



BEHAVIOUR, REWARDS AND SANCTIONS POLICY

Quinton Hall School seeks to provide a rounded education in a nurturing environment, in which each child is personally valued and challenged to pursue the highest standards in spiritual, moral, cultural, intellectual and physical development. We expect each child to develop their own particular talents in pursuit of their vocation. Academic success, confidence, good relationships, loyalty, sporting prowess, aesthetic interest and readiness to be of service to society will be the qualities of the Quintonian.

Aims of Policy

To implement a whole school behaviour policy supported by the whole school community: parents, teachers and children, based on a sense of community and shared values.

To create a caring atmosphere by applying positive policies, in which teaching and learning can take place in a safe and happy environment.

To teach and model values and attitudes, as well as knowledge and skills. To promote responsible behaviour, encourage self-discipline and encourage in pupils a respect for themselves, for other people and for property.

To provide a range of rewards for pupils of all ages and abilities.

To make clear to pupils the distinction between minor and more serious misbehaviour and the range of sanctions and consequences that will follow.

To deal with problems and issues relating to behaviour and conduct in a caring, consistent and firm manner to help achieve an improvement in behaviour and conduct.

Positive Discipline and the Use of Rewards and Sanctions.

A major aim of the school policy is to encourage all pupils to practice good behaviour by the operation of a system of praise and reward.

In line with good practice, all staff will seek to build positive relationships with pupils and seek opportunities to celebrate and praise good behaviour good work and other achievements both large and small.

Recognition of performance is provided in a variety of ways and given public acclamation at school assemblies.

Staff should also seek opportunities to offer praise and recognise good work and behaviour in an on-going manner.

Pupils and parents should be aware that irresponsible, selfish and inappropriate pupil behaviour will lead to sanctions being applied in a consistent and fair manner.

The school will do all in its power to investigate incidents which have a disciplinary aspect to them in order to ascertain who is culpable.

Experience shows that it may prove impossible to form a totally clear picture of what has occurred when relying solely on the hearsay evidence of pupils. As a result, disciplinary decisions may have to be made on the basis of the weight of evidence.

Rewards

A range of strategies – both informal and formal exist to provide positive recognition and reward for good behaviour and work.

The relationship between any teacher and pupil is fundamental and provides opportunities for praise, both verbally and in comments when marking work. Assemblies also provide opportunities for the achievements and efforts of pupils to be recognised, shared and celebrated.

All pupils are placed in one of four Houses and they can earn house points. These can be awarded by any member of staff. They can only be given in single units and once awarded, cannot be taken away. House points should be recorded with the work done and in homework diaries. They are also entered into iSAMS.

House Point Certificates - 25 Bronze, 50 Silver, 75 Gold, 100 Platinum, 125 Titanium, 150 Diamond etc. can be awarded to pupils. A weekly tally is taken of house points earned and any certificates earned are awarded at assembly.

A Blue Card for exceptional academic work can be awarded and is worth 3 house points.

Good Citizenship Award, worth 5 house points can be awarded and nominated by any staff member to Headmaster. Certificates of Merit and Good citizenship are not easy to earn and reflect the value of house points and the expectations for work and behaviour.

Headmasters Certificate, not more than 2 or 3 to be awarded per year, for exceptional achievement i.e. displaying courage and fortitude during serious illness, or as result of extreme family difficulty. Exceptional achievement in sport, music, art or drama, both inside or outside school – at a high level.

Opportunities exist within the school community for pupils to display work, engage in presentations, drama and assemblies and the efforts of pupils here can be acknowledged and celebrated.

A comprehensive range of awards also exist to recognise and reward sporting achievement and participation.

The following standard sanctions are available to staff;

TEACHER DISCRETION – When a pupil fails to meet the accepted standards in work or conduct, staff may exercise their own professional discretion in the manner in which they deal with the problem. They may use a variety of corrective strategies that may include repeating work, issuing further work, missing play time, private lunchtime detention and talking with the pupil to illustrate why work or behaviour is not satisfactory.

RED POINTS – a pupil, through their behaviour or unsatisfactory work, can be awarded a red point that is recorded in their homework diary. A Friday detention will be issued to a child who earns three red points in a half-term.

