



Bishop Rawstorne Church of England Academy

Student Rewards and Sanctions Policy

'But the wisdom that comes from heaven is first of all pure; then peace loving, considerate, submissive, full of mercy and good fruit, impartial and sincere'

James 3:17

F O R T I T E R E T F I D E L I T E R

Bravely and Faithfully

This 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.

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| Review date: | January 2024 |
| Date of next review : | September 2024 |
| Reviewed by: | Mr Duckworth |
| Approved by FBM: | March 2024 |

THE CHRISTIAN COMMUNITY

Bishop Rawstorne is a Christian community that delights in seeking wisdom and knowledge, building relationships and character based upon the Word of God, enabling us all to flourish bravely and faithfully.

CODE OF CONDUCT IN OUR CHRISTIAN COMMUNITY

Our aim is to ensure that you feel happy, safe and secure in your school.

We believe:

- that every individual in our community is a unique and valuable creation made in the image of God.
- we all have a right to be considered equal, worthy of respect and esteem.
- we all have a responsibility to treat others as we would like to be treated ourselves.

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 minimise the risk of inappropriate behaviour;
- to address the learning needs of all students, particularly those at risk of underachieving

This policy must also operate in conjunction with other school policies including Online Safety and Acceptable IT Use policy and Child Protection & Safeguarding Policy and Anti-Bullying Policy.

THE EDUCATION AND INSPECTION ACT 2006

The Education and Inspections Act 2006 provides all schools with the power to impose 'disciplinary penalties' where students' behaviour falls below the standards which could be reasonably expected of him/her whether because he/she fails to follow a school rule or an instruction by a member of staff.

The power to impose 'disciplinary penalties' extends to other schools / trips / college / work placements / alternative provision / vocational centres a student may be attending for a particular course and to situations where the student is not on the premises and is not under the lawful control of a member of staff. It also covers penalties for a failure by the student to comply with a penalty previously imposed on him/her.

The Act also makes it lawful for any school to impose a penalty as long as it is not in breach of any statutory requirement or prohibition and it is reasonable.

In determining whether a disciplinary penalty was 'reasonable' it is the school's responsibility to take the following into account:

- Whether the penalty is a proportionate sanction in the circumstances-
- Any special circumstances which are known to the person imposing the penalty including the students' age.
- Any special educational needs, any disability and any religious requirement affecting him/her.

There may be occasions when a student's behaviour and actions require a specific response, which may not appear within this policy.

It is the Headteacher's responsibility and at the Headteacher's discretion, on such occasions, to respond with appropriate sanctions given the nature of the student's behaviour.

"Disciplinary penalties" must respect Article 3 of the European Convention of Human Rights contained within the Human Rights Act 1998.

Reasonable and proportionate sanctions will be used where a student's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and students are taught to be resilient. The school aims to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of students and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop students' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for students' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a student's mental health, behaviour, and education. Where vulnerable students or groups are identified, provision will be made to support and promote their positive mental health.

COMPLAINTS

Parents wishing to challenge any sanction imposed by the school will need to contact the relevant Head of Year in the first instance. If there is still disagreement with the decision made by the school, or no mutually acceptable resolution, parents should submit their concerns in writing in accordance with guidance in the 'Complaints Policy' which can be found on the school website. Any complaint must be made in writing within ten working days of the "incident". The Senior Leadership Team will

then further investigate the issues raised and respond accordingly in writing, at five working days after the receipt of the letter. Working days shall be defined as school days.

- Any correspondence from, or subsequent meetings that may be held in school are to involve those with parental responsibility only.
- Where any incident or complaint involves more than one student, each student will be dealt with separately; this includes any meeting that may take place at school with parents.
- During any form of communication with the school, be it by telephone, email, letter or face-to-face meetings, no form of aggression or abuse will be tolerated. At that point, the school reserves the right to terminate any further communication other than written correspondence.
- Should any incident within school involve communication with the police, the school will follow the express guidance of the police in terms of how the matter is dealt with and any communication with parents.
- Whilst we appreciate that matters arising may be sensitive or even distressing, we will not provide an immediate response other than an acknowledgment, as we feel this does not provide a thorough, well thought out and measured response that may be required in any final decision made by the Senior Leadership Team.
- Any meetings that take place regarding initial concerns raised or a possible subsequent complaint will be organised at the discretion of the school, taking into account staff availability and appropriate timing for such a matter.
- Should the Complaints' Policy process be commenced, then any sanction would be held in abeyance until the process has been exhausted and a final judgement made. If a complaint is not upheld, then the original sanction will be imposed.

