

Behaviour, Rewards and Sanctions Policy (Senior School)

Introduction

The effective functioning of the School can only be achieved by developing a culture of co-operation and consideration. The 'special atmosphere' of Silcoates and our ethos have been created through striving to combine firm discipline and high expectations with encouragement, praise and motivation; this combination is essential in order that pupils and staff can work together in a happy, positive environment.

The pastoral care at Silcoates has the following aims:

- To give all pupils the experience of school as a well-ordered, caring community where relationships are open and friendly, warm and supportive, so enabling pupils to develop their potential;
- To safeguard and promote the welfare, health and safety of pupils in school and in activities outside of school;
- To ensure that every individual is known and valued; that achievement, widely defined, is encouraged and rewarded as a means of promoting self-image and a sense of worth;
- To encourage self-discipline and good behaviour and to prevent poor discipline through vigilance, understanding and encouragement; to correct indiscipline with justice and compassion;

The School implements, monitors and reviews policies which contribute to the welfare, health and safety of everyone in the School, including: Anti-Bullying; Safeguarding; Trips and Visits; Health and Safety, including Fire Safety and Medical; and Behaviour, Rewards and Sanctions. In addition:

- Each section of the School has a pastoral structure appropriate to the age of the pupils.
- Each pupil is under the supervision of a Form Tutor with whom they can make a personal contact and form an appropriate relationship, so that the member of staff can listen to and understand their experiences, and monitor their progress.
- Good behaviour is promoted among pupils through a system of rewards, and pupils are made aware of sanctions that are adopted in the event of misbehaviour.
- Staff are appropriately deployed to ensure proper supervision of pupils.
- Pupils are given support and guidance through a co-ordinated approach in a range of settings: subject teaching, tutorial meetings and other specialist guidance (e.g. careers and PSHEE) by Form Tutors, Heads of Section and subject teachers.
- All staff and pupils are allocated to one of four Houses, which give an identity to the pupils across year groups and encourage involvement in activities and competitions.
- Pupils can put forward their views through the Student Council, which meets half-termly.
- A pupil complaint procedure exists when difficulties cannot readily be resolved by normal departmental, Form Tutor or Head of Section routes.



- Relevant information regarding pupils is provided for teachers by the Director of Admissions (new pupils), the Head of Learning Support and Heads of Section. This information is circulated to the appropriate teaching staff and Form Tutor.
- Form Tutors, Subject Teachers, Faculty Leaders and Heads of Section have responsibilities for monitoring the academic progress of pupils.
- The spiritual, moral, social and cultural development of pupils is provided through the pastoral structure, the Personal Development programme, assemblies and teaching subjects.
- Staff new to the School are given guidance on pastoral care as part of their induction programme. Detailed information concerning pastoral care, including whole school policies, is contained in the Staff Handbook which is distributed to all staff. Support staff are made aware of the Anti-Bullying Policy and the Safeguarding Policy.
- Staff are given the opportunity for professional development in pastoral care. All staff receive appropriate training and updates in Child Safeguarding matters, according to statutory requirements.
- The School uses Class Charts to record rewards and sanctions in order to provide effective and consistent monitoring of pupil progress. This is visible to parents via Firefly.

Rewards

Behaviour is improved more effectively through a coherent system of positive reinforcement than negative punishment. There is often an injustice in the amount of time and energy spent on those who misbehave, while pupils who are meeting the School's expectations may risk being neglected or having their efforts unrecorded. By rewarding good behaviour we are modelling the standards expected from everyone.

Every opportunity must therefore be taken to reward both pupils' achievement and their good behaviour. This may be through direct praise from a subject teacher or more formal recognition in a year group or school assembly. Pupils' work is celebrated through displays within subject areas and also around the School. Class teachers should ensure that wall displays are regularly updated to showcase student work. Pupils who achieve outstanding academic grades, or whose grades show significant improvement, receive a congratulatory letter or commendation from their Head of Section or the Head. Contributions to the wider life of the School are recognised by commendations from Heads of House, Heads of School and the Deputy Heads. At the School's annual Speech Day pupils receive prizes for academic excellence in subject areas, for having consistently good effort grades and for success in co-curricular activities. The simplest way to reward students is by the issuing of 'positives' using Class Charts. It is an expectation that staff use this system regularly.



Rewards – Senior School (Years 7-11)

Pupils in Years 7-11 may be awarded the following in recognition of the Positives achieved:

The number of Positives required for each award is as follows:

Bronze Certificate	80
Silver Certificate	130
Gold Certificate	180
Platinum Certificate	230
Headteacher Award	280
Chair of Governors Award	330

Consistency in awarding Positives : it is important that teaching staff are fair and consistent in applying our system of rewards so that pupils understand that good work and behaviour will result in commendation.

