



LEWESTON

SHERBORNE

3.7 REWARDS AND SANCTIONS POLICY

At Leweston, we encourage the establishment of good teacher/pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.

- It is the responsibility of all staff to make themselves aware of the systems operating at Leweston regarding Rewards and Sanctions
- Staff should monitor and compare the number and frequency of rewards and sanctions given, in order to ensure that there is a shared understanding of standards and expectations in implementing the system.

REWARDS

Merit System for Years 7 and 8

Merit certificates are presented by the Head at the end of each term in the final formal assembly to pupils who have demonstrated exceptional effort and/or achievement in academic work. Individual merits are awarded by subject teachers; these merits are totalled at the end of each term and, according to the number gained, a pupil receives a Gold, Silver or Bronze certificate.

Departmental Commendations Years 9 and above

Any department may award a Commendation to a pupil who has completed an exceptional term's work in the subject. This Certificate of Commendation is presented to the pupil at the final formal assembly of the term.

Head's Commendations Years 10 – 13

A piece of work of exceptional merit produced by a pupil in the senior years of the School is recommended to the Head who sees the pupil and their work to offer the School's congratulations and to record their name in the Head's Commendation Book.

Speech Day Prizes

Recognition is also made of academic achievement or progress by pupils in all years in the prizes awarded at Speech Day. General prizes for academic achievement and progress are awarded for pupils in

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Years 7-10. In Years 11-13 each department awards a subject prize; in addition there are a small number of prizes for academic achievement over the whole range of subjects.

SANCTIONS

There is no corporal punishment at Leweston. It is acknowledged that, in exceptional circumstances (e.g. where a pupil is a danger to others, a threat to property, and a danger to themselves) staff may need to use physical contact; physical intervention or physical restraint is a last resort when all other strategies have been exhausted. Please refer to the physical restraint policy.

AIMS

1. All sanctions should be appropriate to the problem
2. Sanctions should be administered with discretion and promptness
3. Staff should apply sanctions fairly to all pupils but be aware of individual issues
4. The system should support and give a framework for pupils to develop personal responsibility

Monitoring of Sanctions

The lunchtime detention/community service file is held on the staff drive, and monitored by the Deputy Head Pastoral and Heads of Year; the serious sanctions file is held by the Deputy Head Pastoral who is responsible for keeping an overview of all sanctions. All recorded sanctions are monitored on a termly basis by the Senior Leadership Team and on a fortnightly basis by the Pastoral Team at Pastoral Care Meetings so any patterns or trends of behaviour can be discussed and acted upon appropriately.

Stage 1

Verbal reprimand

Any member of staff can issue a verbal reprimand when appropriate. This is often likely to be the most common and the most appropriate form of discipline. Generally a verbal reprimand is not recorded in the sanctions book. However, if a verbal reprimand fails to have the desired effect and the offence is repeated, the member of staff will have to move to more serious penalties which will be recorded in the sanction book, and should, in the first instance, contact the pupil's Tutor or Head of Year.

In the first instance, a verbal reprimand may be appropriate for any behaviour which is of concern *but is not seriously disruptive or significantly inappropriate*. For example:

- Low-level misbehaviour in class or around the School
- Disregard of the dress code
- Lateness

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- Rudeness (brusqueness)
- Mobile phones in lessons (with confiscation to the Deputy Head Pastoral)
- Forgotten books/equipment
- Poor academic standards as a result of a lack of effort
- Work not completed/handed in (first offence)

Form Tutor must be informed; if in Form time, Head of Year to be informed.

Stage 2

Lunchtime Detentions – Academic Matters

Lunchtime detentions are used in the following circumstances:

- when an initial verbal reprimand for an academic matter has failed to deter
- for pupils who miss an extended deadline, or persistent failure to meet deadlines
- for pupils who behave in an inappropriate manner in class.
- for pupils who miss two peripatetic music or drama lessons in any one half term.

As far as possible, the member of staff who has imposed the detention should staff the detention in an appropriate place for 40 minutes. Those entered for this detention must use the time to catch up on the work set by the member of staff placing them into the detention, or they should engage in constructive academic endeavour of another kind.

Lunchtime Community Service – Behavioural Matters

If a sanction is imposed for behavioural reasons outside of class, a community service sanction can be imposed. These will take place at an agreed lunchtime within three days of the misbehaviour. The pupil will report to the member of staff who gave the sanction and complete 30 minutes community service, which may include useful, but not degrading tasks to improve/maintain the School environment.

These sanctions are appropriate in circumstances such as the following:

- Poor or inappropriate behaviour in corridors or communal areas, such as the Library, the Chapel, the Sports Hall, the grounds.
- Persistent uniform infringements.
- Rudeness to others, including the use of foul language.
- Speaking inappropriately to staff or visitors.

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Failure to attend a lunchtime detention or community service sanction will result in the imposition of a Friday after School detention.

Form Tutor, Head of Year and Deputy Head Pastoral must be informed and misdemeanour entered in the sanctions file.

Stage 3

After School Detention

After School detentions are on a Friday from 1630-1800. Appropriate work should be set by the relevant Head of Year. A pupil and their parents are informed of a Friday detention by 1630 on the Wednesday before the detention is due to be served.

A Friday detention can be imposed in circumstances such as:

- Following two lunchtime detentions/community service within a half term period
- Unexplained absence from a lesson
- Very rude behaviour
- Inappropriate use of the internet or mobile technology (first offence)
- Breaking of day-time bounds, or leaving School during the day without the relevant permissions
- Inappropriate behaviour at a School social at Leweston or another setting.

Form Tutor, Head of Year and Deputy Head Pastoral must be informed and entry must be made in the Serious Sanctions file monitored by the Deputy Head Pastoral.

