



Alleyne's School Policies & Procedures

Rewards and Sanctions Policy

Name of Policy	Rewards and Sanctions Policy
ISSR	Part 3: Welfare, Health and Safety of Pupils and other Legislation
Reviewed by	Alleyne's Governing Board
Author/SMT	Mr G English, Deputy Head (Pastoral)
Date of school review	September 2023
Date of next school review	September 2024

Policy Overview

This policy applies to the Senior School.

Alleyne's School aims to promote a culture of good behaviour and respect for the flourishing of every pupil and member of staff, in line with the School's values **ROCCK**: we show **respect** for ourselves, others and the world around us; we make the most of **opportunities** and allow others to do the same; we show **curiosity** and interest in academic learning and in the world and people around us; we demonstrate **courage** in our endeavours, and in standing up for others' right to flourish; and we show **kindness** to staff and pupils.

We aim to communicate clearly with parents about our system of rewards and sanctions. Occasional Alleyne's Posts may be sent by the appropriate Head of Section or the Senior Deputy Head. All parents receive the relevant Handbook for the School Section(s) at the beginning of their child's/children's time in that Section. These are also available on the School website.

Each Handbook gives detailed information on a wide range of relevant issues including conduct, academic studies, clubs, pastoral care and uniform regulations. There are inevitably some significant deliberate differences across the Sections, the most obvious being the uniform regulations (the Upper School for example has a 'Dress Code' rather than a 'Uniform').

In addition, the **Pupil Code of Conduct and Expectations for Learning** are published in the School Calendar and as a separate policy. At Alleyn's the approach has always been one which stresses common sense and showing consideration for all others at all times.

All Pupils are presented with a summary code of conduct that they sign alongside the Acceptable Use Agreement at the start of every year.

Pupils and parents have access to a Pastoral Playbook that enables their understanding of the School's Rewards and Sanctions processes.

SCHOOL REWARDS

We strive to reward good behaviour, effort or achievements of all kinds. Tutors and pastoral leads aim to keep themselves fully informed and to monitor pupils' successes and achievements. Verbal and written praise, public recognition through House, Year Group and Sectional Assemblies. A more formal system of rewards, and our reporting system are used to recognise and encourage pupils. Formal Rewards are recorded in pupil records.

In all of our interactions with pupils, we recognise the value of targeted and deliberately personalised praise in building positive relationships and promoting good behaviour, learning and attitudes in our pupils.

In adopting A Whole School Approach which still leaves enough room for professional judgement, rewards play a useful part in;

- Recognising achievement,
- Supporting and acknowledging pupil progress,
- Engaging pupils in achieving goals,
- Reinforcing positive behaviour to encourage replication,

If Rewards are to enable what we hope they will, it is important that...

- They are applied consistently and come with a sense of achievement.
- They are delivered in a way that is suitable and mindful of the purpose they will serve.
- The recipient knows exactly why they received the reward.

Merits (Yr 7-11)

Merits are awarded by teachers to members of Years 7 – 11 for a particularly high standard of work, determined effort and positive attitudes or behaviours that show pupils are living up the values of ROCCK. These are recorded on the MIS (management information system), and Tutor's and Heads of Year are notified via mechanisms of the School's pastoral system, so that success can also be celebrated appropriately.

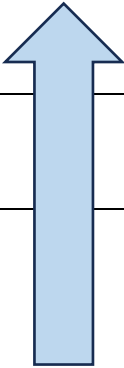
Upper School students do not receive Merits but teaching staff, Heads of department and pastoral leaders are encouraged to reward and therefore promote positive behaviours, attitudes and effort through their own deliberate strategies. Older students enjoy and engage with the variety that this can bring and it serves as a good mechanism to building important rapport.

Recognitions (all years)

A pupil can be nominated for a **Recognition** by any teacher to the Head of Section, following an extraordinary achievement or contribution, or achievement or progress over time. The awarding of a **Recognition** is agreed by the Head of Section and recorded on the MIS.

The Head's Book for Outstanding Achievement (all years)

Pupils can be referred by any teacher for any act or achievement of exceptional merit. They sign a special book kept on display in the Head's Study.