Staff should try to adhere to the following principles:

- Positives are awarded to pupils for outstanding work, special effort, service to others and for any behaviour which is considered particularly worthy of commendation.

Each Faculty Leader is responsible for overseeing the system for the award of Positives within their department to ensure there is a consistent approach. Positives for effort outside the classroom can be awarded by any member of staff but this must also be done as consistently as possible and be monitored by the Head of Section.

Procedures for the Award of Positives

- When a member of staff awards a Positive, they must inform the student, whether that be verbally or by the use of a stamp or comment in their book.
- Class Charts alerts the Head of Section when a pupil is approaching the number of Positives required for a certificate.

As well as the on-going awards of Bronze, Silver and Gold Certificates, the pupils in each year with the highest number of Positives are presented with an award at a Head's Assembly at the end of each term.

Achievement Certificates for Non-academic Contributions

Representative Certificates

Pupils who represent teams or take part in activities (sport, music, drama and other extra-curricular contributions) at a lower level can be awarded Representative Certificates. These are awarded by the coaches or teachers in charge of the activities and are presented at end-of-season or post-production awards ceremonies, to which parents are invited.



Outstanding Achievement Certificates

Pupils in Years 7 to 10 can be awarded Outstanding Achievement Certificates for high quality, committed participation and contributions that are considered to be worthy of recognition. The recommendations are submitted by staff in charge of these activities. Consistency in awarding these is monitored by the Deputy Head (Pastoral). These certificates are presented at a Head's Assembly.

Year 11

Pupils in Year 11 may be rewarded with Minor Colours for significant contributions in extra-curricular activities. The recommendations are submitted by staff in charge of these activities. Consistency in awarding these is monitored by the Deputy Head (Pastoral) and, where appropriate, by a Colours Committee.

Sixth form

Sixth Form students should be mature enough to set their own targets for achievement and behaviour; nevertheless it is appropriate to recognise excellence regardless of age. Therefore the system of **Certificates of Commendation** is also used for Lower Sixth and Upper Sixth students along with a system of rewards.

Commendation	Positives	Reward
Head of Section	100	2 period private study pass or three breakfast passes
Deputy Head	125	2 Period free pass for the remainder of the Year (Apart from Mon/Thu Assembly) + 4 breakfast passes
Head	175	Another 2 Period free pass for the remainder of the Year
Chair of Governors	225	Sixth Form Study Prize Academic Winner. Personal invitation from the Chair of Governors to receive the award.

On Speech Day the most worthy Sixth Form students are rewarded with Study Prizes at both Year 12 and Year 13 level. These are awarded by the Head on the recommendation of the teaching staff. Many other prizes are also awarded.

Commendation Cards

Heads of Section and the Deputy Head (Pastoral) have **Commendation Cards**. These are awarded to students for significant contributions to school life. These cards are sent home and are then added to SIMS. They are the equivalent of three Positives in the tally for end of term awards.



Co-curricular Activities and Responsibilities

Our co-curricular programme gives opportunities to as many Sixth Formers as possible to demonstrate leadership skills and to hold positions of responsibility, for example through our House system, the Duke of Edinburgh's Award Scheme and as Captains of Sport.

Membership of the Sixth Form Committee provides interested pupils with the opportunity to be actively involved in the organisation of social events and fundraising ventures. Significant initiatives and successful contributions are referred to the Head for commendation and special mention in assembly.

Beyond this, the Prefect System provides clear recognition and reward for those who have made positive contributions to school life. Students are given the opportunity to apply for a post as a Prefect, and worthy candidates are interviewed by an Appointments Committee chaired by the Head of Sixth Form.

Colours Awards for Non-academic Contributions

Colours represent steps on a ladder, and for some Sixth Form students, especially newcomers to the School, **Minor Colours** may be the appropriate starting point. Students in the Lower Sixth may be nominated for **Half Colours** and those in the Upper Sixth for **Full Colours** in sport, music, drama or other significant extra-curricular contributions. In a few exceptional instances, Full Colours may be awarded to Lower Sixth students if, for example, they are outstanding performers and represent their County, Division or Country.

Full Colours represent the pinnacle of non-academic achievement and are awarded very sparingly, using the guidelines published by the Deputy Head (Pastoral). As with Minor Colours, the Sixth Form Colours are ratified by a Colours Committee which is chaired by the Deputy Head (Pastoral).

Guidelines on nominations for Colours at different levels are provided to the relevant staff by the Deputy Head (Pastoral), with a clear indication of what is expected of pupils, plus a suggested limit on the number of nominations.

Sanctions

Rationale

The aim of the School's disciplinary policy is to be firm and caring, but with a strong emphasis on trust, courtesy and consideration. Initially, any problems are checked by a word quietly administered and every effort is made to maintain the generally excellent relationships between staff and pupils, and between the pupils themselves.



