

Bishop Rawstorne Church of England Academy



## STUDENT REWARDS & SANCTIONS POLICY

*I have come in order that you might have life—life in all its fullness.*

*John 10:10*

**Aspire Believe Achieve**

This policy document and the content contained therein remains the responsibility of the Headteacher, and Governing Body of the Academy. No amendments can be made without their express instruction and they remain the final arbiters in any matters relating to it.

**Review date:** September 2018

**Next review date:** September 2019

**APPROVED BY THE FGB** 18 September 2018

## **THE CHRISTIAN COMMUNITY**

Bishop Rawstone is a diverse, welcoming, Christian learning community committed to nurturing respectful and responsible citizens, empowering ALL learners to flourish.

Fundamental to this Christian community is the belief that:

- the ethos of the school reflects our Christian beliefs and spiritual values, creating an environment that promotes positive behaviour;
- we have a collective responsibility for the welfare of ALL people in our school community.

## **THE BISHOP RAWSTONE 3BRs**

All school rules and expectations as listed below are encapsulated in the three BRs:

- Be Respectful
- Be Resilient
- Be Ready

## **AIM**

The aim of this policy is:

- to improve students' social, emotional and behavioural skills, thereby raising standards of achievement and enhancing social and educational inclusion;
- to provide appropriate educational provision that will minimize the risk of inappropriate behaviour;
- to address the learning needs of underachieving students.

## **ADULT ROLES**

- Parents and guardians, students and teachers, all need to operate in a culture of mutual regard and respect.
- Parental support is essential in the maintenance of good behaviour.
- The quality of teaching and behaviour in school are inseparable issues and the responsibility of all staff.
- The school leadership team has a key role in establishing high standards of teaching and behaviour.

## **CODE OF CONDUCT**

Students are required to:

- show consideration for the needs and feelings of others;
- show respect for each other as individuals regardless of race, religion, culture, gender or disability;
- always speak politely to others: not making racist or sexist comments, name calling or using abusive language;
- resolve conflict without the use of physical violence. Treating the property of others with respect;
- take care of the school buildings and grounds by not causing damage and not creating litter;
- behave in an appropriate manner;
- respond helpfully if someone is in difficulty;

- be honest, and able to admit when they are in the wrong;
- act as ambassadors for the school; this includes whist travelling to and from school and students will be considered in breach of this if their conduct brings the name of the school into disrepute.

## **THE ROLE OF THE TEACHER**

The classroom is the most important place in school education. Children need a calm and purposeful classroom atmosphere.

The teachers at Bishop Rawstone will ensure that:

- procedures are clearly understood by students;
- explanations and goals are clear;
- progress is monitored;
- school behaviour and discipline procedures are enforced consistently.

## **THE CURRICULUM**

The curriculum at Bishop Rawstone will:

- be appropriately differentiated;
- be stimulating, engaging and motivating;
- encourage high expectations in terms of achievement and behaviour;
- encourage students to set and organise clear goals for themselves and to reflect on their own progress;
- encourage them to work co-operatively with their peers.

## **CLASSROOMS**

The students at Bishop Rawstone are required to take responsibility for their own learning and behaviour by:

- arriving punctually to lessons;
- being fully equipped;
- wearing full uniform;
- settling to work quickly and keeping on task throughout the lesson;
- keeping noise and movement to a minimum;
- listening when another person is speaking;
- completing homework on time.

## **COMMUNITY**

- Consider the safety of others and not bring dangerous, threatening objects to school. This includes illegal substances, including drugs, alcohol, e-cigarettes
- Move around the School in an orderly way without running, swinging bags, pushing or arguing.
- Eat in the designated dining areas and put litter in the bins.
- Show respect for the adults and prefects on duty by doing as they ask.
- Wear correct school uniform including on the journey to and from school.
- Behave in an appropriate manner on transport to and from school, in line with the guidance from the Safer Travel Unit. The protocols of the Safer Travel Unit (Incident Reporting Protocol

- Procedure for dealing with incidents of anti-social behaviour on Home to School Transport) is adopted in its entirety. ([www.safertravelunit.co.uk](http://www.safertravelunit.co.uk)).

- Encourage each other to participate in the interests of the school.

## **REWARDS AND INCENTIVES**

**Good behaviour has been and will continue to be recognised in the following ways:**

The points' system recognises and rewards the success of students, over the course of the year, with:

- badges;
- displays of students' work;
- certificates of achievement;
- achievement assemblies;
- rewards trips
- awards' evening;
- service to the school awards;
- praise letters, postcards and phone calls home;
- commendation by the Head of Year, Head of Faculty, or Headteacher;
- rewards' activities;
- gift vouchers;
- rewards for specific individuals that are centred around their personal interests and hobbies.

## **PROCEDURES AND SANCTIONS**

Bishop Rawstone adopts a staged response to behavioural issues.

The increasing use and evaluation of data within school allows early identification of students who are either displaying attitudinal or academic concerns. The senior leadership team disseminates this information to relevant curriculum leaders who in turn use this to inform their teaching and learning and behavioural support plans. One to one mentoring has been offered to and accepted by students with identified areas of academic or attitudinal underperformance.

The following internal procedures are in place at Bishop Rawstone.

**SIMS** is the central database on which we now log all behavioural incidents, whether they are low level or high priority. SIMS is also where we record any behavioural and homework issues and the nature of the system means that parents, tutors, Curriculum Leaders and Heads of Year may view such data and monitor or plan any intervention as appropriate.

### **Green Card System**

Any student who displays poor behaviour or refuses to follow instructions, with the result that learning cannot continue, will be 'Green Carded'.

