



BEHAVIOUR AND REWARDS POLICY

November 2018

This policy will be reviewed in full by the Governing Body annually.

It is due for review November 2019

A handwritten signature in black ink, appearing to read 'Helen Cullen', with a long, sweeping horizontal line extending to the right.

Signed:
Helen Cullen
Headteacher

BEHAVIOUR AND REWARDS POLICY

A STATEMENT OF VALUES

At Sexey's School, we recognise a core set of values. Inherent in these values is the overriding belief that all students can learn and must have the opportunity to learn. We have a passion to be exceptional in all that we do and within this is our commitment to providing an exceptional culture with exceptional behaviour at the centre of this.

Our exceptional culture is built on:

Rights	Responsibilities	Expectations
<p>All members of our community have the right to:</p> <ul style="list-style-type: none"> • Be respected • Be listened to • Feel safe • Be valued as an individual • Learn • Aspire to achieve their dreams • Have access to a wide range of high-quality experiences 	<p>All members of our community have a responsibility to:</p> <ul style="list-style-type: none"> • Show respect to other people and their belongings • Show respect and care for the school site • Keep themselves safe • Make good choices • Be the best they can be • Become independent learners • Listen to others • Accept others views and opinions • Ensure their actions and words do not upset or hurt others • Ensure their actions do not impact on their own learning or others • Seek help if needed 	<p>All members of our community follow these expectations:</p> <ul style="list-style-type: none"> • Treat others as we would like to be treated • Greet each other with a smile and hello • Move calmly around the school site • Hold doors for each other when passing through corridors • Be punctual to lessons • Students line up outside classrooms and wait for their teachers to greet them. • Have the correct equipment with them • Complete all work to the best of their ability that is equal to or exceeding target grade.

We are passionate about exceptional behaviour and will achieve this through having shared and agreed principles that are based on:

Our attitudes	Our values	Our beliefs
<ul style="list-style-type: none"> • Caring • Positive • Determined • Committed • Motivating • Encouraging • Supportive • Aspirational • Inspirational 	<ul style="list-style-type: none"> • Treat others, as we would want to be treated with care, compassion, empathy and respect. • Take time to listen to others. • Everyone has their own opinion, beliefs and values and we respect these. • Value the educational experience and opportunities available to us by being the best we can be. 	<ul style="list-style-type: none"> • We are all individuals. • We all have our own personality and set of skills and qualities. • We can all make a difference to our own lives and the lives of those around us. • We are all part of the community and world that we live in and it is our responsibility to ourselves and those around us to be the best version of ourselves that we can be.

RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with policies on bullying, attendance, teaching and learning, equal opportunities, mobile phones, physical restraint and racial discrimination.

RATIONALE

We believe that it is important to treat students and colleagues with the same basic courtesy and respect that we would wish students to show to staff and each other.

We aim to provide a positive and rewarding culture permeating every aspect of school life that enables students to achieve their educational potential.

Recognition of Achievement is the focus of the policy. We aim to manage the behaviour of our students through positive reinforcement. While sanctions are included in the policy, they are not the driving-force behind the management of behaviour at Sexey's. The policy considers consequences for undesired behaviour,

which refers to all responses to unwanted behaviour or rule breaking.

The policy seeks to manage behaviour through the provision of high-quality lessons for students that encourage students to choose to behave well. Where staff are well trained in the delivery of quality lessons and behaviour management techniques in their classrooms, aware of the needs of students, monitoring the learning taking place and motivating all students to be successful, there are many opportunities for students to behave well. Where teaching and learning is good or better, everything else moves in the right direction.

Most, if not all staff, will encounter difficulties in behaviour management to a greater or lesser extent at some point in their careers. This policy seeks to enable staff to feel comfortable in acknowledging these difficulties and to support staff in their best endeavours. It suggests ways in which staff can evaluate their own practice, preparation and response to situations to try to ensure that they are using the most effective ways of carrying out their work. This process is essential to maximising the chances of good behaviour. The policy provides support mechanisms for staff through resources and procedures within school.

In the main, behaviour should be viewed as the student's response to the environment. The behaviour and the environment should be the focus for intervention and change rather than the individual student. Where problems continue to arise, planned, staged systems are in place to help to overcome the individual difficulties a student may be experiencing.

Ultimately, we would like students to manage their own behaviour, take responsibility for their own actions and to do so regardless of extrinsic rewards. As students move through the school, the opportunities for taking on responsibility should increase and we would hope that students do so for the intrinsic rewards of mature behaviour.

The adage, "Nothing succeeds like success" would be appropriate to describe this approach to managing behaviour. We are on the lookout for positive behaviours that we want to encourage, reward, and use the achievements of students as starting points for further developments.

Parents/carers must be kept informed of their son/daughter's progress and achievements. Similarly, where a student's behaviour is cause for concern, parents/carers must be informed at an early stage. It is through working together that we will achieve the highest possible academic and behavioural standards for each student.

AIMS OF THE BEHAVIOUR AND REWARDS POLICY

Through the policy we should:

- Improve the quality of teaching and learning throughout the school.
- Have standards of behaviour which are agreed and implemented consistently by all members of the school community
- Reward good behaviour and apply sanctions for inappropriate behaviour in a consistent manner
- Maintain the momentum of recognizing and rewarding good behaviour so that it becomes embedded in the work of all staff

- Ensure that the rewards offered are relevant and valued by students
- Resource the policy in a way which will help to ensure its success
- Increase students' self esteem through consistent, meaningful positive recognition
- Create a positive classroom environment for staff and students through the recognition of achievements
- Teach appropriate behaviour and establish positive relationships
- Praise students often
- Recognise students' responsible behaviours with rewards
- Motivate students
- Increase parental contact through letters and phone-calls home regarding student success
- Ensure that all students can achieve recognition of their successes.

REWARDING ACHIEVEMENT

We aim to increase student's self-esteem through consistent, meaningful positive rewards. Students' success is acknowledged and recorded in a range of ways including: -

- Commendations
- 100 club
- Positive postcards home
- Phone call home
- Email home
- Head of Key Stage Student of the Month
- Celebration assembly
- Zero Club
- Gold, silver and bronze students
- Friday Fast Track Pass
- Headteacher Commendations
- End of term whole school rewards assembly
- Speech Day

Rewards can come in the form of verbal praise, written praise, commendations, certificates, post cards, additional trips and vouchers.

Commendations

Commendations will be awarded for a number of reasons:

Commendation category	Points value	Proposed criteria
Good work	1	<ul style="list-style-type: none">• Work completed in class in line with ability and expectations.
Exceptional work	2	<ul style="list-style-type: none">• Working to above target grade standard or to a significantly high level compared to students target and potential.• Great piece of work• Great contribution
Good Homework	1	<ul style="list-style-type: none">• Homework completed and handed in on time and in line with ability and expectations.
Exceptional Homework	2	<ul style="list-style-type: none">• Piece of homework work completed to above target grade standard or to a significantly high level compared to students target and potential.
Exceptional Citizen	1	<ul style="list-style-type: none">• Representing the school in a sports fixture• Involvement in school performance.• Helping at a school event• Positive contribution to Tutor Year group.• Helping another student.• Representing the school in the local community.

