

## REWARDS AND SANCTIONS POLICY – SENIOR SCHOOL

### AIMS

To promote a happy, hardworking and inclusive community in which individuals and groups display courtesy, consideration, self-discipline, common sense and a respect for others. Rewards, praise and encouragement are amongst the most powerful aids to teaching, maintaining high standards of work and behaviour and fostering a positive school ethos.

### EXPECTATIONS

It is the teacher's responsibility to praise students whenever appropriate, both verbally and when recorded. This may be informally during lessons; when marking exercise books or other assessments and more formally at such occasions as Prizegiving.

All staff will be familiar with, and apply fairly and consistently, the school reward system as it applies to their particular situation. Students should be treated as individuals and rewards allocated to pupils of all abilities and talents, not just the gifted and talented.

### How the school promotes good behaviour and approach amongst pupils:

- Positive feedback on achievement, good work, behaviour, approach etc.
- Displays of pupil work (inclusivity – not just the 'best')
- Awarding merits for good work, effort, approach and endeavour.
- Awarding merits for pastoral aims and qualities.
- Certificate for Bronze, Silver and Gold merit achievements
- Letters of commendation to parents
- Postcards of Commendations to pupils
- Congratulatory meeting with Headmistress for special achievements.
- Commendation book in reception for good work and meeting with Headmistress.
- Congratulatory meeting with Head of Year (e.g. post-report reading)
- Assembly 'Achievement Notices'
- Award of 'Officer' status (Individual Captains (e.g. Games Captain), Company Captains, HGs, etc)
- Achievement Boards (e.g. Head Girl, Games Captain, Duke of Edinburgh's Gold Award)
- Senior School Prizegiving (recognising achievement in all walks of school life – music, sporting, initiative, enterprise, very good work, academic, contribution to the school, etc)
- Scholarships (Senior School)
- Selection for opportunities for enhancement (e.g. Minerva, HSBC/GDST summer schools, etc)
- Company (Senior) Points.

**Pupils** will be expected to:

- Conduct themselves around the building in a safe, sensible, manner and show regard to others
- Be punctual at all times
- Bring equipment appropriate for the lesson
- Follow reasonable instructions given by the teacher
- Behave in a reasonable, polite, respectful and safe manner to all
- Show respect for the opinions, beliefs and property of others
- Complete all class work in the manner required and to the best of their ability
- Hand in homework at the time requested
- Show respect for the working environment
- Follow the school rules.

### **Home School Liaison**

Parents have a crucial role in promoting good behaviour in School and we expect parents to give their full support in dealing with their daughter's behaviour. We encourage parents to keep us informed about any issues and difficulties that may occur at home so that we can be supportive and act appropriately at School.

### **Leadership oversight of behaviour issues:**

The Head of the Junior School is responsible for behaviour management in the Junior School, including Early Years Foundation Stage, and the Deputy Head (Pastoral) has overall responsibility for behaviour management in the Senior School.

The Deputy Head (Pastoral) is updated on behaviour concerns via CPOMs and discusses interventions with Heads of Year (HOY) as appropriate. The Deputy Head (Pastoral) is also kept informed of the weekly detentions to aid follow up conversations with HOYs.

Half termly Heads of Year meetings include agenda items relating to behaviour, when appropriate.

### **Teaching good behaviour and managing pupils' transitions**

Good behaviour and approach is taught and modelled throughout the school subtly on a daily basis. More formal PSHE and assembly time is given to remind pupils of strategy and sanctions.

New pupils joining the school are supported by form tutor/buddy system and meeting with the Head of Year to ensure the behaviour policy is acknowledged.

Induction booklets are available at key transition points throughout the school and girls new to the school mid-year will also receive this level of support.

## **CLASSROOM MANAGEMENT**

Staff Development and Support:

Staff training given at staff briefings, meetings and during training and induction days. On occasions staff may request or be offered additional support by a buddy colleague, Head of Year or other, to manage appropriate behaviour in school.

### **Searching pupils and the power to search**

School staff can search pupils with their consent for any item if they suspect that there has been a breach of school rules.

The Head and staff authorised by the Head have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item. Searches will be carried out in a manner to minimise embarrassment or distress.