A senior member of staff is on duty to collect and supervise. The following procedures apply:

- the alert button on the computer will be used to alert the office of issues in class;
- the member of staff on duty will come to the classroom to remove the student reported as causing concern– there is no discussion at this point;
- the student will be given a written task and will sit inside the inclusion room to complete;

- the teacher who issued the green card will be asked to complete the green incident slip to record details of the disruption;
- parents may well be contacted by the relevant Head of Year or the Assistant Headteacher for Pastoral care who will inform all stakeholders of the appropriate sanction;
- each green card will automatically be logged against the student's name;
- SLT review 'green cards' daily and will decide to agree or override the sanctions as appropriate.

## **MAJOR INCIDENTS**

All major incidents are to be reported to the relevant Head of Year or the Assistant Headteacher with responsibility for pastoral care who will inform the SLT. The SLT will decide what appropriate sanctions will be enforced.

Where behaviour sanctions are of such a serious nature as not to be covered by our behaviour procedure, B1-B3, or the points' system, the school has an additional range of sanctions available which include:

- loss of break times and lunchtimes
- removal from educational study visits
- after-school detention
- internal exclusion
- external exclusion

Examples of **major incidents** are:

- refusal to adhere to staff instructions
- violence
- bullying
- vandalism or purposeful damage to property, buildings or school transport
- persistent disregard for the Code of Conduct
- drug related incidents
- alcohol-related incidents
- racism
- theft
- possession or use of a weapon
- any other matter deemed serious by the SLT

Physical violence against another student will result in exclusion.

Where, for example, a student has been excluded from school for a period of one day, the school has the right to increase this to a minimum of two days for a second offence and to a minimum of five days for a third offence, dependent on the severity of the offence. This system of incremental sanctions is only spent after one full year without any additional periods of exclusion.

## **A RANGE OF RESPONSES AVAILABLE TO THE SCHOOL WHEN DEALING WITH ILLEGAL ITEMS**

The school is clear that the possession or use of illegal items on school premises is unacceptable and will be dealt with firmly, promptly and fairly (in the same way as fighting, theft, vandalism and any other serious misdemeanours). Similarly, legal drugs or medicines will always need to be managed appropriately in school; unauthorised possession cannot be permitted. There will always be a need

for all students, whether involved or not, to learn from a drug-related situation which has been dealt with by the school.

Students who bring illegal substances or dangerous weapons into school are liable to permanent exclusion.

**Every situation will be carefully assessed to ensure that appropriate and serious attention is given to incidents which pose a threat to the health and safety of students and staff.**

When drug taking is involved, its significance should be judged carefully as it may represent just one of a number of significant aspects of behaviour. For example, school carefully manages any situation involving medicines, whether prescribed or not, and takes into account the legal status of any medicine involved and the health needs of students (see also 'Supporting Students with Medical Needs' policy).

**Each incident and its response will be dealt with on an individual basis once the incident has been investigated and the needs of the young person involved in the drug-related incident assessed. The school will balance sanctions, support and education to ensure the well-being of the school community. For further information, please refer to our Drug Policy.**

#### **Behaviour Moves and Green Cards**

We operate a system in school that allows children to recognise when their behaviour is not acceptable and how they need to change to avoid getting into further trouble. This style of assertive and restorative discipline operates as follows:

#### **B1- warning**

- Behaviour is not in line with classroom expectations and a formal warning is given
- The B1 is logged on SIMS

#### **B2**

- The student is continuing to disrupt the learning of others
- They will have to meet up with their teacher after the lesson, to discuss the incident
- The B2 is logged on SIMS and they lose 5 points

#### **B3**

- The student is still refusing to follow instructions:
- They will be removed from the lesson and sent to another room, usually the curriculum leader's
- They will return to their teacher at the end of the lesson and meet up at an appropriate time to talk through their behaviour.
- The B3 is logged on SIMS and they lose 10 points
- The curriculum leader will meet with the student to discuss a way forward and the head of year will also speak to the student

A green card is used when a student's behaviour prevents the lesson from continuing. A green card is generally used for offensive, argumentative or threatening behaviour.

Green cards should also be used separately to the B1 – B3 process. They are used for one off incidents that stop the lesson and mean a teacher is unable to continue without the support of senior colleagues.

#### **THE POINTS' SYSTEM**

All students start the year on zero. It is the expectation that they accumulate points over the course of the year.

Students can earn or lose points for a variety of reasons. Points are recorded electronically and are monitored by staff in school. Each form tutor will regularly update students on their total. Parents are also informed of achievement or behaviour points on a regular basis and heads of years monitor behaviour to praise or intervene where appropriate.

For students to be eligible for rewards they will need to reach a certain number of points over the course of the year. Currently this is

Bronze	200 pts	Badge and postcard home
Silver	350 pts	Badge and postcard home
Gold	500 pts	Badge and postcard home
Platinum	650 pts	Badge, postcard home and voucher draw

During the year there will be 6 rewards' breakfasts that will celebrate the achievement points of students across the school.

Assemblies and displays around school will also highlight achievement on a weekly basis.

### **REPORTING/RECORDING/RESPONDING TO INCIDENTS**

The senior leader for pastoral care, heads of year or senior leadership team member, in consultation with other school staff, will be responsible for recording, monitoring and co-ordinating actions as deemed appropriate.

The Heads of Year, in consultation with the group tutor and parents will offer advice, support and mentoring, etc. for those students being bullied.

### **POLICY REVIEW**

The agreed Policy will be reviewed by the governors annually.

### **RESPONDING TO A COMPLAINT FROM A PARENT/GUARDIAN**

The school has a complaints' procedure, which parents can access.