

Sanctions and Rewards Policy

Rewards

Premise:

The merit system is a system of positive reinforcement of good work, effort, attitudes and behaviour. It is positive in function and is not connected to the school consequence system which operates separately.

System: All pupils have their own merit sheet in their planners. There is space for 100 merit points in total. Each point is dated and signed for by the teacher with the subject or reason, eg 'good work,' 'good effort' 'good manners' 'helpfulness'. The record cards are regularly checked by form teachers to see if they are being used properly.

Award of Cards: On the receipt of 20 points, the pupil is awarded a merit card. These cards are given out in assembly. On the receipt of five merit cards (an event which should rarely occur before the third term) an honours card is awarded. These should be difficult to achieve and perhaps a third of all children should achieve this total by the end of the year. Their points roll over from term to term. The Headmaster will pass a list of those getting cards to the member of staff in charge of house points so that house points are accumulated. Each card is worth 20 house points, with honours cards worth an extra 20 points.

Consistency and Equity: It is crucial that a measure of consistency is achieved in the use of this system. Teachers over-using or under-using the system will make it unfair. It is suggested, therefore, that each teacher should average between 25 and 40 points a week. This will not always happen, but if it can be set as a 'desired average' it would be useful. Merits should be given out singly except for a major piece of work or achievement, such as "saving a teacher from drowning ". Reasons for giving merits include: improvement, anything embodying the concept of 'personal best'; achievement; exemplary and commendable behaviour; unsolicited help with tasks.

Checkpoints: Form teachers and Tutors must monitor the system carefully to check that the system is being implemented fairly and consistently. If it is not, the Headmaster's attention will be drawn to the matter.

Sanctions

Philosophy: The main purpose of the school consequence system is to correct and improve behaviour, ie it is essentially educational, not punitive in nature. The system should not be used in isolation; indeed, the best means of solving problems should be through teachers working with the pupils themselves or through form teachers. It is important that the consequences system, therefore, is not used as the first mechanism, but the last, ie it should not be seen as a way for teachers to pass on management and control problems they should deal with themselves in the first instance. The term consequence is used to establish the link between the child's action and the reaction that can ensue if the behaviour is not deemed appropriate.

The Second Master has overall responsibility for the disciplinary system but will receive communication regularly from the Head of Pastoral Care so that special circumstances regarding any individual child are handled sensitively and in a supportive manner.

The School consequences will take three main forms:

Consequences: (otherwise know as strikes – as in '3 strikes and out'). These are for minor infringements and act as a warning regarding a trend in a child's behaviour which may be developing. A

list of these types of infringements will be issued to all staff members and may be amended from time to time. When any child accumulates three 'strikes' (in a reasonably short period), a detention is issued. For instances of bullying which have been identified under the Anti-Bullying Policy guidelines, a strike is not an appropriate sanction.

Repeats: If teachers are unhappy with the standard of work or work not being completed, then they can ask for a repeat. This requires the child to repeat or complete the work during a supervised session.

Detentions: These are issued for more serious offences as well as an accumulation of three minor offences. Staff must be able to give valid reasons for each child for whom a detention is issued, so detentions 'en masse' are not encouraged or supported by the school.

The Detention will take place on the first Monday following its issue and will be supervised by a senior manager.

When the well being of any child is at risk, parents may be asked to give their child some time out at home. A parent interview with the Headmaster, or in his absence a member of the Senior Management Team, will take place before the child goes home to ensure that the parent understands and supports this action. School work will be set for this period so that academic issues are not affected and the time out would only be for a very short period, usually no more than a day or two.

Please see the Anti Bullying Policy (16.4) for details of the approach to be taken by staff in instances of bullying.

In cases of serious physical bullying, full suspension may occur.