Commendations will be recorded by staff onto the school system and staff will add comments to explain the reason for the commendation being awarded as appropriate.

Positive Postcards

All staff members will send postcards home as appropriate to celebrate student achievement and success. Postcards can be sent for a number of reasons including:

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- Exceptional piece of work
- Exceptional Effort
- Contribution to School Life
- Improved attendance
- Well done

Headteacher Commendations

Student can be nominated by any staff member to receive a Headteacher's Commendation; this may be as a result of an outstanding piece of work or a role they have placed within the school community.

100 Club

Each week students who have qualified for 100 club based on the points awarded in each class are entered into a draw. The draw will be announced in each half term's celebration assembly.

Half Term Celebration Assembly

This event is held half-termly to celebrate students' successes in the half term. This work is led by Miss Clark who together with Heads of Key Stage will hold celebration assemblies for their students, at these students will be recognised for their hard work and achievement. Awards will be presented including Student of the Month.

Zero Club

Each term there will be a Zero event which students with Zero behaviour points will be invited to. On Zero Day students may wear non- uniform, attend the celebration event and will be entered into a prize raffle in the final assembly at the end of term.

Gold, Silver and Bronze Student

When a student qualifies for Zero Club they will also become a Bronze student, upon the second time they qualify for Zero Club they will become a Silver student and on the third occasion they will be a Gold student. Students will be presented badges in assembly to identify their achievement.

End of term whole school rewards assembly

Each term rewards are presented for the following reasons: -

- Top Tutor group in each Year Group for Commendations
- Student with the highest number of Commendations in each Year Group.
- Staff Nominations draw

Staff should use the rewards system to:

Create a positive classroom environment for staff and students through the recognition of achievements.

- Teach appropriate behaviours and establish positive relationships.
- Praise students often.
- Recognise students' responsible behaviours with rewards.
- Motivate students.
- Increase parental contact regarding student success.
- Ensure that all students can achieve recognition of their successes.

REWARD THRESHOLDS

Certificate	Upper School	Lower School
Bronze	15 Commendations	25 Commendations
Silver	30 Commendations	50 Commendations
Gold	50 Commendations	100 Commendations
Headteacher Commendation	75 Commendations	150 Commendations
Governor Commendation	100 Commendations	200 Commendations

ACHIEVEMENT AND GUIDANCE MONITORING

Students can be placed on AG monitoring at any point in the term either in response to a referral through the identification process or at a progress check or attainment report.

Students on AG monitoring will be shared in the following ways

- Staff notified by staff member overseeing AG monitoring
- AG monitoring notice board in the staff room

Level 1	TUTOR or PSA
Level 2	PSA or SL
Level 3	HOKS or HOF
Level 4	SLT

Criteria for when a student may require AG monitoring

- Attendance Concerns (over 10 absences)
- Punctuality to class concerns
- Poor engagement in learning
- Lack of personal organisation
- Disruption of own and/or others learning

Identification Process

- Through ITAC and/or HOF meetings
- CPOMS reports identifying behaviour logs
- 1:1 HOKS meetings with AH (Pastoral)
- 1:1 SLT meetings with SLT
- Progress check

- Attainment Report
- Concerns raised by several teachers to HOKS
- Concerns raised by several teachers to HOF

Student should never be on more than one AG monitoring at a time and it is the responsibility of the person placing the student on this to ensure they liaise with the students HOKS /HOS and notify all teaching staff and TUTOR.

Actions

At all levels if a student is under AG Monitoring, contact will be made with parents in the following ways

Level	Action	Staff Member
Level 1	Phone call home at start and end of monitoring	Tutor or PSA
Level 2	Letter from Tutor at start and end of monitoring	PSA or SL
Level 3	Meeting with HOKS at the start and end of monitoring	HOKS or HOF
Level 4	Meeting with SLT at the start and end of monitoring	SLT

Monitoring strategies which should be used as appropriate include:

- Report Card
- Daily review by PSA
- Daily review by HOKS
- Daily review by SLT
- Individual Behaviour Plan
- Pastoral Detention
- Curriculum Detention
- SLT Detention
- PSA after school session
- 1:1 mentoring
- Group mentoring
- HOKS supervision at social times
- School counsellor
- SEAL intervention

DEALING WITH UNDESIRE BEHAVIOURS

In any school community, there will be students with challenging behaviours. It is up to us, as a school and as individual staff, to do everything we can to provide all students with the learning environment that they need and the consistency of

approach to their behaviours that will enable them to move on and achieve success.

Even when the learning environment is good, there will be a minority of students who find it difficult to choose to respond appropriately to the learning opportunities on offer. We aim to manage these behaviours through planned interventions and strategies.

Students should understand that it is their behaviour that triggers the system of consequences.

Staff should appreciate that relatively minimalist consequences can be effective.

Bullying will not be tolerated at Sexey's. A separate policy details the ways in which we address this issue.

Sexey's School has a physical restraint policy that will be followed on the rare occasions that a staff member may need to physically restrain a student to prevent injury to the student, member of staff or other students. Physical restraint is not something that is undertaken lightly.

Sanctions

It is not generally helpful to identify learning tasks with punishment or to withdraw students from a necessary part of the curriculum as punishment. It is not appropriate to set lines as a consequence within a detention. Tasks set should be around catching up on work missed, redoing work that has been done to an unacceptable standard or a reflective task based on the reason that the student has been placed on detention.

Detentions

After school detentions will be used as a medium level sanction, with parents/carers given notice of the detention through a phone call, text via SchoolComms or email sent home. **For after school detentions** a minimum of 24 hours' notice will be given.

When on detention duty staff should:

- ensure students sit apart and in silence
- set and monitor work (a bank of work is supplied) or set another appropriate sanction.
- ensure the students' work is neat, tidy and of a good quality
- record any student whose behaviour or work is poor. This will result in a second school detention or if a recurring offence isolation in the reflection room the next day.

Appropriate detention tasks

- Students should be allowed to eat their lunch if a detention has been set for lunchtime.
- The member of staff may decide to either remain in the detention allocated room for the time or take the students out around the school site for community service

- Appropriate community service activities include – litter picking, tidying classrooms.
- Rubber gloves, litter pickers and bin liners for students to use whilst litter picking are stored in the PSA office.
- Work set should be appropriate; this is not an opportunity for them to do their homework.
- The staff member running the session may set work related to their subject area or based on a current affairs or citizenship issue.

SLT Detention Reflection Detention

Students causing significant concern or repeatedly being sent to the Refection Room (more than 2 visits in a week) will be placed in a Friday lunchtime detention. During Senior Leadership Detentions, students will be given tasks to complete that aim to refocus the student onto more appropriate ways of responding to the situation that triggered the detention. These materials encourage students to take part in the school and wider community as responsible citizens.

Sexey's School has identified several appropriate sanctions for students who display behaviour, which is impacting negatively on their own learning or the learning or safety of others.

Sanctions should:

- be immediate and discreet and provide opportunities to make low-level responses to student behaviour.
- seek to modify and ultimately change behaviour.
- include a range of procedures that will come into play when students choose to contravene the school expectations.
- be fair, appropriate and commensurate with the cause.
- be applied consistently but take into account individual circumstances.
- not be applied to whole groups of students.
- not humiliate students.

