary Suspension;
 - the length of the suspension;
 - the date on which the suspended pupil is permitted to return to school.
- The Deputy Head will organise for work to be sent home as soon as possible. Work will continue to be sent home throughout the duration of the suspension.
 - Any pupil who has been Temporarily Suspended will attend an interview with a senior member of staff on their return to School.

Removal at the request of the school (Required Withdrawal)

This is a sanction that can be used by the Head. The same procedure as that for a temporary exclusion is followed initially. This sanction is imposed where it is felt the pupils are unwilling or unable to profit from the educational opportunities offered at the school.

Expulsion

In extreme cases, for example bringing illegal drugs on site, the Head may take the decision to suspend a pupil permanently from the School. The Governing Body is informed of all expulsions.

This policy will be reviewed annually by the Deputy Head
 Sponsor – Deputy Head
 Reviewed, Updated and Endorsed: August 2022

Appendix 1: GUIDELINES FOR THE STANDARDISATION OF SANCTIONS

The following information is given as guidance. Staff can seek further guidance from Head of Key Stage 1 & 2 and Head of KS3 (Senior Pastoral lead) The member of staff issuing the sanction must enter the relevant information about why a sanction was issued on iSAMS.

A consistent approach to sanctions will enable Form Tutors and Heads of Key Stage to deal with pupils effectively and fairly.

All staff must be engaged in the discipline and care of the pupils. Hence, it is to everyone's advantage if we admonish children who behave poorly but do so, and be seen to do so, fairly and evenly.

LEVEL 1: Minor misdemeanours – entered as a 'Negative' if deemed appropriate, after previous reminders. Examples include:

Forgotten exercise book/textbooks/homework diaries/writing implements.

1. Late to lessons after lunch/break.
2. Uniform infringement.
3. Late homework (Years Seven to Eleven).
4. Talking out of turn/minor disruptive behaviour/repeated chattering.
5. Too much make-up/jewellery.
6. In the Form Room without permission.
7. No games kit.
8. Eating/drinking in class and around the site.

LEVEL 2: Slightly more serious - entered as a Single Detention (30-minutes) being issued.
Examples:

1. Repetition of a Level 1 offence.
2. Chewing gum.
3. Mobile phone being used outside of class

LEVEL 3: More serious again – entered as a Double Detention (60-minutes) Examples:

1. Ongoing/multiple infringements of the above.
2. Mobile 'phone/iPad being used without permission in a lesson.
3. Swearing.
4. Missing school fixture/concert etc without informing staff in good time.

Behaviour that disrupts the learning of other pupils or rudeness towards a teacher or other member of staff will not be tolerated and the pupil should be sent directly to the School Office for a discussion with a member of SLT.