CONTACTING PARENTS – On an informal basis, teachers can liaise with parents by telephone at an early stage of a developing problem in order to remedy the situation and avoid an escalation. Subject teachers must inform Form Teachers before contacting parents.

ACADEMIC & BEHAVIOUR CONCERN.

Where a problem is either serious or minor but recurrent, the teacher details the nature of the problem and its context. This is shared with Form Teacher, Headmaster, Headmaster. The member of staff noting the concern will indicate what steps are to be taken. The outcome of this will be communicated to the pupil and where necessary, parents contacted, usually by telephone.

DAILY REPORT

Where a pattern of behavioural and/or academic concerns emerges, in combination with detentions, a pupil may be placed on a Daily report in order to closely monitor and record any improvements or deterioration and feed back to parents. The period of Daily Report is between one and two weeks in length and the pupil is required to produce their Report Card at the end of each lesson where the teacher will sign, write a short comment and provide grades for effort and behaviour. The pupil will take the Report card to the Form Tutor at the end of each day for review and comment and then take it home where a parent must sign to acknowledge that they have read it.

At the end of the period, the pupil's progress will be assessed and a summary report written which will recommend appropriate action i.e. the problem has been resolved/behaviour and work is much better or that further steps are necessary.

ACADEMIC SMART TARGET SHEET

In some instances, it may be felt that a more narrowly focused Target Sheet may be used instead of a Daily report. These can be introduced where a pattern of behaviour and/or academic concern emerges, affecting academic work in class. They are a way of setting pupils SMART (Specific/Measurable/Attainable/Realistic/Time-based) targets for longer than a two week period. They are a means of tracking pupils with difficulties that are inhibiting their learning such as constant chatting, poor personal organisation, disrupting the work of others, lack of care for work or others etc. Smart Target Sheets are issued in agreement between the issuing teacher, the pupil and the Headmaster, Deputy Head Teacher or SENDCo as appropriate.

DETENTIONS

Detentions take precedence over any other activity in which a pupil may be involved and other than absence from school, no other reason is acceptable for failure to attend.

A Form or subject teacher can award a personal lunchtime detention. This will be recorded by the issuing teacher in their planners.

A Friday Detention can be issued as a result of a continuing pattern of concern over behaviour or academic progress, for a single significant breach of school rules or as a result of no less than three separate lunchtime detentions being issued.

WITHDRAWAL FROM CLASS

A pupil may be removed from a class in order to prevent a situation from escalating or to remedy a particular problem. In such cases, the pupil should be escorted to the nearest class by another pupil along with an explanatory note and work for them to do. If this is not possible the School Office should be telephoned for a member of SMT to collect the pupil directly and take them to a suitable place. The teacher removing the pupil should make a record of this on a Pupil Incident Form and parents informed.

FIRST FORMAL WARNING

The Headmaster will issue a FIRST FORMAL Warning to a pupil who, over a period of time has failed to meet the expectations of the school in either academic or behavioural terms. The Headmaster will notify parents of his intentions to issue a First Formal Warning and if appropriate, meet with them. The pupil will also be informed verbally, by the Headmaster, with a second adult present, of his decision. The parents will have previously been informed of concerns.

TEMPORARY EXCLUSION FROM SCHOOL

Temporary Exclusion from School can be applied by the Headmaster for a period of up to three teaching days, in order to respond to a repetition of behaviour after the issue of a First Formal Warning. Parents will be informed in writing, with details of the reason and dates for exclusion, **five teaching days before this sanction takes place.** The Headmaster may impose an immediate exclusion if a child has broken school rules and whereby allowing them to stay in school would seriously harm their education or welfare, or the education or welfare of other pupils.

A FINAL FORMAL WARNING

A Final Formal Warning will be considered for a pupil whose behaviour or academic effort continues to be of a serious concern over an extended period of time and where a First Formal Warning and Temporary exclusion has had no effect. There will have been little or no sustained pattern of improvement or response to the standard sanctions and a level of obvious non-compliance or co-operation. Any further single serious breach of the school code of conduct and expectations will lead to the withdrawal of a place at the school.

WITHDRAWAL.

