



BARNARD CASTLE SCHOOL

Behaviour (Rewards and Sanctions) Policy

This is a Senior School policy.

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Action	Responsibility	Date
Reviewed	Deputy Head (Pastoral) (PJL) Deputy Head (i/c Sixth Form) FEB Second Master (MTP)	August 2023
Approved	Headmaster	August 2023
Next Review	Deputy Head (Pastoral) (PJL) Second Master (MTP) Deputy Head (i/c Sixth Form) FEB	August 2024

Vision

Pupils enjoy and are engaged in their learning and their environment at Barnard Castle School, with behavioural incidents being minimal and expectations high. This is supported by clear expectations of behaviour and understanding of sanctions, which staff feel empowered and supported to use. When incidents do occur, they are dealt with effectively and communication of outcomes to all stakeholders is efficient and effective.

The School believes in maintaining high standards of performance and behaviour in all aspects and areas of life. It also believes in celebrating achievement; reward, praise and encouragement inspire an ethos of positive behaviour.

All staff and pupils are responsible for ensuring positive behaviour in lessons, organised activities, around the site and when representing the School off-site. Individual staff will challenge pupils when behaviour falls below expectation and follow procedures set out in this policy in order to ensure a consistent approach across the School.

Pupils are encouraged to behave through the over-arching expectation of “Do The Right Thing”; this message is delivered through whole-school and House assemblies using the language of the four pillars of a Barney Education. It is reinforced through displays across the school.



Do The Right Thing	
Feel: <i>How you feel within</i>	Be positive, enthusiastic and brave in the classroom, persevere in your own learning, and be aware of how you are impacting on others' learning.
Be: <i>How you behave</i>	Be polite, punctual and prepared at all times, reflect regularly on your progress and behaviour, and use positive body language.
Share: <i>How you interact with others</i>	Be respectful and supportive of your peers, your teacher and the classroom environment; take responsibility for your own progress, and remain open to new learning methods and feedback.
Go: <i>How you learn and make progress</i>	Be creative in your learning and presentation, resourceful in how you access information, and endeavour to go beyond a basic knowledge and understanding in everything you learn.

Parvis imbutus tentabis grandia tutus

Rewards

Positive achievement can be rewarded as follows:

1. Rewarding pupils with encouraging comments, both those given orally and those written on returned work.
2. Excellent work may be handed to the Deputy Head (Academic) and to the Headmaster to be recognised, as well as to receive an Academic Commendation from the Deputy Head (Academic) and Deputy Head (i/c Sixth Form) to be awarded in House assemblies.
3. Using the Merit system to reward excellent work:

Merits should be given for a piece of work which is outstanding in comparison with the standard which can reasonably be expected of the particular pupil. These are entered by teaching staff on iSAMS and totals collated by tutors.

Bronze, Silver and Gold Headmaster's Certificates are awarded to pupils if they achieve 20, 30 or 50 merits, or 10,15 or 25 distinctions in one term.

Merits count towards termly House Competitions, for which prizes are awarded for House funds and Chairman's Trophies are presented.

4. Recognising those who do well in activities such as music, drama or sport; they may also be put forward for an Award at the end of term, presented by the Headmaster in year group assemblies. Typically, these will be for the 'most significant contribution' and 'most influential performer'.
5. Those pupils who contribute to the school in other ways may be awarded Good Egg Awards.
6. Within individual Houses, presenting weekly individual House Awards to recognise and acknowledge pupils' contributions.
7. At end of term 'Nailing-Up' occasions presided over by the Headmaster, recognising particular contributions, to include efforts and achievements. On these occasions, cups, trophies, certificates, colours and congratulations are given to individuals and groups.
8. Each year at Prize Giving, making presentations to those who have achieved at a particularly high level during the year; the majority of prizes recognise achievement, but some recognise effort or contribution.

Sanctions

All pupils are prone to making errors of judgment when it comes to behaviour. The purpose of the sanctions system is to educate pupils when they make such errors of judgement and to deter them from repeating them.

