



REIGATE ST MARY'S
PREPARATORY AND CHOIR SCHOOL

REWARDS AND SANCTIONS Policy

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Name of staff member responsible for document Mrs Annette Wright, Deputy Head	

Rewarding achievement

It is the philosophy of the school that generous amounts of praise are always more effective in developing individuals appropriately as well as developing the community we want, and therefore staff are encouraged to look for things to praise in pupils. Positive verbal feedback (PVF) is very easy to give and generally highly effective in achieving the response and motivation we seek. There are formal rewards to enhance this 'positive approach' to educating children.

1. Golden Time

Golden Time is a reward of free time for the children who have not broken the school's Golden Rules over a set period of time. The children start with the maximum amount of free time of twenty minutes, the child's aim is to keep as many of these minutes as possible. If a child breaks one of the Golden Rules they will be given a warning that if they do not correct their behaviour they will lose a minute. If the child does not correct their behaviour and has to be spoken to again then they will lose one minute of their Golden Time. The form teacher will check to see how many minutes each child in their class has and when the class has Golden Time they will be allowed that amount of time of free choice i.e. a child with minus 6 minutes will have to sit in silence for 6 minutes and then will be allowed 14 minutes of Golden Time. Any children who have not lost a single minute for the half term will be invited to see Mrs Trundle to be congratulated and receive a Golden Time star sticker. If a child does not lose a single minute of Golden Time throughout the year they will be invited to a special celebration party with their Phase Leader.

2. House points

These are an individual award which then contributes to the overall House totals. House point tokens are given for good work, good effort, good or kind behaviour, helpfulness etc. taking into account the individual pupil. It is an important part of our job to motivate and praise the children and giving House points regularly should be the aim.

Recognising and celebrating House achievement is significant in terms of raising pupil attainment, increasing collaboration and creating a climate where success is celebrated and admired by all. Such an environment gives pupils opportunities to learn how to value themselves and to reflect on what they have achieved.

All teachers are responsible for giving House point tokens. At the end of each term the House point tokens in each House tube, situated in the foyer of Beech House, will be added up and an announcement made of how many House point tokens each House has achieved.

3. Achievement Assemblies

Achievement Assemblies are held where achievements within and outside of school can be celebrated. A week prior to the regular Achievement Assemblies all awards are to be handed in to the School Office. If items are late they will be carried over to the following Achievement Assembly. Lower School Achievement Assemblies are held fortnightly with Years 3 and 4 Achievement Assemblies and Years 5 and 6 Assemblies on a rotation. All items for the Achievement Assembly are included in the bulletin during the preceding week. Certificates which are to be awarded will be included in the online bulletin on a Thursday prior to the Assembly to inform parents who may wish to attend.

4. Marbles

Marbles are awarded to a form for whole class good work, effort or behaviour. These are put into a jar/transparent container in the form room. When a level indicated on the jar has been reached, the Form Teacher agrees with the form a whole class reward eg. one free period for own games, extended break, watching a video etc.

5. Achievement Book

Any pupil who impresses a teacher with their effort or achievement may be put forward for the Headmaster's Achievement Book. The pupil's teacher will book an appointment to see the Headmaster and will either take, or send (depending on age), the pupil to the Headmaster to show him the relevant piece of work. The Headmaster enters the pupil's name into a special Achievement Book which the pupil signs. The child receives a Headmaster's Award sticker and their name and photograph are entered into the next school bulletin.

6. Other rewards

As it is appropriate to give different awards for different age groups individual teachers are allowed to give appropriate motivating rewards. These often take the form of stickers or stamps in books. Food rewards are not appropriate.

Disciplinary procedures

I. Sanctions

At Reigate St Mary's it is the ethos of the school to promote positive behaviour through praise and rewards over the use of penal sanctions. A philosophy that believes praise and rewards are a better and more sustainable way to ensure good behaviour should be adopted by all staff. However, there are times when an appropriate sanction has to be applied to give a firm message that breaking rules will not be tolerated.

The Pastoral Care Policy explains the responsibilities and procedures that teaching and support staff should follow when dealing with disciplinary matters.

A) General

Pupils should be encouraged to behave reasonably and responsibly. We should look in particular to foster a caring and courteous atmosphere, where individuals respect each other and look to act in the best interests of the community.

Minor breaches of school rules should be treated as such, preferably by a quiet word or suitable apology or correction of the behaviour eg. go back and walk, is appropriate. However, ongoing misbehaviour should not be overlooked, as this implies approval and repeated offences must always be treated seriously.

In principle, respect is best gained, and sanctions most effective, when the teacher who sets the punishment is prepared to take the loss of break time.

Heads of House are also responsible for disciplinary matters within their Houses. They will liaise with Form Teachers when disciplinary matters become more serious and will themselves refer pupils to the Phase Leader, Deputy Head, Head of Lower School or the Headmaster when matters become more serious.