Where a pupil's profile and pattern of behaviour and/or failure to respond to support and expectations due to lack of compliance, shows no improvement, parents will be advised after consultation that withdrawal is the only remaining option. The Headmaster will inform Governors of this action.

PERMANENT EXCLUSION.

This is to be the sanction of last resort issued in the interests of the offending pupil and the pupil body as a whole, where acts of physical and verbal violence or persistent and repeated disrespect and non-co-operation have been perpetrated even after the issue of a First and Final Formal Warning. The Headmaster will inform Governors immediately that the decision to permanently exclude a pupil has been made.

Summary of Procedures For dealing with Breaches of Behaviour Policy and Code of Conduct

Members of staff work to encourage good behaviour through role modelling, example, praise and reward.

No member of staff must in any way physically or verbally abuse a child.

This flow chart shows the relationship between pupils and teachers in dealing with pupils and their pastoral care.

LEVEL 1

Problem

Minor breaches of class rules and Code of Conduct
Homework not done/done to poor standard
Lateness
Class work not satisfactory
Litter, uniform

Action

Teacher only
Possible contact with parents

Liaison

With other teachers and/or parents

Sanction

Own private detention
Repeat work
Note in prep diary to parents
Apology – verbal and/or written

LEVEL 2

Problem

Persistence of Level 1 behaviour
Poor and disruptive behaviour
Bad manners
Repeated problems with class and homework
Unkindness towards other children
Low-level physical behaviour

Action

Red point
Detention
Repeat work
Apology
Inform Deputy Head Pastoral

Liaison

With all staff who have teaching contact

Parents

Sanction

Repeat work

Apology

Daily Report

Target Card

Withdrawal from favoured activity

LEVEL 3

Problem

Persistence of Level 2 behaviour

Bullying

Vandalism

Chronic lack of effort

Sustained under-performance

Violence

Abusive language

Non-compliance with adult requests

Action

Inform all staff

Inform Headmaster

Contact parents

Liaison.

With parents, staff

Sanction.

First Formal warning

Withdraw pupil from activities

Formal contact with parents

Temporary Exclusion

LEVEL 4

At this level, the matter is to be dealt with by Headmaster and First Formal Warning and temporary exclusion will already have been applied and therefore next and final stage after consultation with parents is Final Formal Warning, withdrawal of pupil from school by parents or permanent exclusion.

Pupils found in possession of cigarettes, alcohol or illegal substances on school premises will be dealt with as a matter at Level 4, resulting in immediate temporary exclusion pending full investigation.

Corporal Punishment is not used in any form as a sanction in this school.

The Role of Parents

Parents accept the values, philosophy and expectations of pupils, by the school, when they accept a place for their child. They have the primary role and responsibility for the development of positive behaviour of their child and the school works to further develop and consolidate this in the day to day life and experiences of their child while in school.

Parents can help by:

- By recognising that an effective school behaviour policy requires their support.
- By being familiar with school rules and the code of conduct and discussing these with their child.
- By attending parental consultation evenings, social functions and generally developing open and positive relations with the school.
- By knowing that effective teaching and learning can only take place within a culture of mutual respect, courtesy and a commonly understood framework of discipline and behaviour.
- By supporting the school where sanctions are applied.

The QHS Code of Conduct

All members of the QHS Community observe the Golden Rule in treating all others as they themselves would like to be treated – with courtesy, good manners and respect.

We care for our school environment and respect all property.

We take a pride in our appearance and wear correct school uniform and games kit at all times.

We respect and observe all out-of-bounds and 'no go' areas of the school.

We endeavour to be punctual at all times.

We do not bring any sweets or chewing gum into school.

We move around the school building and site in a safe manner, showing consideration for others by walking on the left and in a quiet manner.

SANCTIONS AND REWARDS

SANCTIONS

Sometimes a word admonition is sufficient to deal with an act of thoughtlessness or selfishness. Direct disobedience or repeated poor behaviour after a warning is awarded a Red Point, which is recorded in the pupil's homework diary and on iSAMS, including a summary of the reason it has been awarded. Parents will receive an automated email regarding the Red Point, which cannot be challenged. No more than one Red Point can be awarded for any offence.