General principles:

- Staff are encouraged to deal personally with incidents as they encounter them. This is to encourage all staff to have responsibility for maintaining consistently high levels of pupil behaviour across the school.
- Staff should feel empowered by the Sanctions System and supported by immediate line-managers and SMT in using it.
- Staff record incidents of poor behaviour in Behaviour Logs on iSAMS. These are labelled as Academic or Non-Academic, include a description of the incident and details of actions taken at the time to address the behaviour.
- Where staff feel further action and support is required, they should label incidents 'Further Action Required' in the iSAMS Behaviour Log.
- Tutors, HSMs and SMT monitor Behaviour Logs in order to provide effective intervention and support, as well as appropriate sanctions where necessary.
- The Sanctions System works on the principal of an Escalator in order to give clarity of sanctions.

- The tutor, as ‘champion’ of the child, has an overview of the pupil’s overall behaviour and meets regularly with their tutees to discuss why incidents have occurred and how the pupil will improve their behaviour.
- The tutor liaises closely with the HSM to ensure the HSM is aware of all behavioural incidents and how they are being addressed.
- The tutor, HSM and HOD will keep parents informed of poor behaviour and encourage parents to support the School in managing this.
- All sanctions should be fair and reasonable, taking into account circumstances that may apply to a particular pupil.
- Pupils should never be humiliated or demeaned in front of peers, or others, or be deprived of any facilities necessary to the leading of a normal and civilised life.
- Corporal or other similar forms of physical sanctions are forbidden; this includes slapping, punching, pushing, rough handling or striking with thrown objects.
- Wherever possible, sanctions should be constructive and appropriate to the nature of the infringement of the School’s expectations and should seek to redress the wrong done. Group sanctions should not be given.
- All parents and pupils have the right to complain and escalate their concerns regarding a sanction; parents should be encouraged to use the School's complaints procedure as required.
- Bullying behaviour will not be tolerated and any member of the School who is on the receiving end of this behaviour will be supported fully. Any member of the School who displays bullying behaviour towards another can expect to be punished severely, and part of this sanction will be appropriate corrective behaviour. The perpetrator will receive appropriate guidance and support in order to amend their behaviour and lead a productive and fulfilling School career. See Anti-Bullying Policy.

The Escalator System

This system divides behavioural incidents into 3 Categories:

Late: Arriving after the bell signalling the start of a lesson.

Non-Academic: Behaviour that falls below expectation that is unrelated to academic work.

Academic: Behaviour that falls below academic expectations.

Within each category, there are 3 Levels:

Level 1 – ‘teacher/tutor’ intervention

Level 2 – HOD/HSM intervention

Level 3 – SMT intervention

Staff at each Level are equipped with a clear set of sanctions in order to bring behaviour back in line with expectations. If these are ineffective, the pupil is moved to the next Level. More serious incidents will enter the system at a higher level depending on their nature.

Level	Late	Academic:	Non-Academic:
1	Record as late on iSAMS. Pupil to complete lunchtime detention: 1.10pm-1.30pm	Deal with behaviour. Log incident on iSAMS Behaviour.	Deal with behaviour. Log incident on iSAMS Behaviour.
Teacher deals with immediate situation and logs the incident on iSAMS, explaining what the incident was and the action taken. NB: logging the incident is <u>not</u> the sanction. Tutor, HSM, SMT receive iSAMS log. Academic teacher forward Behaviour Log to HOD. Tutor monitors frequency of logs.			
2	Tutor/HSM detention Lunchtime 1.10pm-1.30pm.	Department detention Lunchtime 1.10pm-1.30pm	Tutor/HSM detention Lunchtime 1.10pm-1.30pm
Teacher deals with immediate situation and logs the incident on iSAMS, explaining what the incident was and the immediate action taken. Sanction at this stage is escalated to HOD (academic) or HSM (persistent lates/non-academic) who make use of lunchtime detention. HOD/HSM log on iSAMS Detention Manager. HOD and HSM to liaise on parental communication and further intervention and support.			
3	SMT detention (Academic Detention with MDR/MPC; Non-Academic Detention with MTP/PJL: Lunchtime or Wednesday 4pm) SMT evening /Saturday detention (with 24 hours notice)		
Escalation to SMT follows dialogue between HODs/HSMs if intervention strategies do not lead to improvement in behaviour. Log on iSAMS behaviour – full write-up. SMT and HSM will coordinate a parent meeting to discuss intervention strategies and behaviour plan.			

