



# **BEHAVIOUR, REWARDS AND CONSEQUENCES**

## **WHOLE SCHOOL POLICY**

Owner	Deputy Head, Head of Primary
Authorised by	Head and Governors
Dated	Autumn i 2023
Review	Autumn i 2024

### **Related documents:**

- Anti-bullying policy (including peer on peer abuse)
- Alcohol, smoking and drugs policy
- Catch up and late homework system
- Complaints policy
- Green Book
- Primary Handbook
- Prohibited Items policy
- Late waiting procedures
- Safeguarding, CP and CME policy
- School Colours – procedure for awarding
- Use of Force policy

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## 1. POLICY AIMS

To provide clear parameters within which all members of the school community in the classroom, within the school grounds and on outside visits:

- Can expect of themselves and others the highest standards of behaviour, citizenship and endeavour
- Are able to make judgements for themselves as to expected standards, exercising discipline and self-restraint where necessary;
- Take responsibility for their actions;
- Feel safe and happy in school;
- Build healthy relationships with others;
- Can achieve their potential in their chosen endeavours;
- Are willing and able to recognise and celebrate their own achievements and those of others;
- Act as ambassadors for the school;
- Leave Derby High as responsible members of wider society.

## 2. STANDARD EXPECTATIONS

### a. Primary

We use the *Primary motto when talking to the children:*

***'Treat others as you wish to be treated'.***

In each classroom the rules and expectations are displayed. The following points are to be enforced through the school rules, assemblies, PSHEE, circle time and constant management of the children by all staff. The Thinking for Learning programme used in school also helps to reinforce positive behaviour and conduct.

The 5 *Primary Rules:*

- *Be kind, helpful and honest*
- *Think before you speak or act*
- *Be respectful of others, belongings and the environment*
- *Take responsibility for your own learning*
- *Always do your best*

All Primary parents receive an electronic copy of the Primary Handbook; this sets out guidance on the daily routines, rules, rewards, etc.

### b. Senior

Students at Derby High are future leaders and, as such, act as role models for each other and for young people in the wider community. We expect, therefore, that all members of the senior school community practise:

- a) respect:
  - ☐ self-respect;
  - ☐ respect for others, evident in courtesy, care and kindness you show towards other members of our community;

- ☑ respect for the school environment.
- b) responsibility:
- ☑ for your academic studies, asking questions to drive your understanding and working to the best of your ability;
  - ☑ for your behaviour, holding yourself to high standards and making amends when you fall short of these standards.
- c) resilience:
- ☑ acknowledging that failure – academic and personal - is inevitable;
  - ☑ knowing that failure is not final and taking the next step.

A copy of the 'Green Book' is available on the website and via QR codes in student planners. This sets out guidance on daily routines, rules and expectations, rewards and consequences. A copy of the Green Book is also available in form rooms for reference. School rules are not intended to be exhaustive or prescriptive but to support the aims and expectations outlined above.

We are mindful that students with difficulties including, but not limited to, mental health issues, learning difficulties, or social, emotional and sensory needs may present behaviour that challenges these expectations. Staff are aware of students' individual needs and responses are tailored accordingly, but the aim always remains to ensure that support mechanisms are in place in order to help students to meet our high expectations, rather than to excuse them from them. *Please see relevant policies for further details on support available for different needs.*

### **3. REWARDS**

#### **a. EYFS**

In Early Years, the children have their names or faces on a 'Rainbow behaviour chart', (in order of rainbow, sun, rain cloud, thunder cloud) they all begin on the sun each day and are rewarded and placed on the rainbow for good behaviour. If the children show behaviour that doesn't follow the school rules, they will be moved down to the rain cloud, then to the thunder cloud if a further incident happens in that day. The consequence for being on the thunder cloud is for the child to be given 'time out'.

Effort, academic progression and taking a positive attitude to learning are rewarded tangibly and to provide immediate feedback to the children in Early Years. This may take the form of a round of applause, special celebration, sticker, etc.

When a child receives an Honour Mark in Early Years these are given as Pom Poms and placed into a class jar. Once the jar is full the children receive a whole class reward which is chosen by the children and based on their interests. The Honour Marks are awarded as shown for Years 1-6 below.

#### **b. Primary**

Positive behaviour is praised in a variety of ways. Children in Years 1-6 receive Honour Marks that work towards a weekly total for each house. The winning house is announced in assembly.

**Teachers will award Honour Marks** as follows:

### **1 Honour Mark**

For working hard with a positive attitude and/or applying good effort to achieve the given objective, or for good behaviour beyond expectations.

One Honour Mark is also awarded for each Thinking for Learning (T4L) star achieved.