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

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all students to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of students at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a student's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting student wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

HOME/SCHOOL AGREEMENT

All parents are made clear of the expectations with regards to high standards of behaviour and are required to sign a home/school agreement to show they support the school's policies and guidelines for behaviour.

Failure to support the school behaviour systems and any sanction, deemed appropriate by the school, will result in an increase in sanctions until the matter is resolved and the school can be assured of full parental support.

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, ability, disability, socio-economic status or personal preferences;
- 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;
- treat 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. Students will be considered in breach of this if their conduct brings the name of the school into disrepute or threatens the safety and well-being of others.

THE ROLE OF THE TEACHER

The classroom is one of the most important places 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 be independent and resilient learners;
- 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

All students at Bishop Rawstone must:

- consider the safety of others and not bring dangerous, threatening objects to school; this includes illegal substances, including drugs, alcohol, cigarettes, e-cigarettes, vapes, illegal or potentially dangerous weapons including knives/blades of any size.
- 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
- encourage each other to participate in the interests of the school.

REWARDS AND INCENTIVES

Good behaviour has always been recognised and over the years has been rewarded in the following ways:

- badges;
- displays of students' work;
- certificates of achievement;
- achievement assemblies;
- trips/activities
- awards' evening;

- service to the school awards;
- praise letters/email and phone calls home;
- commendation by the Head of Year, Curriculum Leader, or Headteacher;
- gift vouchers;
- rewards for specific individuals that are centred around their personal interests and hobbies.

PROCEDURES AND SANCTIONS

Instances of unacceptable behaviour are taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The pastoral lead will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a student's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

- Issuing a verbal reprimand and reminder of the expected behaviour
- Setting a written task, such as an account of their behaviour
- Removal of privileges
- Detention

Where a student's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- Following either the B1 – B3 or the green card procedure a disruptive student will be removed from the classroom and either go to the head of department or the inclusion room to be dealt with by a more senior member of staff, or a member of the SLT to then determine the consequences for their behaviour.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the student will be removed from the classroom.

Following repeated incidents of unacceptable behaviour, the following sanctions are implemented:

- The Headteacher will consider whether the student should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Where a student is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

- Where SEND is not identified, but the Headteacher determines that support is still required for the student, a Pastoral Support Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions are implemented:

- The Headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a student is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a student is made on the school premises or whilst the student is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a student is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the student's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

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 pastoral team disseminates this information to the relevant Curriculum Leaders and/or tutors, who in turn use this to inform their own intervention and support plans. The pastoral team will also consider and implement the most appropriate strategies to support each student across the curriculum.

The following internal procedures are in place at Bishop Rawstone.

SIMS is the central database on which we 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 task to complete and will sit in the inclusion area to do so;
- the teacher who issued the green card will be asked to complete a log on SIMS to record details of the disruption;
- parents may well be contacted by the Pastoral Support Team, relevant Head of Year or the Assistant Headteacher responsible for pastoral care, who will inform all stakeholders of the appropriate sanction and subsequent support required for the student;
- each green card will automatically be logged against the student’s name;
- SLT review ‘green cards’ regularly and will decide to agree or override the sanctions as appropriate.

SERIOUS INCIDENTS

All serious 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
- removal from the school bus
- after-school detention
- internal exclusion
- external exclusion
- permanent exclusion

Examples of major incidents are:

- refusal to adhere to staff instructions
- violence
- vandalism or purposeful damage to property, buildings or school transport
- persistent disregard for the Code of Conduct
- drug related incidents
- alcohol-related incidents
- theft
- possession or use of a weapon
- any prejudice-based bullying – disability/SEN, gender identity, religion or belief, home circumstances, sex, sexual orientation, ethnicity, race
- any other matter deemed serious by the SLT

The final decision regarding the most appropriate and effective sanction for any major incident, will rest with the Head of Year and SLT. The sanction will consider what will have most impact and what will prevent any reoccurrence.