Level 1: Low level behaviour

Examples of behaviour at Level 1:	
Academic: No equipment Poor, incomplete or missing prep Poor or incomplete classwork	Non-Academic Unacceptable appearance, chewing gum, running in a corridor, poor attitude, disruption in class
Suggested strategies for dealing with Level 1 Academic Behaviour	Suggested strategies for dealing with Level 1 Non-Academic Behaviour
A quiet word to discuss organisation. An extension might be given (first time) for incomplete work/forgotten prep. Time penalty in Department if repeated – liaise with HOD.	A quiet word to rectify behaviour initially. Move Seat Removal from classroom – 5 mins or supervised if longer. Time penalty in House if repeated – liaise with HSM.

Level 2: Repeated Level 1 behaviour, Significant one-off incident

Level 3: Failure to respond to Level 2 intervention and support, Serious One-off incident

It is difficult to categorise misbehaviour and for every misdemeanour staff will endeavour to take into account individual pupils' circumstances in order to provide the most appropriate intervention, support and education, as well as a proportionate sanction where necessary.

Typical, but not exhaustive, examples of more serious misdemeanours for which pupils may expect more serious sanctions to be implemented by the Senior Management Team include:

- bullying behaviour, to include online bullying
- significant, intentional physical contact towards another pupil
- buying, consuming or providing alcohol to others
- taking others' property without their permission
- tampering in a dangerous way with others' property
- repeatedly breaking bounds
- using foul, abusive or discriminatory language towards another
- using or travelling in a pupil's car without permission
- repeated failure to meet the standards of behaviour expected in School

Suspension

If Levels 1-3 of the escalator model have been implemented and the pupil's behaviour has not improved, the Senior Master and/or Headmaster may consider Suspension.

Suspension may also be used in the event of a one-off serious breach of discipline.

If a pupil is to be suspended, parents will be informed by their child's HSM, one of the Deputy Heads or the Senior Master.

An explanation for the suspension will be provided and the term of suspension explained. This will be confirmed in writing.

Suspension is used for a short period of time, during which the pupil will be expected to reflect on their actions.

A review of this with the Second Master and/or one of the Deputy Heads occurs on the pupil's return to School.

Expulsion

If the Headmaster feels that the School has done everything in its power to support a pupil in behaving correctly and that remaining at the school is neither in the interest of the individual pupil nor the school community as a whole, he may decide to expel a pupil.

Typical, but not exhaustive, examples when the Headmaster might consider expulsion include:

- persistent attitudes or behaviour which are inconsistent with the School's ethos such as persistent failure to complete school work or continual failure to co-operate with staff.

- the supply of drugs and solvents or their paraphernalia or substances intended to resemble them.
- theft, blackmail, physical violence, intimidation, racism and persistent bullying.
- misconduct of a sexual nature; supply and possession of pornography.
- possession or use of unauthorised firearms or other weapons.
- significant vandalism.
- computer hacking and/or significant misuse of the School's ICT facilities.
- physical or verbal abuse of a member of staff.
- other serious misconduct towards a member of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises and including online.

On these occasions, parents will be invited to attend a meeting with the Headmaster and the Second Master and/or one of the Deputy Heads. Parents will receive written confirmation of the Headmaster's decision and verbal and written advice regarding their right of appeal to the Chair of the governing body.