Sanctions that can be used include:

Sanction	Why	When	Where	Staffed by	Admin by
Lunchtime detention	Work not completed in class	On the same day or following day	Subject Teachers Room	Subject Teacher	Subject Teacher
Pastoral Detention	Lateness, inappropriate behaviour at social times, bullying, truancy of 1 lesson, accumulation of behaviour incidents. Failure to attend lunchtime detention.	Tuesday and Thursday 3:40-4:40pm	Library	TLR Holders on a rota	Attendance Officer's
Curriculum Detention	Failure to complete homework or classwork to a sufficient standard after 2 warnings	Tuesday and Thursday 3:40-4:40pm	Library	TLR Holders on a rota	Attendance Officer's
SLT Reflection Detention	More than 2 visits to reflection room in a week	Fridays 12:30-1:30pm	Heads Office	SLT on duty rota	PSA and Headteacher's PA
Isolation	Significant breach of behaviour and rewards policy, truancy, accumulation of behaviour points, bullying, verbally or physically abusive behaviour. Failure to attend a Pastoral or Curriculum Detention.	Usually within 24 hours of the incident.	Reflection room	Pastoral Support Team	PSA

	Poor behaviour in detention.				
Exclusion (Fixed term or permanent)	Significant breach of behaviour and rewards policy, accumulation of behaviour points, bullying, verbally or physically abusive behaviour.	Within 24 hours of incident	Off site	Supervised by Parents.	Headteacher's PA

THE ROLE OF KEY STAFF

All staff members hold a responsibility to ensure the policy is followed in a consistent approach. Each staff member has a key role to play.

The role of Subject Teacher (ST)

Subject Teachers should be planning interesting, engaging and differentiated lessons that facilitate student's engagement in learning and positive behaviour. Subject Teachers should meet or phone (in the case of overseas students) parents of any student where they have reason to be concerned. Tutors should be notified if a subject teacher is meeting with a parent. The subject teachers may decide to request that the Subject Leader issues a report card for the student. Parents may be called in earlier at the subject teacher's discretion. The Subject Leader should be informed of such action prior to its taking place and all interviews and telephone conversations should be recorded on CPOMS as a parental contact. If there is still no improvement after the interview with the parents, the case should be referred to Subject Leader for further action and, if appropriate, to the Head of Faculty. To consistently follow the school behaviour and rewards policy.

The role of the Subject Leader (SL)

To provide support to subject teachers where there are persistent incidents where students learning is being disrupted by their own behavior or that of another students. Support subject teachers with parental meetings as appropriate. Provide support through sending letters, meeting with parents and monitoring report cards to ensure that each student's behaviour within their area facilitates the learning and progress of all students. Subject Leader should call in parents for any student where they have reason to be concerned all interviews and telephone conversations should be recorded on CPOMS as a parental contact. Subject Leaders are responsible for developing strategies, which will ensure that student support is effectively managed by teachers in the classroom. They are responsible for ensure all members of their team are working within the schools behaviour and rewards policy and adopting a consistent approach towards high expectations and behaviour management. Liaison with Heads of Key Stage will be a key part of this role and Subject Leaders should

liaison with students Heads of Key Stage at the point they are concerned and meeting with parents.

The role of Heads of Faculty (HOF)

Heads of Faculty should have oversight of student engagement within learning within their faculty. Heads of Faculty should monitor and intervene where there are significant concerns around a student's behavior within the faculty. Heads of Faculty should call parents in for a meeting as an escalation from a previous meeting with a Subject Leader or where there has been a significant single incident within their specific school of learning all interviews and telephone conversations should be recorded on CPOMS as a parental contact. Heads of Faculty should support Subject Leaders through developing strategies and monitoring student's behaviour and intervening at an early stage. Behaviour and rewards should be a fixed item on meeting agendas and information about specific students and actions taken and concerns shared with Heads of Key Stage Heads of Faculty can place students on a report card and daily monitoring, as they feel appropriate as a supportive mechanism to help students modify and manage their behaviour. They are responsible for ensure all members of their faculty working within the schools behaviour and rewards policy and adopting a consistent approach towards high expectations and behaviour management. Liaison with will be a key part of this Heads of Key Stage role and Heads of Faculty should liaison with students Heads of Key Stage at the point they are concerned and meeting with parents.

The role of the Pastoral Support Assistant (PSA)

The Pastoral Support Officers are responsible for:

- Managing exits
- Providing mentoring and support for students who struggle to manage and self regulate their behaviour
- Provide Assistance to staff where a students behaviour is disturbing their own learning and others
- Observe students behaviour in class as a strategy to plan further support and intervention
- Liaise with Parents and staff around behaviour incidents
- Liaising with staff around all incidents of a C3 or higher
- Contact Parents where an isolation or exclusion has been given
- Manage lost property
- Lend equipment and uniform to students who have arrived at school without key equipment and/or correct uniform
- Support the behavior and rewards policy
- Support the late students
- Support the school policy on uniform, hair and make up
- Meet weekly with the Assistant Headteacher Achievement and Guidance

The role of Tutors (Tutor)

The Tutor has responsibility for:

- Oversight of all the students conduct within their Tutor group.
- Monitoring uniform and makeup of the students within their Tutor group.
- Ensuring all students start each day with appropriate equipment and prepared for learning.

- Liaison with class teachers where there are issues that may impact on student's engagement in learning.
- All interviews and telephone conversations should be recorded on CPOMS as a parental contact.
- Liaison with parents where there are concerns around behaviour and engagement in learning across a number of subjects.
- Celebrating student success.

The role of the Heads of Key Stage (HOKS)

The Head of Key Stage should have oversight of student engagement within learning within their Year Group. Heads of Key Stage should monitor and intervene where there are significant concerns around a student's behavior across a number of different schools of learning. Heads of Key Stage should share student's barriers to learning, both short term and long term with class teachers and make staff aware of any significant incidents or changes in a student's life as appropriate. Heads of Key Stage should call parents in for a meeting as an escalation from a previous meeting with an Tutor or where there has been a significant single incident for example bullying. All interviews and telephone conversations should be recorded on CPOMS as a parental contact. Heads of Key Stage can place students on a report card and daily monitoring, as they feel appropriate as a supportive mechanism to help students modify and manage their behaviour. They are responsible for ensuring all members of their Tutor group working within the schools behaviour and rewards policy and adopting a consistent approach towards high expectations and behaviour management. Liaison with Subject Leaders and Heads of Faculty will be a key part of this role and Subject Leaders should support liaison with all teaching staff who teach a student at the point they are concerned and meeting with parents.

The role of the Senior Leadership Team (SLT)

Significant incidents will be dealt with by the Assistant Headteacher (Pastoral), and, in exceptional cases, the Headteacher. The SLT will support staff in classes and corridors, by maintaining a high presence through a daily patrol throughout the day. They are responsible for ensuring all members of staff are working within the schools behaviour and rewards policy and adopting a consistent approach towards high expectations and behaviour management. SLT, HOF, and HOKS will liaise both informally as appropriate and formally through the calendared Attainment report joint meetings.

