



Bishop Rawstorne Church of England Academy

Student Rewards & Sanctions

**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:	Amended November 2019
Next review date:	November 2020
Reviewed by:	Mr Rawlinson / Mrs Lane
Approved by FGB:	10 December 2019

THE CHRISTIAN COMMUNITY

“A Christian community that delights in seeking wisdom and knowledge, built upon the relationships and qualities of character that enable our students to flourish”

Bishop Rawstorne 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 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 schools’ 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.

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.

THE BISHOP RAWSTORNE 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 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.

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

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

- Consider the safety of others and not bring dangerous, threatening objects to school; this includes illegal substances, including drugs, alcohol, cigarettes, 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
- 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;
- trips/activities
- awards' evening;
- service to the school awards;
- praise letters/email and phone calls home;
- commendation by the Head of Year, Head of Faculty, or Headteacher;
- 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 and/or pastoral team, who in turn use this to inform their teaching and learning and behavioural support plans. One to one mentoring has been offered 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 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 inside the inclusion room to do so;

- 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 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' daily 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.

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 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.

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 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. At this is a major breach of classroom expectations, it will result in a loss of student time at break and/or lunchtime.

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	250	Bronze badge
Silver	500	Silver badge
Gold	750	Gold badge
Platinum	1000	Platinum badge

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

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

REPORTING / RECORDING / RESPONDING TO INCIDENTS

The Senior Leader for Pastoral Care, Heads of Year or the 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 involved in any incident causing concern.

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.