Prohibited items include:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Members of staff may confiscate prohibited items or items that have been/are being used inappropriately.

Where the Head, or staff authorised by the Head, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item as appropriate in accordance with the

DfE Searching, Screening and Confiscation (DfE-00034-2014)

Other agencies

Where behavioural issues give cause to suggest that a child is suffering, or is likely to suffer, significant harm, the school's Safeguarding Policy will be followed.

The safety of the girls is paramount in all situations. In the event of a girl's behaviour endangering the safety of others or preventing learning, the member of staff could remove the girl from the activity.

## **Accusations against staff**

Where a girl makes an accusation against a member of staff and the accusation is shown to have been deliberately invented or malicious, the Headmistress will consider whether to take disciplinary action in accordance with this policy.

All accusations against staff are fully investigated and managed as appropriate.

**SANCTIONS** to be applied in the event of pupil misbehaviour

If the system of self-discipline breaks down, then a series of sanctions are available to school staff. The sanction imposed will be commensurate with the age of the pupil, the gravity/magnitude of the misdemeanour and the pupil's past behavioural record.

The table below illustrates a basic hierarchy of sanctions. Unless the behaviour is extreme, and warrants entry at a higher level, all tiers of the hierarchy should be used. This is not a comprehensive list of sanctions but serves to illustrate the overall structure.

### **6th Form detentions:**

6th Form pupils can be asked to remain in school from 4.00-6.00pm on any given day (with 24hours notice) for behaviour misdemeanours or academic work concerns. Parents and guardians will be informed.

### **U3-U5 Homework Prep, Friday lunch break:**

Pupils who fail to hand in homework will be asked to attend a friday homework prep session to catch up on missed work. Parents and guardians will be informed.

### **U3-U5 detentions:**

Friday lunch detentions with SLT are set for behaviour and academic misdemeanors. If a pupil attends three of these detentions, an after school detention will be issued. Parents and guardians will be informed.

### **After school detention:**

For more serious misbehaviour, an after school Thursday detention will be given. SLT lead these and meet with the pupil. Parents and guardians will be informed.

## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS/DISABILITIES**

Sanction must be considered and adopted on a case by case review. On occasion, reasonable adjustment may be made for pupils and a behaviour support plan (BHP) may be implemented rather than a sanction imposed.

## **SUPPORT SYSTEMS FOR PUPILS**

Several support systems are available to pupils, to help the pupil understand appropriate behaviour, adhere to school policy and manage their behaviour. These include:

- Pastoral Support from Form Tutor, Head of Year, School Nurse and School Counsellor.
- Behaviour Support Plan – requires input from pupil, parent and school.
- Big Sister Programme

- Restorative conversation with Form Tutors, Heads of Department and/or Heads of Year following the behaviour system.
- Behaviour contracts – where pupils and staff agree key points for addressing.

### **Liaison with Parents and other agencies**

Parents are made aware of behaviour through emails and letters home when detentions are set, parents evenings and open lines of communication.

Reports are other occasions for sharing behaviour updates, both positive and negative. Heads of Year will communicate by telephone and email if serious behaviour is witnessed and requires attention.

Other agencies including local police officers are welcomed into school as part of the school assemblies and PSHE, to deliver important messages related to British values and the rule of Law. Recent talks have also focused on county lines and online safety.

The Deputy Head (Pastoral) has awareness of other external behaviour agencies should they be required.

## HIERARCHY OF SANCTIONS

(to be read in conjunction with the Rewards Policy)

	Reason	Sanction	CPOMS	Pupil notified	Parents  (via email or letter depending on the severity)
1a	First offence, minor misdemeanor (late, ill-equipped, disruption)	Admonishment	✗	verbally	✗
1b	Work not done	Friday homework catch up club	✓	verbally	✗
2a	Repeat minor misdemeanour	Poor behaviour other than academic work= Tutor admonishment	✓	Verbally and email	✓
2b	Repeat of work not done (3 or more HWK catch up clubs)	Friday lunchtime detention with SLT	✓	Verbally and email	✓
3a	Misdemeanour or repeated minor misdemeanor	Poor behaviour other than academic work= Friday lunchtime detention with HOD	✓	Verbally and email	✓
3b	Repeated poor academic approach and outcomes	After school Thursday SLT detention for 6th form: loss of study afternoon privilege.	✓	Verbally and email	✓

