

REWARDS AND SANCTIONS POLICY

At Leweston, we encourage the establishment of positive teacher/pupil relationships and support for the School's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.

- It is the responsibility of all staff to make themselves aware of the systems operating at Leweston regarding Rewards and Sanctions
- Staff should monitor and compare the number and frequency of rewards and sanctions given, in order to ensure that there is a shared understanding of standards and expectations in implementing the system.

Rewards

Leweston Learner - Green Flags

Students who displays characteristics of Leweston Learner should receive Green Flags from teachers. Green Flags should be positive, encouraging and regular. They can form the basis of the tutor 1:1 discussions.

Postcard Home

Students who demonstrate the Leweston learner characteristics either through one specific instance or consistently over time should receive a post card home. Postcards can be generated from subject staff or from tutors.

Leweston Learner Awards Years 7-9

Heads of Year will nominate two students at the end of each term to receive recognition in the final formal assembly of the term.

Departmental Commendations Years 10 and above

Any department may award a Commendation to a pupil who has completed an exceptional term's work in the subject. This Certificate of Commendation is presented to the pupil at the final formal assembly of the term.

Head's Commendation

A piece of work of exceptional merit produced by a pupil in the senior years of the School is recommended to the Head who sees the pupil and their work to offer the School's congratulations and to record their name in the Head's Commendation Book. Speech Day Prizes

Recognition is also made of academic attainment or progress by pupils in all years in the prizes awarded at Speech Day. General prizes for academic attainment and progress are awarded for pupils in Years 7-10. In Years 11-13 each department awards a subject prize; in addition there are a small number of prizes for academic achievement over the whole range of subjects.

The Heads Awards is given to one student in each year who has embodies the Spirit of Leweston.

Sanctions

Aims

1. All sanctions should be appropriate to the problem
2. Sanctions should be administered with discretion and promptness
3. Staff should apply sanctions fairly to all pupils but be aware of individual issues
4. The system should support and give a framework for pupils to develop personal responsibility

Monitoring of Sanctions

Sanctions should be recorded via the red flag or detention system on iSAMS. Whenever a Red Flag is used or detention is set, the student involved must be informed by the member of staff giving the sanction.

Stage 1: Verbal reprimand

Any member of staff can issue a verbal reprimand when appropriate. This is often likely to be the most common and the most appropriate form of discipline. A verbal reprimand can be recorded as a Red Flag. However, if a verbal reprimand fails to have the desired effect and the offence is repeated, the member of staff will have to move to more serious penalties which must be recorded as a Red Flag. Verbal reprimands can take place in lessons or pupils can be told to see the teacher at a time that is convenient for the teacher. These reprimands will usually last no more than 5 minutes.

In the first instance, a verbal reprimand may be appropriate for any behaviour which is of concern *but is not seriously disruptive or significantly inappropriate*. For example:

- Low-level misbehaviour in class or around the School
- Disregard of the dress code – also to be recorded on the pupil's uniform card
- Lateness
- Rudeness (brusqueness)
- Use of mobile phones in school (with confiscation to the Deputy Head)
- Forgotten books/equipment
- Poor academic standards as a result of a lack of effort
- Work not completed/handed in (first offence)

Stage 2: Lunchtime Detentions – Academic Matters

Lunchtime detentions are used in the following circumstances:

- when an initial verbal reprimand for an academic matter has failed to deter
- for pupils who miss an extended deadline, or persistent failure to meet deadlines
- for pupils who behave in an inappropriate manner
- for pupils who miss two peripatetic music or drama lessons in any one half term.
- Rudeness to others, including the use of foul language.
- Persistent uniform infringements.
- Speaking inappropriately to staff or visitors.

There is a weekly Friday lunchtime detention held in Room 11 (13.15 – 13.45), which is supervised by the DHP. Those entered for this detention must use the time to complete work set by the member of staff placing them into the detention.

Stage 2: Lunchtime Community Service – Behavioural Matters

A Lunchtime Detention may be replaced with a Lunchtime Community Service detention at the discretion of the Head of Year or DHP.

Failure to attend a lunchtime detention or community service sanction will result in the imposition of a Friday after School detention.

All detentions should be set using the Detention Module on iSAMS.

Stage 3: After School Detention

After School detentions are on a Friday from 1630-1730. After school detentions should be set and recorded on iSAMS by the relevant Head of Year and appropriate work should be set by a relevant member of staff. A pupil and their parents are informed of a Friday detention by 1700 on the Wednesday before the detention is due to be served.