Form teachers must always be alerted to serious breaches of school rules as soon as possible.

B) Discipline in class

Subject teachers are responsible for ensuring discipline in class and fast paced, well structured, differentiated lessons with plenty of positive verbal feedback is the best way to achieve this. Minor misbehaviour should be corrected with reminders, then a warning and if misbehaviour persists a loss of a Golden Time minute is recorded.

If a child's poor behaviour persists then a loss of break time or other sanction at the teacher's discretion, according to the age, ability, offence committed, should be given. It is important that significant misbehaviour, or ongoing minor misdemeanours are recorded on a referral form and that parents are informed via a message in the homework diary.

Form teachers must be alerted to persistent misbehaviour.

Academic transgressions should normally be dealt with by the subject/form teacher as per the guidance in the section titled 'Academic' in this policy. Pupils who regularly fail to complete homework/class work according to their capabilities, should be reported to Head of House by the Form Teacher as well to keep them informed.

Sending a pupil out of class should only take place if the child in question is seriously disrupting the flow of a lesson and will not comply with requests to cooperate. By prior agreement with a colleague pupils may be

sent to adjoining rooms, but must be accompanied to the room when sent. They should complete appropriate work in the adjoining room set by the teacher who has sent them. Alternatively in situations where a pupil has lost control and is endangering peers, staff, property or themselves help should be called for by telephoning the School Office and a senior member of staff will be asked to assist. If necessary the teacher should remove the children and themselves from the room.

In general, pupils should not be excluded from lessons unless their continued presence will be detrimental to the education of other pupils. It is, however, acceptable to send a pupil to stand or sit outside the classroom for a short period of time to 'cool off' if they have an out of character outburst or upset, so long as they are not out of sight of the teacher. This should later be relayed to the Form Teacher via a referral to ensure there are no social/personal issues underlining the problem.

C) Loss of break time

Staff may give a loss of break time for either work or behavioural offences. However, all loss of break times **MUST** be reported to the appropriate Form Teacher via a referral, so that they can have an overview of the pupil's behaviour/progress. The school does not run after school detentions.

There are six types of official school loss of break time. A loss of break time takes priority over all other activities.

- i. Teacher's loss of break time sanction: for minor offences. This can be held at either break or lunch time, but should not be more than 10 minutes.
- ii. Break time worksheets. Pupils who display ongoing disregard for rules, are involved in more serious misbehaviour or fail to complete work on a regular basis can sit outside the Headmaster's office during a morning or lunch break and complete a worksheet appropriate to their misbehaviour. This should be arranged by liaising with the Headmaster or Deputy Head (Pastoral) and should be recorded on a referral slip by the teacher requesting it. The completed work sheet is sent home for parents to sign.
- iii. Persistent misbehaviour may require an Encouragement Card. This would be by agreement between the Form Teacher and the Head of House. An Encouragement Card can be obtained from the Headmaster's PA. Parents must be informed of the reasons for the card being given and asked to sign the card every night.
- iv. For a serious breach of school rules which does not warrant a suspension, but is too serious for a normal loss of break time, the Deputy Head, Head of Lower School or Headmaster should be informed and a suitable course of action should be decided upon. The pupil and parents will be asked to meet with either the Headmaster, Deputy Head or Head of Lower School.

D) Record keeping

It is essential that accurate records are kept of pupil behaviour and the referral system is there to ensure this happens. Meetings with parents should also be recorded and copies placed on the child's file. Form Teachers need to build up a picture of each pupil's behaviour and work habits, and these records can be invaluable when evidence is needed for parents who resist suggestions that their child could be in the wrong.

E) Keeping parents informed

Parents have a right to know if their child is regularly in trouble, either for misbehaviour or failure to produce adequate work. They are more likely to support the school's action if informed early and cannot then subsequently disclaim knowledge. The school is far more likely to see improvements if working with parents as a partnership.

2. Disciplinary strategy

The table below suggests a strategy for dealing with disciplinary incidents. The 6 levels are intended to allow such matters to be placed in context, and so avoid the danger of over reaction to a particular incident. Those involved in dealing with the incident need first to establish in what level to place it, and

then to follow the necessary response. At each level, a second offence automatically moves the incident up one level. This should allow for a proportional response to all incidents.