### **2 Honour Marks**

For working very hard with a very positive attitude and/or applying very good effort to achieve the given objective, or for very good behaviour beyond expectations.

### **3 Honour Marks**

For an outstanding approach to work by applying a consistently positive attitude and exemplary effort levels over time, or for going above and beyond behaviour expectations.

## **c. Seniors**

**Teachers will award House Points** for instances of:

- Academic attainment
- Personal achievement
- Demonstrating excellent attitude to learning
- Good citizenship

These are recorded on isams reward and conduct manager.

The number of house points awarded is at the teacher's discretion.

Cumulative house points will result in certificates for bronze and silver awards and lapel badges for gold and platinum awards.

Exceptional performance in any of the four areas will be entered in the Distinction Book, held in the Head's Office, and receive a **distinction** worth 10 house points.

[Teachers should notify the Head by email and arrange for the student to take the work to be seen, and add the House Points to ISAMs using the Rewards and Conduct manager]

Students who receive all 1s on their report, for effort or attitude to learning will receive 5 House Points.

## **4. WIDER RECOGNITION**

Attainment and achievement across the school is also given wider recognition through, *inter alia*:

- Assemblies;
- Friday High Notes bulletins;
- The annual Highlights magazine;
- Social media feeds;
- Postcards home;
- School colours (Seniors -see procedure for awarding school colours)

Both primary and senior schools host annual 'celebration' ceremonies, in a variety of forms, at which a wide variety of attainment and achievement is celebrated with the entire (school phase) student body.

## 5. SUPPORT

In some instances, supportive intervention may pre-empt, or be more appropriate than a consequence.

### i. Pastoral oversight and support

Pastoral conversations are held at point of need. Additional, formal structures include:

- Primary school pastoral team meet weekly, to discuss students of concern (academic and pastoral) and to determine appropriate interventions;
- Senior school pastoral committee meets fortnightly, to discuss students of concern (academic and pastoral) and to determine appropriate interventions;
- In Seniors, fortnightly pastoral briefings, so all staff are aware of concerns related directly to behaviour or pastoral issues that may affect behaviour (tutor team and whole staff meetings alternate to allow for focused discussions.)
- In Seniors there are also fortnightly HoY meetings for each tutor team to discuss support required for their particular year group and individuals.
- In Primary, teachers of all year groups meet to discuss individual pupils and pass on any relevant information as part of the transition process;
- In Primary, Pupil Wellbeing Plans (PWPs) are created when need is identified, to outline and determine a personalised plan for pupils identified as requiring additional support. PWPs serve as an individualised roadmap to address the specific needs and concerns of students in collaboration with key individuals, including: the Assistant Head Pastoral, the pupil, Class Teacher, and parents, (when deemed necessary, by the Assistant Head Pastoral).
- In Seniors, at points of transition Y6-Y7, Y9-10, Y11-L6 relevant staff meet to discuss individual pupils and pass on any relevant information; PWPs are created as necessary.

### ii. Academic concerns

In Primary, class teachers will record academic concerns via the MIS, currently iSAMS, raising significant concerns with the Primary Academic Lead, Assistant Head - Academic and/or Head of Primary. Parents may be notified of concerns.

In Seniors, teachers will report issues of poor work ethic to form tutors via the MIS, currently iSAMS. Persistent concerns will be escalated to Heads of Year and/or the Deputy Head. Parents will usually be contacted to discuss options for supporting improvement.

Parents may also be notified of concerns relating to the submission or quality of a single piece of work, where that work has particular significance (for example GCSE/A level coursework).

### iii. 'Catch up' sessions (Y7:Y11)

Students who need to catch up work, or who have missed a test through absence, may be asked to attend a 'catch-up' session. These are held at lunchtime and are supervised. The day of 'catch-up' can be rearranged by negotiation with the member of staff if it clashes with a team practice, orchestra or choir but not for other activities. If a student is required to attend 'catch-up' due to poor or missing work and does not turn up, they may be given a penalty point.

### iv. Sixth Form work issues – see also Appendix A

In the first instances, subject teachers will attempt to address directly with the student any concerns over work ethic, attainment or progress. Tutors will be informed and will take additional action as appropriate, liaising with the Head of Sixth Form and/or the Deputy Head, as necessary.

*See Appendix A for further information on Sixth Form privileges and consequences.*

#### *V. Code of conduct*

*Senior students are expected to sign an ICT code of conduct at the start of each school year. See ICT Policy for more details.*

*There is also a code of conduct to be signed prior to any school trip, and in particular for residential trips. This will be modified by the relevant trip leader for each specific trip, and includes guidance around mobile phone use.*

*If a student breaks these codes of conduct, consequences will be allocated as appropriate.*

## **6. CONSEQUENCES**

### **a. Primary**

Consequences for unacceptable behaviour are usually dealt within the school, and involve selecting a disciplinary measure depending on the severity of the behaviour. The school would always hope to resolve difficulties informally wherever possible.

