

Rewards and Sanctions Policy

Rationale

This policy should be read in conjunction with the Behaviour Management and Discipline Policy, the Achievement and Practice (T&L) Policy, the Assessment Policy and the Staff Handbook.

The system of rewards and sanctions is overseen and coordinated by the Assistant Head (Curricular and Extra-Curricular Achievement) in collaboration with the Deputy Head and the Heads of School. Matters of rewards and sanctions are reported to the Headmistress as appropriate and discussed in weekly staff and/or SLT meetings.

It is our belief that the best way to ensure the highest standards in both behaviour and learning is to create a positive ethos where the self-confidence and self-esteem of pupils are promoted by regular praise, congratulation and affirmation. Rewarding pupils for positive achievements is considered to be extremely important in developing a positive ethos within the School. The School very much believes in the importance of a culture of praise. Rewards and sanctions will be applied fairly and consistently by all staff.

Rewards

All staff are strongly and regularly encouraged to share positive information about the success of pupils in any aspect of school life. We have a supportive school with a caring ethos. Therefore, there are a number of means within the school of rewarding and celebrating achievement and good behaviour.

The following specific rewards are used, although staff are encouraged at all times to offer pupils positive feedback on their efforts and achievements.

All Merits and commendations are awarded through the Rewards and Conduct facility on ISAMS. Merits are checked regularly by the Pastoral Team.

Teachers may award either a Subject Merit or a Citizenship Merit to girls in Years 7-11.

- **Subject Merit:** can be gained through either one single award of a Merit or through the accumulation of three *Credits*. Each subject department has its own criteria for deciding when good work warrants the award of a Merit or Credit. This may also be given, for example, for sustained effort in organising work, a significant improvement in attainment or organisation or a significant contribution to lessons, etc.

- *Citizenship Merits*: can be awarded for good behaviour, either inside or outside the classroom.

In Years 7 to 9, pupils who gain 10 Merits across a range of subjects receive a book token, presented by the Headmistress or Head of School.

In Years 10 and 11, pupils who gain 5 Merits receive a book token, presented by the Headmistress or Head of School.

In addition, a teacher can award a Commendation and so put forward an outstanding piece of work or series of assignments for consideration for the Headmistress' Commendation. The Head of School will be notified and will ask to see the piece of work before putting it forward for the Headmistress' Commendation.

The Headmistress will have appointed lunchtimes where girls can go to present the work and sign the Commendation Record.

Heads of School will acknowledge the achievements of pupils in assemblies and through events such as Presentation Evenings.

Public Recognition

- In the Head's email, termly newsletter or annual school magazine
- Weekly School Assemblies (Whole School and/or Year Group)
- Achievement and Praise Assemblies (Whole School and/or Year Group)
- Presentation Evenings:
 - The Sixth Form Presentation Evening takes place in the Autumn terms; pupils in Year 12 and leavers are presented with their GCSE and/or A-level certificates as well as certificates and/or prizes in other areas. The school prizes are also awarded at this event.
 - The Year 7&8 Presentation Evening takes place at the end of the Summer Term and is an opportunity to celebrate the achievements of all pupils in these years. The event is accompanied by a range of musical performances.

Other Opportunities to Celebrate include:

- Musical and Dramatic evenings, concerts and performances – where pupils can demonstrate their talents.;
- The issuing of certificates from sporting activities and competitions;
- The announcements of achievements on the website;
- Sports Day;
- Duke of Edinburgh Awards Evening;
- Community Action Celebration Evening (for Lower Sixth);

Sanctions

The school has a comprehensive Behaviour Management and Discipline Policy. Managing behaviour is most successful where pupils know that good behaviour is rewarded and that there will be a consequence for them if they misbehave.

The School reserves the right to impose disciplinary penalties where a pupil's behaviour falls below the standard which could be reasonably expected of her, whether because she fails to follow a school rule or disobeys an instruction by a member of staff. Where a pupil contravenes the guidelines for good conduct, it may also be necessary to respond to such action by imposing a reasonable sanction.

Sanctions are delivered in the understanding that we believe strongly in a culture of praise in school and that sanctions are given as a constructive measure to bring an improvement in the pupil's behaviour or learning.

The following items refer to those sanctions given by a teacher with the intention of alerting the Pastoral Team to an instance or pattern of poor conduct. They may be used for low-level misbehaviour and/or some types of medium-level misbehaviour.

- ***Planner***

Normally, teachers write in the Planner to indicate a concern or communicate with parents. The sanction indicates to the student that her behaviour or actions are not acceptable. The planner allows the teacher to make the pupil's parent/carer aware of the concern. Planners are checked regularly by the form teacher.

- ***Planner Plus***: an additional record of concern.

Teachers regularly record concerns or communicate with parents via the diary. Where a teacher wishes to escalate or raise the Head of School's attention to the issue quickly s/he may record it using the Planner Plus entry on ISAMS which will immediately alert the Head of School to the concern. This may be used where a teacher has had to withdraw break or lunchtime privileges.

- ***Order Mark***: a formal record of misconduct

An Order Mark entry will alert the Head of School who will apply a sanction and inform parents.

Other disciplinary penalties (for some medium-level and most or all serious and severe misbehaviour) may include the following. Parents will be contacted as appropriate:

- withdrawal of break or lunchtime privileges;
- detention;
- removal from the group/ class/ a particular lesson;
- withholding participation in educational visits or sports events, particularly when these are not essential to the curriculum;
- internal or external suspension (including a 'technical' suspension where a pupil is on Study Leave);
- removal from School;
- expulsion.

Concerns relating to both behaviour and academic progress:

Class teachers also raise concerns with their Head of Department as a regular part of Departmental meetings. These are communicated to the Head of School and the rest of SLT via the minutes.

Appendix One: Responding effectively to poor behaviour

Member of staff identifies unacceptable behaviour



Verbal Warning



*If the behaviour persists, contravention recorded in Planner (Y7 to 13)
e.g. Science, pd 5, teacher's initials, "chatting"*

Planners are checked regularly by the Form Tutor who should monitor the pupil for patterns of poor behaviour.



Planner Plus can be used where the teacher feels that the Head of School should be alerted immediately to the incident of poor behaviour or pattern of poor behaviour.

The withdrawal of break or lunchtime privileges may be sanctioned by the class teacher or member of the Pastoral team.

~AND/OR~

Order Mark issued (Y 7 to 11) / Referral (Yrs 12-13)

An Order Mark can be given for persistent misbehaviour in one lesson or for follow up to a verbal warning/Planner sanction in an earlier lesson.



Interview with member of Pastoral Team

This can be a response to exceptionally poor behaviour in one lesson or a response to a sequence of Verbal/Planner sanctions and Order Marks. An entry on ISAMS will alert the Head of School who will apply a sanction and inform parents.

Responding effectively to poor work

Teacher identifies unacceptable work (and makes a note in the girls' planner, if appropriate)

Teaching staff should always make clear the assessment criteria **in advance**



Action agreed, e.g. work is re-done

The teacher may need to demonstrate how the work can be improved. A new deadline would need to be set.



Order Mark/Cause for Concern may be submitted if work is persistently late/below standard
NB Order marks should not be used as an alternative to the completion of missing or sub-standard work.



Interview with Head of Department/Head of School if necessary

HODs are responsible for the standards set by all the teachers in their department.

They need to support their colleagues in maintaining these standards. Heads of School may also be involved.