The role of the Duty Staff

All staff members undertake duties at break time, lunchtime, before and after school within the duty rota. All staff hold responsibility for being active in their supervision and reporting any incidents of poor behaviour to the appropriate staff member as identified within the behaviour and rewards policy. Staff are responsible for arranging a swop in the event of planned absence on a day that they have a duty.

The Role of Administration Support

Administration support for this policy will be carried out by the following people: -

- Report running – Attendance Officer/PSA
- Detention administration – Attendance Officer
- SLT Friday detention - SS
- Isolation admin – SS
- Fixed term and permanent exclusions admin – SS

Template letters and guidance on administration and running detentions are provided within the appendices of this policy.

Behaviour Management Procedures

To support staff in being consistent across the site in their use of consequences the following matrix provides some guidance. Further guidance is available in each classroom.

BEHAVIOUR CONSEQUENCES MATRIX

	Behaviour	Initial response by	If necessary referral to	Action	Possible Consequences
	C1 – This is not entered onto CPOMS. However, it means the student should not receive a Commendation for the lesson.				
CLASSROOM	C2 and C3	Classroom teacher	SL	CT monitoring	Exit at C3
	C4 – poor behaviour in reflection room	Pastoral Support Assistant	SL	SLT referral	Text/email home by PSA Friday lunchtime detention and reflective sheet completed
	C5 – significant incident outside of class	Staff member witnessed it	PSA / HOKS	HOKS Contact home	Pastoral detention
	Failure to have correct subject specialist equipment	Classroom teacher	SL	Classroom teacher contacts home on second occasion in that subject.	Daily equipment checks by Tutor. Persistent issues referred to HOKS Subject specialist equipment issues picked up by Subject Leader at 3 rd occasion and phone call home.
	Use of mobile phone without permission	Classroom teacher	Call PSA or reception to alert PSA.	Phone placed in safe in front Reception to be collected by student at 3:40pm If PSA involved HOKS to be notified	Removal of phone until 3:40pm

	Failure to complete classwork to an appropriate standard ie:- aligned to target grade or at a level the teacher believes reflects the students ability	Classroom teacher	SL	1st Occasion:- Classroom teacher to place note in students book. Student to be set task of redoing work and resubmitting 2nd Occasion :- Parent is contacted by classroom teacher 3rd Occasion:- Classroom teacher to refer student to Subject leader for Curriculum Detention	3 rd Occasion = Curriculum detention after school 1 hour
	Failure to complete classwork to an appropriate standard ie:- aligned to target grade or at a level the teacher believes reflects the students ability	Classroom teacher	SL	1st Occasion:- Classroom teacher to place note in students book. Student to be set task of redoing work and resubmitting 2nd Occasion :- Parent is contacted by classroom teacher 3rd Occasion:- Classroom teacher to refer student to Subject leader for Curriculum Detention	3 rd Occasion = Curriculum detention after school 1 hour
	Failure to complete homework to an appropriate standard i.e.:- aligned to target grade	Classroom teacher	SL	1st Occasion:- Classroom teacher to place note in students book. Student to be set task of redoing work and resubmitting	3 rd Occasion = Curriculum detention after school 1 hour

	or at a level the teacher believes reflects the students ability			2nd Occasion :- Parent is contacted by classroom teacher 3rd Occasion:- Classroom teacher to refer student to Subject leader for Curriculum Detention	
	Failure to complete homework to an appropriate standard i.e.:- aligned to target grade or at a level the teacher believes reflects the students ability	Classroom teacher	SL	1st Occasion:- Classroom teacher to place note in students book. Student to be set task of redoing work and resubmitting 2nd Occasion :- Parent is contacted by classroom teacher 3rd Occasion:- Classroom teacher to refer student to Subject leader for Curriculum Detention	3 rd Occasion = Curriculum detention after school 1 hour
SOCIAL	Poor behaviour at break or lunch	Person on duty	PSA on duty / HOKS on duty	PSA to investigate and report to HOKS	Isolation at break and / or lunch time for a period of time. RJ conference Contact home
	Damage to the school site or property	Person on duty or who witnesses it	HOKS	PSA/ HOKS	Community service with member of the site team. Duration to be dependent on incident.
	Use of mobile phone without permission	Staff		Phone placed in safe in front office to be collected by student at 3:40pm If PSA involved HOKS to be	Removal of phone until 3:40pm

				notified	
UNIFORM	Incorrect Uniform, wearing makeup or piercings	Member of staff who sees the student	TUTOR/HOKS	PSA to notify Tutor and HOKS	See Uniform consequences flow chart. 1 st incident = log 2 nd incident = log 3 rd incident = HOKS letter and detention 4 th Incident = Parent meeting with HOKS. Persistent ongoing incidents can lead to SLT detention, isolation and exclusion.
TRUANCY/MISSING STUDNET	Truancy – single lesson	Classroom teacher and Attendance Officer. See Attendance Procedure in Appendices	Attendance Officer PSA	AO to check whole day attendance AO to contact home	Curriculum detention to make up work missed.
	Truancy – one than 1 lesson in a day	Classroom teacher / Attendance Officer	HOKS	HOKS contact parents	Curriculum detention to make up work missed. Attendance report card monitored by Tutor
ASSAULT	Physical assault – against a student	Person who witnesses it or it is reported to	PSA to investigate and gather statements Referral to SLT	Contact home RJ conference	Isolation if provoked or Fixed term exclusion if unprovoked or Permanent Exclusion In all cases meeting with Parents, student and HOKS and Assistant Head
	Physical assault against a member of staff	Member of staff	SLT	Contact home RJ conference offered	Fixed term exclusion or Permanent Exclusion. In all cases meeting with Parents, student and Assistant Head and Headteacher
PEER CONFLICT	Peer Conflict	Person who witnesses the incident or who it is reported to	HOKS	Meeting with student RJ	Log on CPOMS. Pastoral detention

BULLYING/VERBAL ABUSE	BULLYING	Bullying	This should be reported to HOKS	HOKS / SLT	RJ conference (see Anti-Bullying Policy)	Loss of social times (HOKS) Follow Anti-Bullying Policy
		Blasphemy	Person who witnesses it	HOF if in class HOKS if outside of lesson time	HOF/ HOKS contact home as appropriate.	Pastoral or curriculum detention as appropriate
		Swearing / verbally peer-on-peer	Class teacher	PSA to refer to SLT	Contact home by PSA RJ conference	Phone call from HOKS 1 day isolation RJ
		Swearing and/or abusive language in front of a member of staff	Class teacher	PSA to collect statement , ensure it is logged on CPOMS Referral to HOF HOKS	HOS / PSA contact SLT	1 day isolation HOF to phone parent if in class. HOKS to phone parent if in social time
		Swearing and/or abusive language directed at a member of staff	Teacher	SLT	Contact home RJ conference offered	Fixed term exclusion Reintegration meeting with Assistant Head (Pastoral)
		Racist or religious discrimination or homophobic behaviour towards another student.	This should be reported to HOKS			Phone call home SLT detention/Isolation/Fixed term exclusion or Permanent Exclusion Possible Police involvement/ reporting using School/Academy Perceived Racial Incident Report Form and emailed to pmit@somerset.gov.uk