4	HoY or multiple HOD recommendation (issue in more than one subject)	Report card, monitoring, after school Thursday SLT detention	✓	Verbally and email	✓
5	HoY or multiple HOD recommendation (following lack of improvement after report card)	Interview with HPD or BA as appropriate	✓	Verbally and email	✓
6	HPD or BA recommendation	Internal suspension	✓	Verbally	✓
7	HPD or BA recommendation	Interview with Headteacher	✓	Verbally	✓
8	Head's recommendation	Fixed external suspension	✓	Verbally	✓
9	Head's recommendation	External exclusion	✓	Verbally	✓

## Rewards

	Reason	Reward	CPOMS (positive behaviour)	Pupil notified	Parents  (via email or letter depending on the severity)
1a	Class or school work. Good effort or approach.	Verbal praise	✗	verbally	✗
1b	As above	Merit sticker into planner	✗	verbally	✗
2a	Good approach grades following data drop/reports	HOY postcards home	✓	Via postcard	✗
2b	End of term review of data showing good approach	HOY tea and cake party  Pastoral aim certificates at end of term section assembly.	✓	Via invite	✓
3a	Bronze and Silver merits pages in planner completed	HOY Bronze & Silver-certificate in section assembly.  Gold to include presentation by Head and parent mail home	✓	Via certificate	✗
3b	Gold merit pages in planner completed	HOY certificate in section assembly.  Gold to include presentation by Head and parent mail home	✓	Via certificate	✓



4	Excellence in subjects	End of term subject awards and colours or merit badges.	✓	Via colour/ badge	✓
5	Excellence in examination subjects and higher level approach to school life	Prize Giving awards and prizes	✓	Via colour/ badge	✓
6	Heads scholarships	Scholarship	✓	Via letter home	✓

### **Disciplinary action against pupils who are found to have made malicious accusations against staff**

Where accusations are found to have no substance, pupils are disciplined in accordance with the sanctions hierarchy. Support will also be given to the pupil to determine reasons for false allegations and so they understand the seriousness of their actions.

### **Corporal Punishment**

Corporal punishment is not used or threatened at Norwich High School for Girls. We do not use or threaten punishments which could adversely affect a child's well-being.

### **Use of reasonable force**

Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used in accordance with the DfE guidance Use of Reasonable Force (DfE-00060-2011) and only when immediately necessary and for the minimum time necessary to prevent a pupil from doing or continuing to do any of the following:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property, including their own;
- Engaging in any behaviour prejudicial to good order and discipline at the School or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Any use of physical intervention is recorded by the member of staff on the day and parents are informed the same day or as soon as reasonably practical. Physical action is never used as a form of punishment.

### **SERIOUS MISBEHAVIOUR**

#### **Fixed Period and Permanent Exclusion**

Fixed period and permanent exclusions of pupils from GDST schools shall be dealt with in accordance with the Trust's published procedures as set out in Appendix A to the Council of the Trust's Regulations and as amended from time to time.

A copy of Appendix A is held in the school office and is available to parents on request. In connection with the above, parents and pupils should be aware that the possession of illegal drugs or drug taking in school or on a school related activity will not be condoned under any circumstances, and that this usually results in permanent exclusion.

#### **Review, Monitoring and Development:**

The policy will be monitored and reviewed at least annually but also on an on-going basis as the need arises. The main parties responsible for the review, monitoring and development of the Rewards and Sanctions Policy are the Deputy Head (Pastoral), and Heads of Year.

### **FURTHER GUIDANCE**

- Behaviour and Discipline in Schools (2014) (2016)
- Equality Act 2010
- Norwich High Online Safety Policy
- Norwich High School Anti-Bullying Policy

Policy last reviewed: .. .. February 2021  
Next review due: .. .. February 2022  
Person responsible for review: .. .. Deputy Head (Pastoral)

Audience: .. .. . Staff/Parents/Pupils