

REWARDS AND SANCTIONS

Staff encourage the highest standards in collective and self-discipline. The ethos of the School, planning of the broad curriculum and organisation of boarding, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the School. These attitudes and values are further encouraged through a system of rewards and sanctions. It is noted that poor discipline is often the result of problems within the family unit and poor social skills. Poor discipline is often the outward showing of a pupil's troubles at that time. It is imperative that liaison between home and School forms one of the bases on which discipline is founded.

General Management

- All pupils have a right to work in a calm, supportive and purposeful environment.
- All pupils have the right to live in an environment free from intimidation and bullying.
- Tutors discuss the expectations of behaviour with all children during the course of the School year and particularly at the beginning of each term. The School's code of conduct is central to these discussions.
- Class lists, boarding arrangements and details of special educational needs are available in the working common room for all staff so that potential problems are resolved quickly.
- An information staff meeting (called the 'morning briefing') is held daily at morning break time in the staff common room, for the dissemination of information enabling teachers and carers to be aware of current issues and problems that individual children might have.
- Pupils are discussed at length at the staff meetings at $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ term. Staff can discuss the specific problems of children and share strategies that have worked and are being used with them.
- As many of our pupils have individual education plans (IEPs), are statemented and are subject to annual reviews, the Tutor and Housemaster/mistress have the responsibility for disseminating information that will help teachers and carers to carry out their interactions with the children successfully.
- Supplies of basic teaching materials including pens, pencils and paper are made available at both lessons and preps to prevent problems arising with children who have weak organisational skills. The aim is that in the course of time the pupils will become autonomous in the personal organisation by the time they reach the end of Year 11.

In Years 7 and 8 all of our pupils' teaching materials are organised for them. This recognises the fact that many of our youngest children will have had such a difficult start educationally that their organisation and confidence will be at a very low level. By making these materials readily available the children do not have the worry of getting into trouble for forgetting things and can instead focus on the lessons in hand.

Year 9 pupils will be expected to try and bring all they need to the lessons but it must again be stressed that we will have some children joining us in this age group who will have chosen Stanbridge Earls because they need a sympathetic and understanding attitude towards their lack of personal organisation.

Year 10 pupils will be expected to bring the correct materials to the classroom, arrive punctually and generally fulfil their responsibilities without constant reminders.

Year 11 pupils should be expected by the end of the year to be as nearly autonomous in their organisation as it is possible for them to be.

The Housemaster/mistress

- The Housemaster/mistress has the primary responsibility for pastoral matters. No distinction is made here between academic and pastoral matters. Matters in these areas are usually intertwined and an artificial barrier should not be introduced as our

pupils' access to education and achievement in all areas of School life is connected with their social behaviour. We believe that behaviour is an outward sign of the way a child perceives itself within that community.

- Each Housemaster/mistress is aided by:
 1. Tutors who meet their tutees regularly during the week and liaise with the Housemaster/mistress over issues concerning them.
 2. ALC/MLC specialist individual teaching staff liaise with mainstream classroom staff to explain individual difficulties being experienced by pupils. Although this is primarily educational, we use a wider definition of pastoral care, acknowledging that staff provide an additional level of pastoral support in their one to one lessons.
 3. Classroom teaching staff will be giving rewards and sanctions and will be feeding back this information to both Tutor and Housemaster/mistress.
 4. Houseparents who care for each pupil within the boarding house environment and liaise with Tutors and the Deputy Headmaster Pastoral.
- The Housemaster/mistress is the first point of contact between the School and home. He or she will try to build a positive relationship with parents so that problems and issues are dealt with in a positive manner for the benefit of the child. All contact with parents should be via the Housemaster/mistress including the vetting of letters from Tutors and teaching staff prior to their dispatch.
- Teachers should be aware of the individual needs of each child through the IEPs and Placement Plans filed in the working common room and the general information filed in the main office.

Rewards

Rewards are a very powerful tool for both teachers and care staff. The general practice within the School involves many rewards being given on a daily basis. Staff are asked to recognise and reward both effort and achievement in class using the following criteria.

Verbal praise and written remarks about good work can be used initially, followed by:

House Points – Value 1 point (recorded by teacher)

To be recorded in mark books and submitted at half term and at end of term.

Usually given singly, House points are awarded for effort or achievement in class and prep. Colleagues will decide on their criteria but should aim for consistency at all times. The House point will recognise good work for a particular pupil or progress made in a lesson or over a short period of time.