Parents are informed and expected to support the school in maintaining high standards for good behaviour and guidelines are given as to how parents can support the school with their approach at home and review meetings will be arranged, which usually give the opportunity to have a positive ending that behaviour is much improved.

Disciplinary measures include,

- Communications with parents
- Pupil being removed from other children and made to sit or stand out
- Exclusion from break times
- Writing a letter of apology
- Playing in a section of the playground away from certain children

### **b. Seniors**

The aim of any consequence imposed is to ensure that the student(s) concerned:

- Is/are aware of conduct which is below expectations;
- Is required to take responsibility for poor conduct;
- Is given the opportunity to reflect on conduct and learn from it.

Precise consequences are determined by the nature of the incident and the needs of the student(s) involved.

Derby High School does not permit the use, or threat, of physical consequences. However, staff have the power to use reasonable force in a considered manner in appropriate circumstances. *See Use of Force policy and the Prohibited Items policy for further detail.*

#### **i. Penalty points (Y7:Y11)**

Penalty points are given by staff for relatively minor disciplinary offences. The number of penalty points will be determined by the nature of the offence. For a particularly serious offence a student may be awarded three penalty points at once, which will result in an automatic school detention. Penalty points are recorded and appear on school reports.

Penalty points are deducted from the House Points total for that student's house. Penalty points can be awarded via the school MIS, currently isams, or using the paper sheet up on the staffroom noticeboard.

**ii. School detention (Y7:Y11)**

If a student receives three penalty points in one academic year, they will receive a school detention. Parents will be informed. Detention takes place at lunchtime and is supervised. Usually, a first detention will be supervised by the Head of Year, a second by an Assistant Head, a third by the Deputy Head and a fourth with the Head and will be served after school. Detentions are recorded on the school report. A proforma is available to use with the student to help them to reflect on their actions.

**iii. Head's detention (Y7:Y11)**

This will be given for a serious breach of school rules, unacceptable behaviour or if there is a pattern of repeated school detentions. These take place after school.

**iv. Sixth form**

The Head of Sixth Form regularly reviews and updates procedures regarding appropriate consequences for sixth formers whose behaviour causes concern; please seek further guidance from the Head of Sixth Form if required.

**c. suspension or expulsion (Pre School: U6)**

If warranted by the circumstances, a child /student may be suspended. Suspension means that a child/student may not come into school for a specified length of time, depending on the length of the investigation or the seriousness of the offence. Parents will attend the school to discuss the matter with the Headteacher before the child is re-admitted to school.

In extreme cases, a child/student may be permanently excluded from the school or parents asked to withdraw their child from the school.

A full investigation will be conducted in instances of suspension or expulsion. The length of the suspension depends on the length of the investigation or the seriousness of the offence. Parents will be invited into school for discussion with the Head. The suspension must be reasonable and reported to the Chair or Vice Chair of the Governing Body. Expulsion is the Head's decision, after consultation with the Chair of Governors.

Detentions/exclusions are recorded on the student's file and a central record is kept by the Head's PA.

**i. Appeal against Permanent Exclusion**

Parents wishing to appeal against the permanent exclusion of their child should write to the Chair of Governors within 2 working days of the exclusion, setting out the reasons for the appeal. This should be sent to the school, addressed to the Clerk to the Governors. The Chair of Governors will acknowledge receipt of the appeal and ask the Vice Chair of Governors to convene a panel hearing at a mutually convenient time and date; as early as is practicable and normally within 10 working days of the receipt of the request. The decision of the Appeal Hearing is final.

*Please see Complaints Policy for further details.*

*Please see anti-bullying policy and the safeguarding policy for specific guidance on peer on peer abuse, and the alcohol, smoking and drugs policy for penalties for the same.*



## **7. STUDENT COMPLAINTS**

If a student feels that they have been unfairly treated they should:

In Primary, talk to their class teacher, Primary Leads (academic or pastoral), Primary Assistant Heads or Head of Primary.

In Seniors, talk to the member of staff concerned, their form tutor or Head of Year. Most issues are resolved this way.

We will contact parents where appropriate.

The school operates a formal complaints' procedure, a copy of which is available on the website or on request. However, the school would always hope to resolve difficulties informally, wherever possible.

## **8. MALICIOUS ALLEGATIONS**

The Head would deal with any allegations made against staff; the Governing body would be involved in this process. If, after careful and appropriate investigation, it is found that the allegations made by a pupil against a member of staff are malicious, consequences will be imposed as appropriate to the circumstances.