A Friday detention can be imposed in circumstances such as:

- Following two lunchtime detentions/community service within a half term period
- Unexplained absence from a lesson or school service
- Defiance
- Very rude behaviour
- Inappropriate use of the internet or mobile technology (first offence)
- Breaking of day-time bounds, or leaving School during the day without the relevant permissions
- Inappropriate behaviour at a School social at Leweston or another setting
- Inappropriate public displays of affection
- Fighting (may be immediately escalated to Saturday detention depending on severity of incident)
- Behaviour deemed to be designed to provoke a violent response from another student

All detentions should be set using the Detention Module on iSAMS.

Stage 4: Saturday Detention

The most serious detention to be imposed is the Saturday Detention, which takes place on a Saturday morning from 0900-1200 and is staffed by a member of the Senior Leadership Team. A pupil must present themselves in full School uniform, or suits for Sixth Form, with enough work for three hours; in matters concerning misbehaviour or destruction of property, pupils may be required to perform tasks which constitute community service.

A pupil and their parents are informed of a Saturday Detention, at the latest, by 1700 on the Wednesday before the detention is due to be worked. Only the Head may give permission for the date of the Detention to be changed.

Examples of circumstances in which a School detention might be imposed:

- Following two Friday after school detentions within a half-term period
- Possession of cigarettes (inc. e-cigarettes) and smoking materials
- Smoking (inc. vaping) anywhere on School premises
- Consuming alcohol (without appropriate permission and/or outside of the alcohol policy set out by the School) on the School premises
- Possession of alcohol (not spirits) on School premises
- Breaking bounds or being outside the buildings at night
- Unauthorised use of a car, as passenger or driver
- Entering dangerous areas unsupervised, e.g. the roof, the swimming pool
- Posting on websites/forums etc. defamatory comments on the School, its staff or other pupils or other inappropriate use of the internet
- Lying to a member of staff
- Aggressive or intimidating behaviour
- Targeted anti-social behaviour – purposeful humiliation of others or actions which negatively target and / or degrade individuals

Gating

For boarding pupils, 'gating' or the removal of weekend privileges may be applied by the relevant Houseparent. For matters concerning breaking of boarding boundaries or curfews, or misbehaviour at social events, at Leweston or off-site, a relevant level of gating can be applied. This could include:

- Earlier curfews being put in place
- Curtailing attendance at School socials
- Stopping attendance on a weekend trip
- Other weekend privileges being removed

During the time spent at School, pupils may be required to conduct community service tasks, depending on the extent of the misbehaviour.

Conduct / Standards Card

All pupils from Y7-11 will carry a conduct / standards card with them at all times. The conduct card will be used by staff to quickly record incidents of poor behaviour around school and/or lapses in uniform standards. The card will be monitored by tutors weekly. Pupils receiving 5 'strikes' will receive a report card from their HOY. Pupils who fail to adhere to the targets set by their HOY will report to the Head or DHP for further sanction.

Support Card

The following applies to pupils in Years 7–11:

- 1) A monitoring card may not always be a means of imposing a sanction but can be a means of modifying behaviour/monitoring progress.
- 2) The purpose of a monitoring card should be to:
 - a) Monitor a pupil's work progress, behaviour and organisational abilities in all lessons
 - b) Focus pupil's attention on particular targets
 - c) Encourage the pupil to take responsibility for improving behaviour and endeavour.
- 3) A pupil may be given a monitoring card for a number of reasons that include:
 - a) Disruptive behaviour in lessons
 - b) Lack of punctuality
 - c) Failure to complete work appropriately
 - d) Lack of organisation skills
 - e) Repeated misbehaviour.

A pupil will remain on a monitoring card for a maximum of three weeks, and meet with their Head of Year at least twice weekly to discuss progress.

- 4) Putting a pupil on a monitoring card will be the responsibility of the Head of Year. The Head of Year will inform the Deputy Head who will record the pupil on the monitoring card and the length spent on monitoring.
- 5) All members of staff who teach the pupil and the Tutor will be informed. The pupil should be fully apprised of their responsibilities whilst on report and the consequences of not adhering to the terms of the report.
- 7) Monitoring will be carried out by the Head of Year and the Tutor. The pupil's report should be seen by the HoY at lunchtime and at 4.25pm. The pupil should present the card at the start of the lesson and collect it at the end.
- 8) Staff should complete the card at the end of each lesson, noting praiseworthy as well as negative points where appropriate.
- 9) The monitoring cards should be collected in by the Head of Year and kept in the pupil's file along with a short note explaining what action has been taken following the report.
- 10) Evaluation of the Report process: The HoY should carry out the following process on completion of the monitoring procedure to ensure that the pupil's behaviour remains appropriate.
 - a) Inform parents of the action plan following the report's completion.
 - b) Check half term grades to monitor progress where appropriate.