Copy – Value 5 points (recorded by Headmaster)

The pupil shows a 'copy' to the Headmaster as soon as possible after it is given. If the teacher deems it appropriate, the pupil may be sent to the Headmaster's study at the next available break time. A 'copy' represents a particularly good piece of work for that pupil, presented neatly.

Commendation – Value 10 points (recorded by Headmaster)

As a result of the half-term or end-of-term meetings pupils may be commended for effort and/or achievement. A commendation, given as a result of a consensus agreement of staff, is announced in School assembly and a letter is sent home.

Certificate of Excellence – Value 20 points (recorded by Headmaster)

As a result of half-term or end-of-term meetings pupils excelling in class and preps may be awarded a 'Certificate of Excellence' for effort and/or achievement. This laminated certificate is presented at a School assembly and a letter is sent home.

Reports, both educational and pastoral are also seen as a constructive means of praise and criticism.

Colours, in the form of bronze, silver and gold badges and a full colours tie are awarded at the end of term assembly for outstanding achievement in sports. Weekly assemblies also see the awarding of prizes from internal and external sources, e.g. music grade certificates.

School Officers

Sixth Formers are rewarded by appointment to positions of responsibility as School Officers. Sixth formers make a formal application to the Deputy Headmaster Pastoral to join the School Officer body. Training is provided for all School Officers relating to Child Protection and Anti-Bullying procedures, where possible leading to certification by the NSPCC. Key pastoral staff review the School Officers' work on a fortnightly basis. They have specific duties to perform as laid out in the School Officers' policy document. The Heads of School and Houses, Prefects and Monitors are given genuine responsibility by the staff, to assist staff in carrying out duties during the School day. These positions of responsibility are a privilege that fits with the reward culture. They are an example of the way in which positive messages are conveyed to the pupils as to how staff and pupils can work together for the benefit of the wider School community. Heads of School meet weekly with the Headmaster and the whole School Officer body meets on a fortnightly basis with the Deputy Headmaster Pastoral.

Discipline during the day resides with the staff on School duty until 7.00 p.m. After 7.00 p.m. the Housemaster/mistress on duty is responsible. At weekends a resident member of staff is on duty.

There is always a member of the Senior Management Team on-call for serious issues requiring immediate attention.

Sanctions

The School does not use corporal punishment as a means of sanctioning pupils.

If a child is behaving badly or performing poorly in class or disrupting the education of their peers, the following steps can be taken:

- Verbal warning or reprimand.
- Removal from the room for a cooling off period.
- Reported to the pupil's Housemaster/mistress.
- Removal from the room to be sent to the Deputy Headmaster – Pastoral.
- For serious offences as listed in the Pupil's Code of Conduct, removal from the room to be sent directly to the Headmaster.

As it is impossible to list all of the methods used to deal with different disciplinary issues the following are some methods used to deal with problems:

- Teaching staff can talk to the pupil individually about the reasons for their actions and why repetitions should not occur.
- Talking through issues with the pupil and Tutor, Housemaster/mistress or Deputy Headmaster.
- Withdrawal of the pupil from practical activities where the safety of the child and other pupils is paramount.
- Placing in detention.
- Placing the pupil on Satis, reporting to:
 - Tutor.
 - Housemaster/mistress.
 - Deputy Headmaster.
 - Headmaster.
- Withdrawal of privileges, including:
 - Loss of town access.
 - Withdrawal from external activities including School teams and trips.
- For repeated or more serious misdemeanours:

- Loss of free time on a Wednesday afternoon.
- Community service.
- Saturday or Exeat detentions with SMT.

The above are used as far as possible as punitive and positive in that a clear statement is being made to the children about what constitutes unacceptable behaviour and that rights come with obligations as to the way we should behave.

If a pupil breaks the major rules or persistently breaks many rules they may be excluded for a fixed period of time with re-admittance to the School dependent upon future good behaviour. Further periods of exclusion may result and if the pupil does not amend their behaviour then permanent exclusion will be recommended. A full appeals procedure exists as explained in the School guidelines.

Incident Report Forms

Major incident report forms are used to pass information and record that an incident has happened. The action taken as a result of the incident should also be recorded and this form will then be kept on file.

Minor incident report forms are for incidents that staff consider are important for senior staff to know about but which do not need immediate action.

Copies of both types of incident report form follow this document but are also available on the administration network or as hard copies in the working common room.

R J Bailey
May 2011