Pupils are expected always to show good manners, be courteous, well turned out, punctual and reliable in fulfilling their obligations. Pupils are asked to pursue their own goals with enthusiasm but with respect for others. They are asked to treat others with sympathy, understanding and tolerance. They are also asked to respond positively to the demands that community life places upon them. A classroom charter which outlined these expectations is on display in all classrooms and is drawn up in consultation with the School Council.

Our behaviour management recording covers behaviour both inside and outside the classroom and applies to all students in the School. Pupils who choose to ignore verbal warnings from staff will be given negative behaviour points which will be recorded on Class Charts and can be viewed by staff and parents (via Firefly). In order to encourage pupils to change their behaviour, there is a series of escalations as outlined below. At each stage it is important that intervention and education is used, not just sanction. Students may need help in order to change their behaviour.

Academic Behaviour Management

There is a clear policy and strategy for dealing with academic problems in the classroom. Class Charts is used to record academic concerns and this can be viewed by the Tutor to enable them to have an overview of their tutees.

The most common academic concerns are missing homework and failing to meet classroom expectations.

Missing homework

If a pupil's homework is not handed in at the correct location, on time, clearly marked with their name and to an appropriate standard, the following process will be followed:

The pupil will be given a negative for 'failure to complete homework'. The member of staff will then make arrangements for the work to be completed in line with departmental policy. This may be by way of an extension, or a lunchtime appointment. If homework become a regular issue, subject teachers should inform the Faculty Leader, and contact parents. The head of section will also monitor homework punctuality across all subjects and speak with the student and parents if a wider problem exists.

Failing to meet classroom expectations

When behaviour is not at the standard expected, teachers should use the 'Low Level Disruption' button on Class Charts. These incidents will not be visible to parents but will be used by pastoral staff. The teacher should use appropriate strategies to correct the behaviour. This may include, a quiet word, name on the board, moving seats, working with Faculty Leader or verbal reminders. Good classroom management always begins with teachers having clear expectations that are clear to all pupils. If behaviour does not improve despite the use of appropriate strategies, then the teacher should use the relevant button on Class Charts to log the behaviour. This will be visible to parents through Firefly. For serious behaviour, staff may log the negative without giving prior warning. An example of this may be fighting, swearing, answering back, or using a mobile phone. Staff may log behaviour outside of lessons in a similar way.



Faculty Leaders and tutors are expected to regularly review the positives and negatives given to pupils and intervene appropriately to help pupils change their behaviour, supporting staff where required.

Where a negative has been issued and poor behaviour continues despite strategies, a member of staff should ask for the pupil to be removed where they will be collected and spoken to by a Senior member of staff. Parents will be informed and support provided to bring about the required changes in behaviour.

Pupils who are rude to staff will be given an automatic lunchtime detention.

Report

The report card is an important tool when monitoring behaviour. Reports will be issued when behaviour repeatedly falls below expectations. Failure to improve while on report will see the report escalated to a more senior member of staff. This will ultimately result in a Head's report at which point discussions about the pupil's place at Silcoates would be appropriate.

Mobile Phones

Students in year 7-11 are not allowed to use mobile phones in school. Phones must be turned off and out of sight between 8:30am and 4:00pm. If a student is seen in possession of a phone during the school day, the phone should be confiscated and taken to reception where it will be securely kept until the end of the day. A negative should be recorded on Class Charts. Further details are available in the Mobile Phones Policy.

Detentions

Academic departments are able to issue lunchtime detentions, usually for a lack of homework.

Venues for Lunchtime Detentions are chosen by the department, with detentions starting at 1:10 and finishing at 1:30. Students are expected to eat after the detention rather than before.

After School Detentions are issued by the Deputy Head (Pastoral) and may be issued when a student hits 5 negative points, has had multiple breaches of the mobile phone policy, or has been involved with a one off incident of more serious or dangerous behaviour.

In the event of an After School Detention, parents will be notified by Firefly message at least 48 hours in advance. This message will identify when the detention is and invite parents to check Parent Portal for the reasons for the detention.



If the pupil is unable to attend an After School Detention for good reason, a change of date may only be requested by a parent contacting the Deputy Head (Pastoral) in advance.

After School Detentions will be supervised by the Deputy Head (Pastoral) and will run from 4:05pm to 5:00pm.

Saturday Detentions

A Saturday Detention is only given by the Deputy Head (Pastoral) or Head, although a Head of Section may recommend such action. If an incident occurs which a member of staff thinks might merit a Saturday Detention then he/she must refer the matter to the appropriate Head of Section and/or the Deputy Head (Pastoral).