	Head's Book – All Years Through Head's office	Act or achievement of exceptional merit
	Recognition – All Years Nomination to Head of Section	Extraordinary achievement Exceptional progress over time Continued impressive contribution over time
	Merit – Year 7 - 11 Awarded by all staff	High quality of work Significant effort Impressive progress Demonstrable ROCCK

Targeted deliberate praise in recognition of high quality, effort, progress and living up to the values of the school underpins our formal rewards system.

ADDITIONAL REWARDS

Prizes and Awards

Pupils are recognised with academic and co-curricular awards at the end of the school year. These include prizes reflecting excellence, endeavour and achievement in curricular and co-curricular areas.

Colours

At the end of each year **full colours**, **half colours** and **commendations** are awarded to pupils who demonstrate outstanding commitment and attitude, and have excelled, in co-curricular activities and partnership work.

SCHOOL SANCTIONS

A calm but ordered and disciplined atmosphere is a precondition of a flourishing community and expectations for behaviour are laid out in the **Pupil Code of Conduct and Expectations for Learning** (which references other relevant school policies, such as the Anti Bullying and Harmful (Child on Child) Abuse Policy).

The School seeks to educate, encourage and guide pupils towards self-motivation and a desire to live up to the values of the School community. Where pupils do not meet the School's expectations, a sanction may be issued. We aim to make sanctions reasonable, relevant and useful. School sanctions are recorded on the pupils' records via the MIS and relevant staff are informed.

One-off instances of poor work/conduct, or minor offences will usually be dealt with directly by a teacher through, for instance, an immediate verbal correction or warning; a movement of seat, or a conversation at the end of the lesson or at a time convenient to the teacher; teachers may also request a pupil to complete or repeat a piece of substandard (by the pupil's standards) work at a convenient time. Where it is felt that such a response is insufficient, the following sanctions can be issued.

The School adopts a school approach to behaviour. In awarding sanctions at any level, the following is important;

- They are applied consistently and assertively with fair warning.

- Pupils are always clear on the reason for the sanction.
- Sanctions are delivered in a timely fashion (with relative immediacy).
- They are delivered in a way that is suitable and mindful of the purpose they will serve.

Sanctions may be used to make a point to the wider pupil body but staff should consider the value of this 'vs' potential impact on the pupil(s) most directly involved.

Staff should feel able to make a reasonable professional judgement regarding the application of sanctions. If they are unsure, they can consult with a Head of Year or Head of Section for support.

Heads of Year will monitor the sanctions record and will respond as necessary, upgrading or downgrading in support of our whole school approach. Sanctioning staff will always be involved in these adjustments.

Break Reports are for behaviour that may disrupt a pupil's own learning or a breach in fundamental expectations around uniform, chewing gum, punctuality, lack of attention, speaking out of turn etc... normally following a warning. Pupils disrupting other students learning because of escalating poor behaviour can expect a **Half Detention** likely upgraded from a Break Report.

Pupil awareness of the impact of their behaviour on their own and others learning is important as is their understanding of this mechanism of escalating lower level sanctions following a warning.

A Half Detention to ensure missing Homework is completed is reasonable. Teachers should speak with the child about what they have outstanding in other subjects not just their own. If they feel the child may be struggling, they should report their concern.

Misuse of a device – playing games etc... is a breach of the school AUA (Acceptable Use Agreement) and should receive an immediate Half Detention.

If pupils are deliberately disrespectful or unkind, they should receive a sanction. Staff can award a Half or a Full detention. Heads of Year will likely follow up on this with the pupil involved.

If a Teacher feels that a child is being targeted for unkindness or that there is a developing culture of unkindness amongst pupils in their class, this will be brought to the attention of the Heads of Year.

Upper School Sanctions

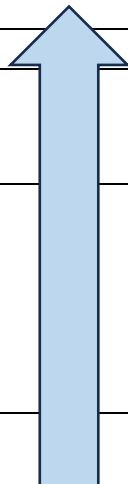
Upper School students can receive Wednesday Half detentions and break reports for breaches in fundamentals.

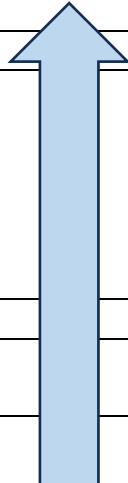
Failure to complete work, attend to their studies dutifully can see them placed in a library detention by their subject teacher. This hour-long detention can run any day after school and should be used to ensure pupils are committed to and up to speed with their studies.