	Malicious use of electronic devices and social media	This should be reported to HOKS	HOKS SLT	Contact home	Phone call home SLT detention/Isolation/Fixed term exclusion or Permanent Exclusion Possible Police involvement
	Smoking	Person who witness it	HOKS to action	Contact home 3 points on CPOMS	Lunchtime detention for first incident. See Smoking section of policy for further information
	Bringing alcohol onto site	Member of staff	SLT to investigate	Contact home Parents to come in	Fixed term exclusion or Permanent exclusion. In all cases meeting with Headteacher and Parents
PROHIBITED ITEMS	Drinking alcohol	Member of staff	SLT to investigate	Contact home Parents to come in	Fixed term exclusion or Permanent exclusion. In all cases meeting with Headteacher and Parents
	Drugs use, possession or dealing	Member of staff - Refer to Drugs Policy	SLT to investigate – refer to Drugs Policy	Contact home Parents to come in Possible police involvement	Refer to Drugs Policy Fixed term exclusion or Permanent exclusion. In all cases meeting with Headteacher and Parents
	Possession of a dangerous and/or offensive weapon	Member of staff	SLT to investigate	Contact home Parents to come in Possible police involvement	Fixed term exclusion or Permanent exclusion. In all cases meeting with Headteacher and Parents

Boarding Consequences Overview

<u>LEVEL</u>	<u>CONSEQUENCE</u>
B1	WARNING - failure to respond to warning escalates consequences
B2	REMOVAL OF PRIVILEGES - town leave, electronic devices, trips, early bedtime

	COMMUNITY SERVICE - table wiping, litter picking, kitchen cleaning
B3	GATING - may not leave House premises HOUSE REPORT - may not leave House premises & must sign in with staff at regular intervals
B4	HEAD OF BOARDING INTERVENTION - meet with HOB - parents contacted by HOB - internal isolation
B5	SENIOR LEADERSHIP INTERVENTION - meet with HOB / Head - parent meeting - external exclusion - pastoral support programme

As a state boarding school, Sexey's School acknowledges the need to have appropriate consequences and rewards in place for the boarding community. These are applied for incidents in an evening (past 4pm in the boarding houses and on a weekend).

Boarding Consequences Matrix

	Behaviour	Initial response by	If necessary referral to	Action	Possible Consequences
Out of Bed after lights out	Once in the night	House Staff	Head of Boarding	Verbal Warning & B1 log	
	Twice in a week	House Staff	Head of Boarding	Verbal Warning & B2 log	Years 7-11: Earlier bed times for a week
	Three times in a week	House Staff	Head of Boarding	Verbal Warning & B3 log	Removal of privileges Years 7&8 – No town visit for a week
	Behaviour	Initial response by	If necessary referral to	Action	Possible Consequences
Failure to be in dorms, ready for bed 15 minutes before allocated lights out time	Once in the week	House Staff	Head of Boarding	Verbal Warning & B1 log	
	Twice in a week	House Staff	Head of Boarding	Verbal Warning & B2 log	Years 7-8: Remove town visit privilege for the week or 15 minutes community service. Years 9-11: Early morning meeting for a week.
	Three times in a week	House Staff	Head of Boarding	Verbal Warning & B3 log	Years 9-11: Failure to attend early morning meeting = 30 minutes community service and early morning meeting for another week. Years 7-8: Late to bed more than twice in a week, gated and 9:15pm lights out for a week.

	Behaviour	Initial response by	If necessary referral to	Action	Possible Consequences
Use of phone in KDR, prep, church	Once in the week	House Staff	Head of Boarding	Verbal Warning & B1 log	Twice in one meal, prep or church – confiscate phone for 24 hours.
	Twice in a week	House Staff	Head of Boarding	Verbal Warning & B2 log	Phone confiscated for a week.
	Two confiscations in a half term	House Staff	Head of Boarding	Verbal Warning & B3 log	Phone confiscated twice in half term, contact parents.
	Behaviour	Initial response by	If necessary referral to	Action	Possible Consequences
Not handing in phone or iPad.	Once in the week	House Staff	Head of Boarding	Verbal Warning & B1 log	Twice in one meal, prep or church – confiscate phone for 24 hours.
	Twice in a week	House Staff	Head of Boarding	Verbal Warning & B2 log	Phone confiscated for a week.
	Two confiscations in a half term	House Staff	Head of Boarding	Verbal Warning & B3 log	Phone confiscated twice in half term, contact parents.
	Behaviour	Initial response by	If necessary referral to	Action	Possible Consequences
Not on task during prep	Once	House Staff	Head of Boarding	Verbal Warning & B1 log	
	Twice	House Staff	Head of Boarding	Verbal Warning & B2 log	Second time – extra 15 min supervised prep (either study area or common room)

	Three times	House Staff	Head of Boarding	Verbal Warning & B3 log	Persistent lack of focus during prep – supervised prep in common room for a week.
	Behaviour	Initial response by	If necessary referral to	Action	Possible Consequences
Failure to attend boarding activities	Once	House Staff	Head of Boarding	Verbal Warning & B1 log	First time – gated for 3 days
	Twice	House Staff	Head of Boarding	Verbal Warning & B2 log	More than once – gated and on house report for a week.
	Three times	House Staff	Head of Boarding	Verbal Warning & B3 log	Persistent failure to attend activities – contact parents.
	Behaviour	Initial response by	If necessary referral to	Action	Possible Consequences
Failure to attend boarding activities	Once	House Staff	Head of Boarding	Verbal Warning & B1 log	First time – gated for 3 days
	Twice	House Staff	Head of Boarding	Verbal Warning & B2 log	More than once – gated and on house report for a week.
	Three times	House Staff	Head of Boarding	Verbal Warning & B3 log	Persistent failure to attend activities – contact parents.

<u>Major Incidents</u>	<u>Immediate B3</u>	<u>Repeated Major Incidents</u>		
Not signing in with matron by 4pm after school.	Gated to boarding house for a week.	Head of Boarding intervention.	SLT intervention	Head's intervention
Not signing in or out to boarding houses or other places	Gated to boarding house and on house report for a week	Head of Boarding intervention.	SLT intervention	Head's intervention
Signing out to the wrong place	Gated to boarding house and on house report for a week	Head of Boarding intervention.	SLT intervention	Head's intervention
Possessing banned items in boarding house e.g. energy drinks.	Item confiscated until next home visit	Head of Boarding intervention.	SLT intervention	Head's intervention
5 warnings for anything in one half term	30 minutes community service and inform parents/guardians.	Head of Boarding intervention.	SLT intervention	Head's intervention
3 x community services in one half term	Gated for a week, and inform parents/guardians	Head of Boarding intervention.	SLT intervention	Head's intervention
3 x gatings in a term	Loss of privileges for a 1 week, inform parents/guardians	Head of Boarding intervention.	SLT intervention	Head's intervention

Boarding Specific consequences explained

Community service could be but is not limited to, helping in the kitchen (load/unload dishwasher; emptying bins, sweeping floors), litter picking, sweeping up leaves, dusting in common room, cleaning the windows etc.

Reduced privileges include no swapping of dorms on weekends, no extension to lights out so usual bed times at weekends, reduced mobile phone use, no town visits, no chocolate bars or crisps etc.