- c) Continue to see the pupil to monitor the progress of the action plan.
- d) If the process fails to improve a pupil's behaviour or academic endeavour, the Head of Year will discuss with the Deputy Head further action points. These may include giving further sanctions, and arranging for parents to come in to discuss appropriate ways forward.

It is acknowledged that, in exceptional circumstances (e.g. where a pupil is a danger to others, a threat to property, and a danger to themselves) staff may need to use physical contact; physical intervention or physical restraint is a last resort when all other strategies have been exhausted. Please refer to the physical restraint policy.

LEWESTON PREP REWARDS AND SANCTIONS POLICY

Rationale

Children are valued as individuals and through interaction and sharing are helped to understand the need to respect others while coming to terms with their own needs.

Children are encouraged and guided through natural situations and difficulties that occur as they associate with their peer group and different age ranges.

Staff have high expectations of pupil behaviour and support this with a positive and attainable code initiated by the children.

Rewards

House Points

To be issued by staff for kindness or excellent work. House points are recorded in each child's book and certificates are issued for those reaching 50, 100 and 200 house points.

Stickers and prizes

If children complete exceptional work during lessons they may be sent directly to the Head of Prep to show their work. Stickers and small prizes may be given if the work is deemed suitable.

Head's Commendation

Any work that is presented to the Head of Prep will be considered for a Head's commendation, which will be presented in assembly.

Golden Certificate

Presented in assembly to recognise any child who has demonstrated exceptional kindness.

Speech Day prizes

Recognition is also made of academic achievement or effort by pupils in all years in the prizes awarded at Speech Day. General prizes for academic achievement and effort are awarded for pupils in Years Transition – Year 6

Sanctions

Stage 1: Explanation

Speaking to the child and explaining why something is unacceptable and discussing how it can be improved - ongoing monitoring.

Stage 2: Time-out

If bad behaviour is displayed during break-time or lunch-time, children will be sent to stand outside the Head's office until they are ready to apologise and correct the behaviour.

During lesson time a pupil may be asked to sit in a corner to calm down. No pupil is ever asked to leave the room.

Stage 3: Concerns

If bad behaviour persists, children may be issued with a 'concern' which is issued on iSams and notifies parents on the parent portal that a member of staff has been concerned about a child's behaviour. It also notifies the Head of Prep and the Form Tutor, and results in the loss of three house points.. Any child with 3 concerns in a week will be asked to report to the Head of Prep to explain.

Stage 4: Meeting with Head

Children will be asked to report to the Head of Prep in her office to explain their behaviour

Stage 5: Report card

If bad behaviour continues over a period of time, and the above measures are unsuccessful a child may be placed onto a report card. Parents will be invited in to discuss this measure and children will be issued with a card upon which they must collect 'smiley face' stamps for each lesson.

Refer also to the following policies:

- Code of Conduct (Behaviour Policy)
- Alcohol and Smoking
- Anti-drugs and substances
- Anti-bullying

EXCLUSION AND SUSPENSION POLICY

All members of the Leweston community – pupils, staff and parents – are expected to contribute to the creation of a stimulating and caring environment where all are encouraged to realise their potential in all areas of School activity. Leweston makes clear the standards of behaviour and commitment that it expects from pupils. It will encourage pupils to adopt positive attitudes and values such as consideration, honesty and respect for others. It will acknowledge and praise pupils when they reach these standards. When pupils fail to meet these standards they will be told that this is the case and be given clear guidelines and expectations for improvement.

High standards of behaviour are expected (as outlined in the School Code of Conduct) and bullying in any form is unacceptable.

Detentions and other minor sanctions are used as appropriate. Corporal punishment is not used. Further information can be found in the school's Rewards and Sanctions Policy.

The school's Terms and Conditions confer upon the Head the power to impose the sanction of suspension or expulsion on any pupil for any cause which she considers adequate.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education Act 2002
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Education and Inspections Act 2006
- Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- The European Convention on Human Rights (ECHR)
- Equality Act 2010

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2017) 'Exclusion from maintained schools, academies and pupil referral units in England'
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2018) 'Mental health and behaviour in schools'

Exclusion and Suspension

Expulsion should be considered as the ultimate sanction imposed by the School. The Head is responsible for any expulsion (subject to parental contract) and would normally consult with the Deputy Head Pastoral and the relevant Head of Year prior to expulsion. If this sanction is being considered, both pupil and parents will normally be invited to a meeting with the Head.