For all Saturday Detentions, a Detention Notice is sent to the pupil's parents, signed by the Deputy Head (Pastoral). This Notice is preceded by a telephone call or letter from the Head of Section or the Deputy Head (Pastoral) to explain the circumstances of the detention.

A Saturday Detention is given for incidents which are deemed more serious than those for which a Lunchtime or After School Detention is given, but which are not serious enough to merit a suspension.

A Saturday Detention takes place between 9.30am and 11.30am. It is supervised by the Deputy Head (Pastoral) or another senior member of staff. A pupil required to attend a Saturday Detention must do so in full school uniform.

Where a Saturday Detention clashes with another commitment then, at the discretion of the Deputy Head (Pastoral), alternative arrangements may be made. However, it is important that the seriousness of the Saturday Detention is understood and only in exceptional circumstances will a detention be altered.

Intervention and escalation

When behaviour continues to be below that which we expect, sanctions and interventions will be applied. Teachers will record any interventions on Class Charts under the log. The totals below are initially used as a guide:

3 'minor disruption' logs	Conversation with tutor – discussion of why this behaviour is persisting, and planning for the eradication of the unwanted behaviour
6 'minor disruption' logs	The tutor will contact parents and work with them to formulate a plan on how to eradicate the unwanted behaviour
5 negatives	Meeting with the tutor and an after school detention issued and supervised by Deputy



	Head (Pastoral). The subject teacher or Faculty Leader may also be involved if the majority of the negatives are in one subject
10 negatives	Tutor will discuss the behaviours with the pupil and contact parents. The Deputy Head (Pastoral) will issue an after school detention.
15 negatives	The Head of Section will invite parents into school to discuss the behaviour and issue an after school detention
20 negatives	The Deputy Head (Pastoral) will meet with parents and formulate a Pupil Support Plan

Suspensions

Major disciplinary matters may result in a pupil being suspended from school for a fixed duration or being asked to leave the School by the Head.

Suspensions from school can be either internal or external. During an internal suspension the pupil works in school in isolation. The pupil is supervised at break and at lunchtime and is isolated from his/her peer group.

In all cases of suspension the Head of Section arranges, via subject teachers, for additional work to be set for the suspended pupil. Arrangements may be made for the parents to collect additional work from the School Reception.

In the absence of the Head, the Deputy Head (Pastoral) has the power to impose a suspension, but this will be subject to official ratification by the Head on his return.

Expulsion or Withdrawal from the School

In exceptional circumstances, or after a series of other measures have been implemented without success, a pupil may be required by the Head to leave the School.

Further details about the School's disciplinary procedures are contained in the Terms and Conditions signed by parents before their child joins the School.

Corporal Punishment

Corporal punishment is not used at Silcoates. Physical restraint would only ever be used under the specific guidelines set out in the Staff Handbook and the Safeguarding Policy.



Equality

The School will make reasonable adjustment for managing behaviour relating to a student's special educational need or disability. The use of support, positive discipline and rewards may enable SEND students to manage their behaviour more effectively. For repeated behaviour problems, the SENDCO will be involved in supporting the student, and if required, advice will be sought from external agencies. When considering the use of sanctions, SEND conditions will always be taken into consideration, including the ability to fully explain their point of view. Due regard will also be made for any requirements linked to religious observation.

Malicious Accusations

Where a student makes an accusation against a member of staff and the accusation is shown to have been deliberately invented, the Head will consider whether to take disciplinary action in accordance with this policy. Where the accusation has a parental origin, the Head will consider whether to require the parents to withdraw their children from the school. In line with Keeping Children Safe in Education (2023), the School will consider a malicious allegation to be one where, on the balance of probabilities, there has been a deliberate act to deceive and the allegation is entirely false.

Sanctions for Poor Behaviour in the Sixth Form

The same points-based behaviour management system applies to students in the Sixth Form as the remainder of the Senior School. Sixth Formers are treated as mature and responsible members of the School and, as such, this carries certain additional expectations. If a student fails to meet these expectations then some privileges may be withdrawn such as having free lessons at the end of school or being allowed to arrive later on mornings when students have no lessons before break. A 'Punctuality Pass' can also be used.

For serious misbehaviour the Head of Sixth Form, Deputy Head (Pastoral) and Head may be involved, and suspension, or indeed withdrawal from the School, can be options.

Specific sanctions related to issues such as drugs, alcohol and the use of cars are outlined clearly in the Sixth Form Handbook.

If a student is unwilling to conform to the expectations of life in the Sixth Form, then the matter will be referred to the Head, when the student may be given a suspension or, in extreme cases, be asked to leave the School.



SILCOATES

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Reviewed by:	Mr Evans – Deputy Head (Pastoral)		
Date of last review:	Sept 2023	Date of next review:	April 2024

