



## Rewards and Sanctions Policy

### 1. Rewards

Staff are encouraged to praise students when good work is produced, progress is made and for positive contributions to school life. The school's hierarchy of rewards is listed below:

#### 1.1. Verbal Praise

#### 1.2. Merits

Merits may be given for achievements in learning, leadership and participation. Each merit awarded will also count as a point towards house totals and will go towards termly inter-house competition. To offer suitable encouragement to all students, staff are encouraged to ensure that all students in their classes receive at least one merit per year and that merits are shared with classes as appropriate. Staff are encouraged to award stickers or stamps along with merits as the girls, especially the younger ones, are positive about this. Merits can only count, however, if they are logged electronically on SIMS.

There is a hierarchy for students who achieve certain numbers of merits across a school year:

15 Merits - Bronze	30 Merits - Silver	40 Merits - Gold
Bronze Certificate from Tutor	Silver Certificate from Head of House in House Assembly.	Gold Certificate from Head of House in House Assembly

For each form which achieves the requisite number of merits as a group, they can be recognised as follows:

100 Merits - Bronze	150 Merits - Silver	200 Merits - Gold
Bronze Certificate from Tutor	Silver Certificate from Head of House in House Assembly.	Gold Certificate from Head of House in House Assembly
	Special privilege to be discussed with Head of House	Special privilege to be discussed with Head of House

Regular printed updates for individuals and overall tutor group totals will be provided to enable individuals and tutor groups to monitor progress. There will be termly and annual awards for the tutor group and house with the most merits with updates displayed on house noticeboards. In addition, all staff will receive weekly email updates of all achievement and behaviour logs made that week which are to be discussed with the girls. Tutors are expected to discuss and celebrate student achievements as part of their weekly tutor time routine.

Procedure:

- **Tutor Group Representative:** establishes and maintains a tutor display in each tutor base where achievements by the tutor group can be displayed and celebrated.

- **Subject Teacher / Support Staff:** log award on Achievement and Behaviour Manager and communicates achievements with student.
- **Tutor:** monitors number of merits in tutor group and speaks to girls who appear on weekly achievement and behaviour logs.
- **Assistant Head (T&L):** monitors house totals and feeds House merit totals into award of Brownhill Cup.
- **Head of House:** monitors tutor group totals and awards tutor group and individual certificates as necessary.

### 1.3. Head's Commendation

Head's Commendations may be awarded for outstanding work or achievement. They count for five merits. There are two different sets of reasons for the award of commendations:

- A piece (or pieces) of outstanding work eg projects, essays, coursework – or work showing a high level of creativity or inventiveness – or a high level of commitment. NB: this should not be an automatic numerical formula, such as three good pieces of work result in a commendation.
- Used to encourage progress – awarded for evidence of improved work.

Procedure:

Each Head's Commendation should be logged on SIMS Behaviour Manager by the awarding teacher and will count for five merits. The student's work is then signed by staff and passed to the Head by the teacher – there is a dedicated in-tray in the Head's PA's office. The Head will read and sign the work and send a letter to parents recognising the award of a commendation.

## 2. Sanctions

### 2.1. Recording Infringement of School Rules

Behaviour or choices which do not disrupt class learning or endanger fellow students or staff (uniform, late homework etc) will be logged by the teacher concerned using Behaviour Manager.

When recording behaviours on Behaviour Manager, staff must follow the following procedure:

**Step 1:** Determine the category of behaviour

B1: Low-level academic or pastoral concern

B2: Medium-level or recurring academic or pastoral concern

B3: High-level concern

**Step 2:** Determine whether the behaviour is in relation to a 'academic' or 'pastoral' concern.

**Step 3:** Communicate behaviour concern with student

**Step 4:** Log the incident onto SIMS Behaviour Manager

**Step 5:** Refer any B2 behaviour to Head of Department for academic concerns and to Head of House/Sixth Form for pastoral concerns. **B3 behaviours should be referred to a member of the Senior Leadership Team or the Head of House/Head of Sixth Form as soon as possible.**

## 2.2. Sanctioning incidents

### B1 Low-level academic or pastoral concerns:

Staff who intervene with a low level behaviour are expected to use their professional judgement in regard to the nature of the sanction. As a minimum, a clear and meaningful conversation with the student regarding the behaviour to encourage an understanding of the implications of the behaviour would be expected.