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. When a student is readmitted, there is always a restorative meeting that involves the child, their parent/guardian and Head of Year. Appropriate strategies are discussed to support the student with their readmission to school.

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
- 3 or more B1s result in a lunchtime meeting with a member of the pastoral team

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.
- The Curriculum Leader will meet with the student to discuss a way forward and the Head of Year will also speak to the student. Appropriate support will be put in place.

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.

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a student's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.

- Reassuring the student and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the student a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

Physical intervention

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance.

Detentions

The school will make it clear to parents and students that they are able to use detention as a sanction to deter future misbehaviour, both during and outside of school hours. The use of detention as a sanction will be applied fairly and consistently, and staff and students will be made aware of when it may be used.

All teachers at the school can impose detention on a student, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips. The following indicate the times during which detention can be held outside of school hours:

- Any school day where the student is not authorised to be absent
- Weekends during term, except for any weekend preceding or following a half-term
- Any non-teaching day, e.g. INSET days

Parental consent is not required for detentions and, therefore, the school is able to issue detention as a sanction without first notifying the parents of the student, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the student. If the detention is during lunchtime time will be allocated to allow the student time to eat, drink and use the toilet. When determining whether it is reasonable to issue a detention outside of school hours, staff will consider the following:

- Whether the detention is likely to put the student at increased risk.
- Whether the student has known caring responsibilities
- Whether the detention timing conflicts with a medical appointment
- Whether suitable travel arrangements can reasonably be made by the parent for the student; it does not matter whether these transport arrangements are inconvenient for the parent.

- Detentions will not be issued where there is any reasonable concern that it would compromise a student's safety. An alternative and appropriate sanction will be issued instead.

Prohibited items, searching students and confiscation

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 or onto the school bus are liable to permanent exclusion.

Every situation will be carefully assessed to ensure that appropriate and serious attention is given to incidents that 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.

Headteachers and staff authorised by them have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

At Bishop Rawstorne authorised staff are the Senior Leadership Team, members of the Pastoral Team and members of the designated safeguarding team.

Prohibited items include:

- Knives and weapons, including any items deemed to be potentially dangerous.
- Alcohol.
- Illegal drugs.
- Stolen items.

- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the student themselves; or
 - To damage the property of any person, including the student themselves.

When conducting a search for any item staff will follow the following guidelines:

- The student will have explained to them clearly the reason they are being searched and be given the opportunity to ask any questions about the process.
- An appropriate location for the search will always be found.
- The member of staff conducting the search will be the same sex as the student and the search will have another member of staff present.
- The member of staff may search outer clothing, pockets possessions and lockers if applicable.
- Following a search, the search will be logged with a Designated Safeguarding Lead and parents will be informed.

Behaviour outside of school premises

Students at the school must agree to represent the school in a positive manner. The guidance laid out in the Student Code of Conduct applies both inside school and out in the wider community, particularly if the student is dressed in school uniform.

Staff can discipline students for misbehaviour outside of the school premises, including conduct online, when the student is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

Staff may also discipline students for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another student, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be investigated by the pastoral team.

Complaints from members of the public about the behaviour of students from the school are taken very seriously and will be dealt with by the pastoral team.

THE POSITIVE POINTS' SYSTEM

It is the expectation that students accumulate positive points over the course of the year.

Students can earn 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.

Each half term rewards such as, breakfasts and lunches, prize bags and vouchers will be used to acknowledge students that have received postcards home, had positive tracking reports, or have continue to earn points through positive points system.

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

| | Y7 and Y8 | Year 9, 10 and 11 |
|----------|------------------|--------------------------|
| Bronze | 250 | 150 |
| Silver | 500 | 250 |
| Gold | 750 | 350 |
| Platinum | 1000 | 450 |

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. Details of this can be found on the school website.