Gated and house report – unable to leave to boarding house site for the specified time, this also includes last minute weekend activities such as cinema and shopping.

House report involves half-hourly signing in with a member of house staff outside of the normal school day.

Whole School consequences for significant incidents

Isolations

These are usually for 1 day only, however can be for 2 or more days if felt appropriate. Isolations run from 8.30 Tutor– 4.15 pm. Isolations can be given due to incidents as identified above, due to accumulation of behaviour points and/or

significant breaches of the behaviour and rewards policy. In some cases, isolations may be arranged in another schools isolation room due to the severity of the incident, which triggered the isolation.

Fixed Term Exclusions

These can be single days or for 2 or more days. The duration is the decision of the Headteacher and each incident and situation will be looked at carefully when deciding how long a student is excluded for, previous repeat incidents may also be taken into consideration.

Permanent Exclusion

The Headteacher reserves the right to recommend permanent exclusion of a student due to a single significant breach of the behaviour and rewards policy, which posed a significant health and safety risk to other members of the school community. Other incidents where a permanent exclusion may be recommended include incidents involving violence towards others, drugs, alcohol and persistent disruptive behaviour over a sustained period of time

BEHAVIOUR INTERVENTIONS FOR ACCUMMULATION OF BEHAVIOUR POINTS

Cumulative Points	Behaviour Intervention	Consequence	Staff member overseeing
5 in one subject	Letter home from Subject Leader and Subject Leader to discuss with student.		SL
10 in one school of learning	Letter home from SL SOL Achievement and Guidance Monitoring report by CT (1 week)	1 hour HOS Detention TUESDAY	CT
10 across more than one school of learning	Letter home from Tutor Tutor Achievement and Guidance Monitoring report by CT (1 week)	1 hour Curriculum Detention	TUTOR
25 in one school of learning	Phone call home from HOS and follow up letter SOL Achievement and Guidance Monitoring report by CT (1 week)	1 hour Curriculum Detention	HOS
25 in one school of learning	Phone call home from HOKS and follow up letter HOKS Achievement and Guidance Monitoring report by HOKS (1 week)	1 hour Pastoral Detention	HOKS
50	Letter from AH (Pastoral) home HOKS Achievement and Guidance Monitoring report by HOKS (4 weeks)	1 hour Pastoral Detention	HOKS
75	4 weeks daily Monitoring by Pastoral Support Team. Team around a child meeting to be held with teaching staff, HOKS, PSA, SENCo. Follow up meeting with Parents	1 day isolation	HOKS and PSA
125	Behaviour Contract for 10 weeks monitored by HOKS. Reporting daily to HOKS	2 day Isolation and reintegration meeting with HOKS and Parents.	HOKS
175	Behaviour contract monitored by AH (Pastoral) for 10 weeks. On Achievement and Guidance monitoring for 2 weeks, reporting daily to AH (Pastoral) EP Assessment.	1 day FTE and reintegration meeting with Parents, HOKS , AH (Pastoral)	AH (Pastoral)
225	Behaviour contract monitored by Headteacher for 10 weeks. On Achievement and Guidance monitoring for 2 weeks, reporting daily to Headteacher. Managed transfer offered.	2 day FTE and reintegration meeting with Parents, HOKS , Headteacher	Headteacher.

275	Placed on Pastoral Support Plan monitored by Headteacher and SENDCo	3 day FTE and reintegration meeting with Parents, SENDCo Headteacher and member of Governing Body.	Headteacher
300	5 day fixed term exclusion and reintegration meeting. Review of Pastoral Support Plan and managed transfer or alternative considered.	5 day FTE and reintegration meeting with Parents, SENDCo and Headteacher.	Headteacher

Smoking

Sexey's School regards itself as a health-promoting organisation. Sexey's School has a No Smoking Policy, which should be read in full.

Sexey's School recognises that their staffs act as role models for students in all aspects of school life, including health promotion. In light of the evidence, that second hand smoke causes damage to health this Smoking Policy has been implemented to:

- protect the staff, children and young people, visitors and contractors from the effects of tobacco smoke;
- acknowledge the educational role of the organisation in discouraging children and young people from starting to smoke;
- to be a health promoting organisation
- raise awareness of the dangers of smoking through the Personal Social and Health Education Programme; and
- help smokers to quit.

No Smoking Policy – Actions bring consequences

Incident	Person responsible for logging the incident	Intervention / consequence actioned by	Consequence
A student is seen standing with students who are smoking on site or in uniform and off the school site.	Member of staff who observes the student logs the event on CPOMS and emails the students HOKS	HOKS	1 st time - HOKS letter home. Pastoral detention. All further times – Pastoral detention and letter home from Assistant Head.
A student is seen smoking on site or in	Member of staff who observes the student logs	HOKS	1 st time - HOKS letter home. Pastoral detention.

uniform and off the school site.	the event on CPOMS and emails the student's HOKS		All further times – Pastoral detention and letter home from Assistant Head.
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Evaluation and monitoring of the Behaviour and Rewards Policy

This policy will be evaluated and monitored through the Governors Pastoral committee and will be on an annual review cycle.

Linked Policies

The following policies link closely to this policy and should be read in partnership with this policy:

- Teaching and Learning Policy
- Physical restraint policy
- Anti Bullying policy
- Special educational Needs Policy
- Child Protection and Safeguarding Policy
- Complaints Policy.
- Mobile phone Policy.

Appendix 1 – Exceptional teaching and learning

At Sexey’s School, we believe that all our students deserve the very best learning experiences, and this involves detailed planning, preparation and research. Each lesson should have shared learning outcomes. Typically, they include:

- Knowledge
- Understanding
- Skills
- Capabilities
- Values
- Personal Development

Four essential components should be considered when planning a lesson.

Component 1 – The structure of the lesson.

Effective lessons contain these elements.

1. The Starter Activity

- Waking up and applying minds
- Establishing expectations of being on task and engaged from the beginning
- Valuing and applying the work done in between lessons

2. Objective Setting – sharing learning outcomes

- Drawing the big picture (how does this lesson fit with what went before and what is to come)
- Being explicit about what we will know, understand and be able to do
- Selling the benefits of the lesson

3. Motivating and activating the learner through engaging activities

- Establishing prior knowledge
- Introducing key concepts and terms
- Sharing “learning scaffolds” to give approaches to tackle problems?

4. Demonstrating or modeling what new learning looks like

- The teacher modeling or demonstrating learning
- Students rehearsing and demonstrating new learning
- Creating opportunities for sustained periods of concentration to develop new skills, concepts and deep learning

5. Consolidating learning

- Consider what has been learned and how we have learned
- Consider how what has been learned could be useful elsewhere
- Confirm homework and its role in consolidating learning

Component 2 – Assessment for Learning (See Assessment and Recording and Reporting Policy)

We work with students, so they understand how their work is assessed and how they can improve. Work is marked regularly, and help comes in the form of verbal and written feedback, which sets targets for future learning and contributes to Tutoring.

Lessons are planned knowing how students learn best and they enable students to feel that they have made progress. Praise reinforces good learning.