Tutors are also responsible for identifying B1 incidents reported on email correspondence from ICT. Tutors are expected to discuss these incidents with their tutees.

### B2 Medium-level or recurring academic or pastoral concern

For behaviours which are of slighter greater concern or if behaviour remains a concern and intervention strategies at B1 level have failed to have an impact, a B2 should be logged onto behaviour manager and communicated with either Head of Department or Head of House/Head of Sixth Form.

**Academic concerns:** Weekly email correspondence from ICT will filter all behaviour concerns to make them subject specific. Heads of Department are required to appropriately intervene and sanction the behaviour.

**Pastoral concerns:** Weekly email correspondence from ICT will filter all behaviour concerns to make them house specific. Heads of House/Sixth Form are required to appropriately intervene and sanction the behaviour.

### B3 High-level concern

For any behaviour categorised as a B3, the incident should be communicated with a member of the Senior Leadership Team or Head of House/Head of Sixth Form as soon as possible and appropriate sanctions will be enforced. Should a B3 behaviour occur in lesson, a message should be sent immediately to the Head of Subject or Head of House as appropriate who will intervene with the behaviour.

### Behaviour categories:

B1: Low-level behaviour	B2: Medium-level behaviour/Recurring behaviour	B3: High-level
<b>Academic:</b> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Classwork</li> <li>• Classroom Conduct</li> <li>• Punctuality</li> </ul>	<b>Academic:</b> <ul style="list-style-type: none"> <li>• Homework</li> <li>• Classwork</li> <li>• Classroom Conduct</li> <li>• Punctuality</li> </ul>	
<b>Pastoral:</b> <ul style="list-style-type: none"> <li>• Conduct</li> <li>• Uniform</li> <li>• Attendance/Punctuality</li> </ul>	<b>Pastoral:</b> <ul style="list-style-type: none"> <li>• Peer conflict</li> <li>• Social isolation</li> <li>• Conduct</li> </ul>	<b>Pastoral:</b> <ul style="list-style-type: none"> <li>• Violence or aggressive behaviour</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Attendance/Punctuality</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sustained verbal abuse</b></li> <li>• <b>Bullying</b></li> <li>• <b>Physical abuse</b></li> <li>• <b>Racial or homophobic abuse</b></li> <li>• <b>Major incident of plagiarism</b></li> <li>• <b>Verbal abuse to student or staff</b></li> <li>• <b>Truancy</b></li> <li>• <b>Graffiti</b></li> </ul>
--	---	---

**2.3. Repeat Offences (B2)**

Repeated infringements of school rules or disruption of learning will need special measures. Following consultation with Heads of House these could involve:

- communication home
- girl on target sheet
- detentions
- mentoring by a member of SLT
- parents coming into school to discuss
- internal exclusion

**2.4. Exclusions of students from school by the Headteacher**

**2.4.1. Fixed period exclusion**

Purpose: to indicate to the student and her parents that there are limits to the misconduct a school can tolerate. To be viewed as a disciplinary measure of exceptional severity designed as a cooling-off period after serious misbehaviour. On return to school suitable steps will be put in place to ensure the student concerned makes a smooth transition back into the student body and is aware of the behaviour expected by the school community.

**2.4.2. Permanent exclusion**

The last resort, only to be taken when steps above have been taken and have failed to modify behaviour. The only exceptions would involve the most serious offences, for example drug-dealing or physical assault, where an immediate permanent exclusion would be implemented by the Headteacher following appropriate consultation.

*Revised July 2017*

*Review to be undertaken 2018*