A pupil in Year 5 or 6 who gains three Red Points in a half-term is referred to the Deputy Head Pastoral, who will issue a Detention Notice, which is sent home and acknowledged by their parents. Detention is served between 4.30pm and 5.30pm on Friday, supervised by a member of the teaching staff.

In Years 3 and 4 detention notices are issued by a member of the SMT, and a detention is served at a lunchtime. A third detention gained by a pupil of Year 3 or 4 is served at a Friday Detention after school.

REWARDS

Sometimes public recognition is judged to be adequate reward for a good deed. In the classroom good work is recognised by the award of House Points, which are entered into Homework Diaries and recorded on iSAMS. Outstanding work is rewarded with a Blue Card. Worth three House Points, which a pupil presents personally to the Headmaster. House points are also awarded for good conduct.

There is the option to award a Headmaster's Certificate to a pupil judged by a member of staff for exceptional achievement, or if they have done an outstanding act of selflessness to the community; including out of school deeds. The certificate is awarded during Headmaster's Assembly.

EYFS

In Nursery children are rewarded with verbal praise and moving their photo up a behavior tree. In Reception children are rewarded with verbal praise, reward stickers, adding a marble to the class jar or adding a face to their individual smiley face chart. When negative behaviour is displayed the children are spoken to by the staff to discuss their feelings and actions. Parents are also informed. Children may move down the behaviour tree in Nursery or lose a smiley face in Reception when negative actions are repeated.

Pre-Prep

In the Pre-Prep children are rewarded with verbal praise, moving their balloon up the class' behaviour chart and adding spots to the class ladybird. In Year 2 children receive stamps in their stamp book for hard work. When a child receives a certain number of stamps they are rewarded with a certificate. In the weekly sharing assembly children in Reception, PP1 and PP2 are awarded star of the week certificates. When negative behaviour is displayed children move their balloon down the behaviour chart or a spot on the ladybird could be removed. If negative behaviour is repeated or behaviour is particularly challenging parents are informed.

Other sanctions available include verbal reprimands, missing some of playtime or repeating work, at the discretion of the teacher.

MONITORING PROGRESS

Form Teachers are expected to check Homework Diaries frequently and to count up House Points/Red Points weekly, recording these on iSAMS.

At the end of each term all the House Points are added up and the final score for each pupil contributes towards the Inter-House Competition.

DAILY REPORT

If deemed appropriate pupils can be placed on a daily report to monitor specific behavior targets.

SERIOUS OFFENCES

The School considers fighting, bullying, use of inappropriate language, disrespect towards members of staff and vandalism as serious offences, for which the punishment is immediate referral to the Headmaster. The pupil will be interviewed, to ascertain the reason for the offence and to point out the undesirability of the pupils actions. The Headmaster uses his discretion when setting a punishment. Offences of this nature are recorded on blue Pupil Incident Form, available digitally on the "Read Write" drive, or in hard copy in the staff room.

Further sanctions are imposed by the Headmaster following discussions with the relevant staff.

In all cases where the Headmaster has been involved, the parents are contacted, either by email or telephone and a record of the communication is kept on file.

WORK SANCTIONS

Failure to hand in homework when requested gains a Repeat Work Slip, which is sent home for resubmission by the pupil. This is done by sending a Repeat Work request on iSAMS, which is then emailed to parents. A receipt request is added to confirm parents have received it. Form Tutors and the Headmaster are copied into this email to track Repeat work.

Failure to complete this repeat work in the set time is punished by a Red Point and the work will be completed in a detention.

THE ROLE OF PSHCE

During the weekly PSHCE lesson teachers often discuss with Forms issues such as bullying, inappropriate behavior and being unkind to each other. Such issues are also mentioned in Form Time and Assemblies. In the Pre-Prep circle time is used and at the end of each week, Golden Time is used to reward a pupil's good behaviour during the week.

Discipline outside the School gates

The law states that teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. Examples of such occasions may be while a pupil is taking part in any school organised activity, travelling to and from school or wearing school uniform. The School will discipline pupils where online behaviour causes upset and/or harm to others in the School community. The School would investigate incidents that have taken place outside the school premises where upset and/or harm has been caused to others in the School community, and/or have brought the School into disrepute.