Component 3 – Challenge and support

We assess student learning with care. Lessons are planned at the right level so that students are challenged but develop confidence in their ability to learn. Learning is always related to context so that students can make sense of their learning for the future. Lessons should be creative by nature and include a variety of activities that enable learners to learn in different ways. Lessons are inclusive, differentiated and timed so that all students can demonstrate how well they can learn.

Component 4 – Taking responsibility for learning

Well-planned lessons help students to understand how they learn best and will teach students how to work independently as well as how to work with others. There are clear guidelines for behaviour and students know what is expected of them. Other students are not allowed to block or slow learning down. There is a relationship of mutual respect. Seating plans are recommended for use by all staff. These should be held centrally by the Head of School and attached to any lesson plan for cover purposes.

Appendix 3 – Consequences Graduated Response

The following will be the **CONSEQUENCES** if you prevent the learning of others taking place.

C1 First misbehaviour – Verbal warning

Your name is put on the board

C2 Second misbehaviour – Verbal warning

Your name goes on the board and you are given up to 5 minutes timeout – behaviour log on system (one point)

C3 Third misbehaviour – You will be exited from the classroom

You are exited from the class and are sent to the reflection room- behaviour log on system (two points)

C4 Fourth misbehaviour – SLT support

Your behaviour in the reflection room is impacting on other students. SLT are called - behaviour log on system (three points)

C5 Fifth misbehaviour – You will be given a further consequence for poor behaviour in the Student Support office.

Whole School Detention and a letter home – behaviour log on system (four points)

C6 Sixth misbehaviour – Senior Staff involvement.

1 day in isolation until 4.15pm and a letter home, SLT phone call home – behaviour log on system (five points)

Please note where serious breaches of discipline occur, higher-level sanctions will result as identified within the policy.

Appendix 4 – WHAT DOES GOOD LEARNING LOOK LIKE?

How to be a successful learner

There are five categories of learner as outlined below. These will be identified on your reports. If you are an outstanding student you will gain grade 4s, a good student will gain grade 3s whilst a student who is causing serious concern will gain grade 1.

Grade 4 - Exceptional Learner:

You have a superb attitude to learning, your motivation is outstanding, and your behaviour is impeccable. You will achieve your full potential or better.

The following describes you: -

- ✓ Attend school for 97.5% and above and always punctual.
- ✓ All equipment is brought to school and used appropriately
- ✓ Always well organised and ready to start at the beginning of a lesson
- ✓ Show initiative, responsibility and independence in learning at all times
- ✓ Always completes classwork
- ✓ Always completes homework to a high standard and hand them in on time
- ✓ Always works well with others
- ✓ Always takes note of advice and guidance,
- ✓ Sets challenging but achievable targets for improvement
- ✓ Whole attitude positively supports the progress of other students in class

Grade 3 – Good Learner:

You have a positive attitude to learning, your motivation is good and your behaviour is usually of a high standard. You will achieve your full potential or better.

The following describes you: -

- ✓ Attend school for 95% or above and is often and mostly punctual
- ✓ All equipment is brought to school and used appropriately –
- ✓ Usually well organised and ready to start at the beginning of a lesson
- ✓ Show initiative, responsibility and independence in learning on most occasions
- ✓ Usually completes classwork
- ✓ Usually completes homework to a high standard and hand them in on time
- ✓ Usually works well with others
- ✓ Usually takes note of advice and guidance.
- ✓ Sets challenging but achievable targets for improvement
- ✓ Supportive and offers help to other students

Grade 2 – Satisfactory Learner:

You have a satisfactory attitude to learning, your motivation is sufficient to complete tasks appropriately and occasionally your behaviour needs to be modified. You should achieve your target grades

The following describes you: -

- ✓ Attendance is average at 95% and lateness is not a regular problem
- ✓ Equipment is brought in daily in a school bag
- ✓ Occasionally have to be reminded about organisation and your approach to responsible learning
- ✓ Can complete tasks independently but sometimes need encouragement and guidance
- ✓ Complete classwork

- ✓ Complete homework to a satisfactory standard but may need to be reminded about meeting the deadline
- ✓ Can work well with others
- ✓ Takes some note of and acts on assistance and guidance, sets targets for improvement

Grade 1 – Poor Learner:

Your attitude, motivation and behaviour need to improve. You are less likely to succeed and may be stopping the learning of others.

The following describes you: -

- ✓ Attend school below 85% and may often be late.
- ✓ Equipment is regularly forgotten or not brought in a school bag
- ✓ Disorganised and rarely ready to start at the beginning of a lesson
- ✓ Lacks initiative, are irresponsible and cannot work independently
- ✓ Do not complete classwork
- ✓ Do not always complete homework. If completed it is only to a minimal standard
- ✓ Doesn't often work well with others
- ✓ Do not take note of advice and guidance,
- ✓ Do not set targets for improvement
- ✓ Stop others from getting on with their work

Appendix 5 – Attendance Procedures

Attendance Procedures for Class Teachers and Tutors

1. Take register within 5 minutes of start of lesson
2. Check if you have any additional students
3. Notify Attendance Officer if a child is missing from your class or was marked present in the previous lesson.

Ways to contact Attendance Officer:

A - Phone 180

B - Send a student

C – Email sglewis@sexeyes.somerset.sch.uk if email is not acknowledged within 5 minutes then follow using A/B.

PLEASE NOTE THAT ALL OF THIS MUST HAPPEN WITHIN THE FIRST 5 MINUTES OF THE LESSON

Appendix 6 - Exclusion Template Letter

Date

Parent Addressee
Address Block

Dear Parent Salutation

Forename Surname (TUTOR Group)

I am writing to inform you of my decision to exclude Forename for a fixed period of (number of days) day (s). This means that s/he will not be allowed in school for this day. The exclusion is for day and date.

I realise that this exclusion may well be upsetting for you, but the decision to exclude Forename has not been taken lightly. Forename has been excluded for this fixed period for the following reasons:

- REASON

Physical assault against a pupil
Physical assault against an adult
Verbal abuse/threatening behaviour against a pupil
Verbal abuse/threatening behaviour against an adult
Bullying
Racist abuse
Sexual misconduct
Drug and alcohol related
Damage
Theft
Persistent disruptive behaviour
Other

You have a duty to ensure that Forename is not present in a public place in school hours during this exclusion. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified date. If so, it will be for you to show reasonable justification.

We are able to set work for Forename to be completed during the period of his/her exclusion. Should you wish work to be set, please do not hesitate to contact reception.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact the Clerk to the Governors' here at the school as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

A reintegration interview has been arranged with xxxxxxxx name of staff member and position on Day, Date and Time. Failure to attend a reintegration interview will mean Forename is unable to return to school until this meeting has taken place. be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **Forename's** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of Forename's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0845 345 4345 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 9.00am to 6.30pm Monday to Friday.

Yours sincerely

Mrs Helen Cullen
Headteacher

Appendix 7 - Isolation Template Letter

Date

Parent Addressee
Address Block

Dear Parent Salutation

Forename Surname (TUTOR Group)
ISOLATION

I Tutor am writing to advise you that **Forename** will be placed in isolation on Day and Date due to (reason).