A) Procedure

LEVEL	BEHAVIOUR		RESPONSE
1.	Disrupting the flow of a lesson or generally poor behaviour around school.	<input type="checkbox"/>	Reminders of expectations and a warning given.
2.	Repeat of behaviour.	<input type="checkbox"/>	Minus a Golden Time minute and reported to the Form Teacher.
3.	Serious disruption in class or repeated disruptions or misbehaviour around the school.	<input type="checkbox"/>	Reported to Form Teacher, telephone call to parents to ensure they have information.
4.	Failure to improve behaviour after Level 3.	<input type="checkbox"/>	Reported to Form Teacher and Head of House and a meeting with parents arranged. An Encouragement Card may be given, or further loss of break times.
5.	A serious breach of school rules eg. fighting, assault (no injury), rudeness to staff, vandalism.	<input type="checkbox"/>	The Deputy Head or Head of Lower School should be involved and appropriate sanctions applied or specialist help sought. Parents will be involved at this stage. Sanctions may include missing favourite clubs or not representing the school in a match.
6.	A more serious incident than Level 5 eg. actual bodily harm, possession of alcohol or drugs, serious theft (first offence).	<input type="checkbox"/>	Reported to Deputy Head, Head of Lower School and Headmaster. Deputy Head, Head of Lower School or Headmaster will telephone parents, send letter and a copy put on file. Suspension (2 - 5 days) or exclusion. If parents are advised that the pupil should be withdrawn or expelled from school then parents informed of right of appeal to Governors

B) A serious breach of school rules

Although not intended to be an exhaustive list, the following will always be regarded as serious:

- Any form of physical assault, including any action that creates a potential danger.
- Persistent or malicious behaviour intended to cause major disruption to a lesson or activity.
- Any form of bullying, whether physical, written or verbal.
- Any form of verbal abuse, especially racial, sexual or religious.
- Deliberate interference with or damage to property, whether school or personal, including computers.
- Insolence or rudeness to staff.
- Deliberately bringing the school into disrepute.
- Truancy.
- Theft.
- Possession of any type of weapon, alcohol, tobacco or drugs.

All of the above must be reported to the Form Teacher and then Head of House, via the Form Teacher. They will then decide on the appropriate level of response. This should take into account:

- The pupil's previous record, especially with regard to similar offences.
- The degree of intent, as well as the outcome.
- The degree of provocation.
- The extent of damage to other people or property
- The severity of the action under consideration.

The minimum response for the above will normally be Level 4. However, there are three possible levels above. These should be considered where repeated offences have taken place, or where the pupil's continued presence in the school is prejudicial to good order or threatens the welfare of the other members of the school community.

C) Internal suspension

On occasions it might be necessary to internally suspend during school time. Pupils who are internally suspended should be excluded from other pupils for the day, supervised and with work set. They are not allowed to take part in any extra-curricular activities and lunch will be brought to them. This would happen if parents were really not able to keep a child at home.

Internal suspension should also be considered in cases where:

- Family circumstances make it impossible or inadvisable to send a child home.
- A longer period of time is required to complete investigations.
- Serious infringements of dress code (eg. dyed hair) where it is better that the pupil is kept in school but not in lessons.

Internal suspension should not normally be for more than one day. A note of the reason for the suspension and date must be recorded on a pupil's file and parents informed, as with any suspension.

D) Graffiti, litter and damage to the school fabric

Care of the school environment is an integral part of the school ethos, and pupils should be encouraged at all times to treat the buildings and property of the school with respect. Litter should not be tolerated anywhere on the school grounds.

F) Exclusions Suspension

Only the Headmaster, or in his absence the Deputy Head or Head of Lower School has the authority to suspend a pupil from school. This will always be after all evidence has been gathered and all staff concerned have been consulted and after meeting with the pupil's parents. Suspension is not generally regarded as a good form of sanction for prep school aged children and is only to be used if behavioural issues are endangering or compromising other pupils learning and only after all other options have been tried. Suspension will generally be used as the last major sanction before a pupil is asked to leave or be withdrawn.

The pupil's Form Teacher may be asked to advise the Headmaster, Deputy Head or Head of Lower School as to the pupil's previous conduct and any mitigating circumstances – in effect, to act as the pupil's advocate. While this may delay a decision, it will allow for a greater degree of justice to be done. The length of suspension should always be proportional to the offence and should be decided (at least initially) without reference to previous offences. Suspensions should normally be a minimum of one day and a maximum of five days.

Once the decision has been taken that suspension is warranted, the parents should be contacted by telephone and given the opportunity to discuss both the offence and the outcome, before the decision is published. Parental support will be best ensured by making it an agreed decision, although this will not always be possible. The Headmaster will write a letter, setting out the nature of the offence and the length of the suspension, and will see the parents and pupil on their return to school.

When the suspension is communicated to parents, the Headmaster may issue a final warning, indicating that a similar offence would be liable to lead to the parents being asked to withdraw the pupil, or failing that, the pupil being expelled.

Expulsion

Only the Headmaster can expel a pupil. If, in his absence, an incident occurs which may lead to expulsion, the pupil should be suspended pending the Headmaster's return, and the Chairman of Governors informed.

Although the pupil's interests will be taken into account, the school has a duty of care to all its pupils and staff and the final decision should reflect the need to safeguard the interests of the whole community.

Parents have the right to appeal any decision to expel to the Governors.