Stage 4

Saturday Detention

The most serious detention to be imposed is the Saturday Detention, which takes place on a Saturday morning from 0900-1200 and is staffed by a member of the Senior Leadership Team. A pupil must present themselves in full School uniform, or suits for Sixth Form, with enough work for three hours; in matters concerning misbehaviour or destruction of property, pupils may be required to perform tasks which constitute community service.

A pupil and their parents are informed of a Saturday Detention, at the latest, by 1630 on the Wednesday before the detention is due to be worked. Only the Head may give permission for the date of the Detention to be changed.

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Examples of circumstances in which a School detention might be imposed:

- Following two Friday detentions within a half-term period
- Possession of cigarettes and smoking materials
- Smoking anywhere on School premises
- Consuming alcohol (without appropriate permission and/or outside of the alcohol policy set out by the School) on the School premises
- Possession of alcohol on School premises
- Breaking bounds or being outside the buildings at night
- Unauthorised use of a car, as passenger or driver
- Entering dangerous areas unsupervised, e.g. the roof, the swimming pool
- Posting on websites/forums etc. defamatory comments on the School, its staff or other pupils or other inappropriate use of the internet
- Lying to a member of staff
- Aggressive or intimidating behaviour

Monitoring Card

The following applies to pupils in Years 7–11:

- 1) A monitoring card may not always be a means of imposing a sanction but can be a means of modifying behaviour/monitoring progress.
- 2) The purpose of a monitoring card should be to:
 - a) Monitor a pupil's work progress, behaviour and organisational abilities in all lessons
 - b) Focus pupil's attention on particular targets
 - c) Encourage the pupil to take responsibility for improving behaviour and endeavour.
- 3) A pupil may be given a monitoring card for a number of reasons that include:
 - a) Disruptive behaviour in lessons
 - b) Lack of punctuality
 - c) Failure to complete work appropriately

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- d) Lack of organisation skills
- e) Repeated misbehaviour.

A pupil will remain on a monitoring card for a maximum of three weeks, and meet with their Head of Year at least twice weekly to discuss progress.

- 4) Putting a pupil on a monitoring card will be the responsibility of the Head of Year. The Head of Year will inform the Deputy Head Pastoral who will record the pupil on the monitoring card and the length spent on monitoring.
- 5) All members of staff who teach the pupil and the Tutor will be informed. The pupil should be fully apprised of their responsibilities whilst on report and the consequences of not adhering to the terms of the report.
- 7) Monitoring will be carried out by the Head of Year and the Tutor. The pupil's report should be seen by the HoY at lunchtime and at 4.25pm. The pupil should present the card at the start of the lesson and collect it at the end.
- 8) Staff should complete the card at the end of each lesson, noting praiseworthy as well as negative points where appropriate.
- 9) The monitoring cards should be collected in by the Head of Year and kept in the pupil's file along with a short note explaining what action has been taken following the report.
- 10) Evaluation of the Report process:

The HoY should carry out the following process on completion of the monitoring procedure to ensure that the pupil's behaviour remains appropriate.

- a) Inform parents of the action plan following the report's completion.
- b) Check half term grades to monitor progress where appropriate.
- c) Continue to see the pupil to monitor the progress of the action plan.
- d) If the process fails to improve a pupil's behaviour or academic endeavour, the Head of Year will discuss with the Deputy Head Pastoral further action points. These may include giving further sanctions, and arranging for parents to come in to discuss appropriate ways forward.

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LEWESTON

PREP

Rationale

Children are valued as individuals and through interaction and sharing are helped to understand the need to respect others while coming to terms with their own needs.

Children are encouraged and guided through natural situations and difficulties that occur as they associate with their peer group and different age ranges.

Staff have high expectations of pupil behaviour and support this with a positive and attainable code initiated by the children.

Rewards

House Points

- To be issued by staff for kindness or excellent work. House points are recorded in each child's book and certificates are issued for those reaching 50, 100 and 200 house points.

Stickers and prizes

- If children complete exceptional work during lessons they may be sent directly to the Head of Prep to show their work. Stickers and small prizes may be given if the work is deemed suitable.

Head's Commendation

- Any work that is presented to the Head of Prep will be considered for a Head's commendation, which will be presented in assembly.

Golden Certificate

- Presented in assembly to recognise any child who has demonstrated exceptional kindness.

Speech Day prizes

- Recognition is also made of academic achievement or effort by pupils in all years in the prizes awarded at Speech Day. General prizes for academic achievement and effort are awarded for pupils in Years Transition – Year 6.

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PREP

Sanctions

Stage 1: Explanation

- Speaking to the child and explaining why something is unacceptable and discussing how it can be improved - ongoing monitoring.

Stage 2: Time-out

- If bad behaviour is displayed during break-time or lunch-time, children will be sent to stand outside the Head's office until they are ready to apologise and correct the behaviour.
- During lesson time a pupil may be asked to sit in a corner to calm down. No pupil is ever asked to leave the room.

Stage 3: Stripes

- If bad behaviour persists, children may be issued with a 'Stripe' which is the loss of three house points. These should be recorded in the child's home-school diary. Any child with 3 stripes in a week will be asked to report to the Head of Prep to explain.

Stage 4: Meeting with Head

- Children will be asked to report to the Head of Prep in her office to explain their behaviour

Stage 5: Report card

- If bad behaviour continues over a period of time, and the above measures are unsuccessful a child may be placed onto a report card. Parents will be invited in to discuss this measure and children will be issued with a card upon which they must collect 'smiley face' stamps for each lesson.

Refer also to the following policies:

Code of Conduct (Behaviour Policy)

Code of Conduct for Sixth Form

Admissions, Misbehaviour and Exclusions

Alcohol and Smoking

Anti-drugs and substances

Anti-bullying

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