The isolation has been set for Day and Date will take place from 8:30am to 3:40pm

Work will be provided by Forename's teachers for them to complete whilst in isolation. Forename should report to xxxxxx in xxxxxx at 8:30am.

Yours sincerely

Mr P Clackson
Assistant Headteacher

Appendix 8 - Curriculum detention template letter

Date

Parent Addressee
Address Block

Dear Parent Salutation

Forename Surname (TUTOR Group)
Behaviour for Learning

Forename is required to attend a Curriculum Detention. This will take place on **Day and Date** in room the library, from 3:45-4:45pm.

Reason for detention:
(Insert details)

If your child is unable to attend the detention due to extreme circumstances, please let us know as soon as possible on **xxxxxxx** and if appropriate, it may be possible to rearrange the detention. Should they fail to attend the detention without prior agreement a further sanction may apply.

If the detention is cancelled or they are absent from school, the detention will be reset for the same time and date the following week.

Yours sincerely,

Staff Name
Position

Appendix 9 – Pastoral Detention Template Letter

Date

Parent Addressee
Address Block

Dear Parent Salutation

Forename Surname (TUTOR Group)
Detention for (Reason)

Forename is required to attend a Pastoral Detention. This will take place on **Day and Date** in the library, from 3:45-4:45pm.

Reason for Detention:

(Insert details)

Detention Given By:
Name of Head of Key Stage

If Forename is unable to attend the detention due to extreme circumstances please let us know as soon as possible on **xxxxxxxxxxxx** and if appropriate, it may be possible to rearrange the detention. Failure to attend this detention will lead to further sanctions.

If for any reason the detention is cancelled, or Forename is absent from school on the set date, please be aware that the detention will automatically be reset for the same day the following week.

Yours sincerely,

Staff Name
Position

Appendix 10 - Lates detention template letter

Date

Parent Addressee

Address Block

Dear Parent Salutation

Forename Surname (TUTOR Group)

Detention for Lateness

Student has been placed in after school detention. This will take place on **Thursday ***** 2018**, in room ***** from 3:45-4:45pm

Reason for Detention:

(Insert details)

We would appreciate your support in discussing punctuality with Forename. If lateness becomes a persistent problem, you may be asked to attend a meeting to discuss these concerns.

Detention Given By:

Name of Head of Key Stage

If Forename is unable to attend the detention due to extreme circumstances please let us know as soon as possible on **XXXXXXXXXX** and if appropriate, it may be possible to rearrange the detention.

Failure to attend this detention will lead to further sanctions. If for any reason the detention is cancelled, or Forename is absent from school on the set date, please be aware that the detention will automatically be reset for the same day the following week.

Yours sincerely,

Staff Name

Position

Appendix 11

Boarding House Rules

- Be polite and respectful to everybody.
- Do not bully others.
- Remain in bedrooms after 'lights out'.
- Be clean, tidy and correctly dressed for school.
- Be on time and be prepared for all lessons, meetings and meals.
- Keep your bedrooms and common areas tidy.
- On school visits remember, you represent the school. Be sensible and responsible at all times.
- Do not run or shout in the boarding house.
- Preserve the boarding environment by putting your litter in a bin and by not defacing or deliberately damaging property.
- Avoid fighting and using bad language.
- This is a drug free environment, so no alcohol, cigarettes or other illegal substances are permitted.
- There are areas of the school, which may not be safe for you, so remain within the bounds at all times.
- Remember that you share this boarding house with people of different ages, cultures and religions. Try to conduct yourself in a way that will not cause embarrassment to others.
- Do not interfere with the fire alarm system or fire extinguishers EXCEPT if there is a fire.
- Do not enter bedrooms without permission and you may only visit students of the opposite sex in the House Common areas.

Notes for Staff Administering and Running Detentions

It is not generally helpful to identify learning tasks with punishment or to withdraw students from a necessary part of the curriculum as punishment. It is not appropriate to set lines as a consequence within a detention. Tasks set should be around catching up on work missed, redoing work that has been done to an unacceptable standard or a reflective task based on the reason that the student has been placed on detention.

Detentions

After school detentions will be used as a medium level sanction, with parents/carers given notice of the detention through a phone call, text via SchoolComms or email sent home. **For after school detentions** a minimum of 24 hours' notice will be given.

When on detention duty, staff should:

- ensure students sit apart and that silence reigns
- set and monitor work (a bank of appropriate work is supplied)
- ensure the students' work is neat, tidy and of a good quality
- record any student whose behaviour or work is poor. This will result in a second school detention or if a recurring offence isolation in the reflection room the next day

Appropriate detention tasks

- Students should be allowed to eat their lunch if a detention has been set for lunchtime.
- The member of staff may decide to either remain in the detention allocated room for the time or take the students out around the school site for community service
- Appropriate community service activities include – litter picking, tidying classrooms.
- Rubber gloves, litter pickers and bin liners for students to use whilst litter picking are stored in the PSA office.
- Work set should be appropriate; this is not an opportunity for them to do their homework.
- The staff member running the session may set work related to their subject area or based on a current affairs or citizenship issue.

Administration

- Run CPOMS report for detentions.
- A copy of the detention register/list will be placed in the pigeonhole of the member of staff who will be taking the detention (as per rota).
- At least 24 hours before detention is due send SchoolComms message to parents and email to students informing them of date, place and reason for detention.
- Email detention list to teaching and boarding staff so they are aware and tutors etc. can use opportunity to speak to students and counsel them
- If there are exceptional reasons given as to why a student cannot attend the detention on the given day:

- a note will be placed on CPOMS and the date changed so that the student will attend the next available detention.
- Parents/Carers will be informed of the change.

Running the Detention

- Detentions will take place in the library.
- A register will be taken and returned to Attendance Officer's pigeonhole.
- Students sit apart and work in silence.
- ***Any non- attendees and students whose behaviour/work falls below the standard expected will be noted on the register and CPOMS (alerts to PSA, HOKS and AH) to be followed up the next day.***

Duty staff should:

- set and monitor work (a bank of work is supplied) or set another appropriate sanction.
- ensure the students' work is neat, tidy and of a good quality
- record any student whose behaviour or work is poor. This will result in a second school detention or if a recurring offence isolation in the reflection room the next day.

Appropriate detention tasks

- Students should be allowed to eat their lunch if a detention has been set for lunchtime.
- The member of staff may decide to either remain in the detention allocated room for the time or take the students out around the school site for community service
- Appropriate community service activities include – litter picking, tidying classrooms.
- Rubber gloves, litter pickers and bin liners for students to use whilst litter picking are stored in the PSA office.
- Work set should be appropriate; this is not an opportunity for them to do their homework.
- The staff member running the session may set work related to their subject area or based on a current affairs or citizenship issue.

Acronyms:

AG – Achievement and Guidance

AH – Assistant Head

CPOMS – software used to record behaviour/rewards etc.- not an acronym

CT – Classroom Teacher

FTE – Fixed Term Exclusion

HOF – Head of Faculty

HOKS – Head of Key Stage

IBP – Individual Behaviour Plan

ITAC – Individual Team Around the Child

PSA – Pastoral Support Assistant

SL – Subject Leader

SLT – Senior Leadership Team

ST – Class Teacher