The Head would notify the Chair of the Governing Body of any intention to exclude.

Where a pupil has committed a very grave breach of discipline or a serious criminal offence, parents or guardians will be notified immediately and asked to collect their child. The School will report to the police anything they believe may amount to a criminal activity. If the School believes a pupil may have taken drugs then medical advice should also be sought. Sexual offences, including sexual harassment and/or sexual violence, are perhaps more serious and will generally be reported to the police immediately. The alleged victim's parents should also be informed immediately of the incident and told that the police have been informed. Whether the victim and parents then speak to the police is a matter for them

Exclusion, temporary or otherwise, may be appropriate in the following cases:

- Violent assault of a fellow pupil or a member of staff.
- Drunken behaviour likely to endanger the health or well-being of either the individual or others.
- A third offence of smoking.
- The possession or supply of illegal substances for sale within the School, or the enticement of other pupils in the School to take such substances.
- Significantly inappropriate (or illegal) online behaviour, or bringing the School's name into serious disrepute.
- A second offence of theft.
- Bullying, including cyber bullying.
- Sexual harassment or sexual violence.
- Racist abuse
- A hate crime
- Inappropriate and/or sexual misconduct

This is by no means an exhaustive list. The parental contract permits expulsion where, in the Head's judgement the expulsion is in the best interests of the pupil concerned or in the best interests of the School community.

Internal Suspension may be ordered if a pupil persists in misdemeanours after warnings, such as repeated truancy, lying, or other wrong-doing. This gives the pupil a chance to consider, if possible with the help of discussions at home, the possibility that expulsion may subsequently be ordered unless conduct improves

Internal Suspension will always be considered for pupils involved in first offences of bullying, theft, violent conduct, or possession of alcohol (spirits) on the School site.

The process for suspension will follow similar procedures as those for expulsion. Pupils placed in internal suspension will attend school as normal and will have work set for them by their class teachers. However, they will work independently for the day, usually supervised by the Deputy Head. Heads of Year should ensure that pupils on Internal Suspension still get a break and lunchtime, but they should be under adult supervision.

A file giving details of the offence, how it was discovered/reported and the action taken will be produced by and kept by the Head. The involvement of the police in any such instances will be at the discretion of the Head.

If parents wish to appeal a decision to suspend or expel a pupil they may do so under the School's complaints procedure.

Refer also to the following policies:

- Rewards and Sanctions
- Code of conduct (Behaviour policy)

PREP SCHOOL EXCLUSION AND SUSPENSION POLICY

This policy meets the requirements of the Early Years Foundation Stage (EYFS). All members of staff have been given access to this policy as part of their induction and it has been explained to and is accessible to all parents. This is communicated to the EYFS parents during the Welcome Sessions and on our website.

Exclusion is considered the ultimate sanction imposed by the school. The Head is responsible for any exclusion (subject to parental contract) and consults with the Head of the Prep School and the relevant Form Teacher prior to exclusion.

The Head notifies the Chair of the Governing Body of any intention to exclude.

Parents or Guardians are notified immediately and asked to collect their child where appropriate.

A file containing details of the offence and the action taken is produced and kept by the Head. The involvement of the police, if appropriate, will be at the discretion of the Head.

The process for suspension follows similar procedures.

Exclusion, temporary or otherwise, may be appropriate in the following cases:

- Assault of a fellow pupil or a member of staff
- Persistent bullying of another pupil or member of staff
- Inappropriate behaviour likely to endanger the health or well-being of either the child himself or herself or others (e.g. alcohol/smoking)
- The misuse of illegal substances for sale within the school or the enticement of other pupils in the school to take such substances.

This is by no means an exhaustive list. The parental contract permits exclusion where, in the Head's judgement, the exclusion is in the best interests of the pupil concerned or in the best interests of the school community. In the EYFS it is expected that children will be supported in developing their knowledge and understanding of right and wrong, and that close working with parents will ensure that children are supported *within* the setting wherever possible. Pupils and parents have the right



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of appeal against exclusion. They may refer the matter in writing to the Chair of the Governing Body. Such action initiates Stage 3 of the Parental Complaints Procedure