Students who fail to address these issues, who repeatedly fail to complete work or who behave in a disruptive, disrespectful or unkind way can be placed in a Friday HoY/HoD detention.

Saturday Detentions

Saturday Detentions are managed through the Heads of Section. There is also a Deputy Heads Saturday Detention which requires the attendance of parents to the school to discuss the circumstances around the sanction.

Years 7-11	Example	Applied by	
Saturday Detention 9.30-11.30am	Serious disciplinary issues	Head of Section	
Full Detention Wed 3.55-4.55pm	Disrespect Unkindness Repeated ½ det sanctions	All teaching staff	
Half Detention Wed 30mins 3.55-4.30pm	Escalated from BR Disrupting learning of peers Unkindness Misuse of device Homework catch up Repeated poor fundamentals	All teaching staff	
Break Report (Next Breaktime)	Breach in fundamentals Following warning	All teaching staff	

Upper School	Example	Applied by	
Saturday Detention 9.30-11.30am	Serious disciplinary issues	Head of Section	
Friday Head of Year/ Head of Dept Detention	Disrespect Unkindness Poor Academic effort Disruptive Misuse of device Repeated ½ det sanctions	All teaching staff	
Library Detention	Academic catch up	All teaching staff	
Half Detention Wed 30mins 3.55-4.30pm	Escalated from BR Repeated poor fundamentals	All teaching staff	
Break Report (Next Breaktime)	Breach in fundamentals Following warning	All teaching staff	

Confiscation

Items that are prohibited or being misused in the presence of staff may be confiscated. Such items can be collected from the relevant Section office at the end of the day. Confiscation may be followed up with a formal sanction, where this is deemed appropriate.

Confiscated mobile phones will be taken to Reception, where they can be collected at the end of the day.

Temporary removal from the activity/lesson

On rare occasions where the behaviour of a pupil is significantly disrupting the learning of others, a teacher may require the pupil to leave the classroom and report to the Section Administrator's office. The teacher informs the relevant office that the pupil will be attending, and the Head of Section will issue an appropriate sanction, in consultation with the teacher.

Temporary and Permanent Exclusion

In serious cases of misconduct, as set out in the School's **Exclusion Policy**, a pupil may be temporarily or permanently excluded from the School.

Behaviour Contract

Where the behaviour of a pupil has been unacceptable, the Head reserves the right to offer that pupil a Behaviour Contract, which will be reviewed after an agreed period of time.

Malicious accusations against staff

All members of staff are aware that there are procedures in place aimed at protecting them from malicious accusations against them made by pupils. The School will consider the application of an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

Academic support to meet expectations

In addition to the sanctions above, pupils who are struggling to meet expectations for academic organisation, behaviour for learning and effort may also be provided with a compulsory (or voluntary) mechanism of support, as follows.

Report Book (All pupils)

Sustained patterns of poor work or behaviour in lessons may result in pupils being required (or requesting to) use a Report Book for a set time, which must be presented to the teacher each lesson and reviewed with the tutor or housemaster on a weekly basis.

Organisational Review (Lower and Middle School)

Pupils struggling in this area may be asked to (or may request to) attend an Organisational Review run by a member of the Lower or Middle School Management Team, in order to help them develop the ability to manage their time and equipment.

Homework Hub

Additional support where pupils in the Middle School may be asked to (or may request to) attend additional supervised after school study sessions to support with the completion of Homework or to receive academic support from older students.

Academic Mentoring (US)

In addition to sanctions for poor academic organisation and effort, pupils in the Upper School may be required (or request) to attend mentoring sessions with a member of the US Management Team.

Early Report (All pupils)

Pupils who are persistently late to school in the morning, regularly arriving after 08.30 and missing Registration, pupils may be required to Report Early to section administrators (08.15) for a set number of days.

These interventions sit separate to extensive pastoral support mechanisms that make up part of our comprehensive approach to pastoral care and wellbeing.

Glossary of sanctions (all recorded on the pupils' record via the MIS)

Break Report: 10.30 – 10.45 from Tuesday to Friday from in Room 112.

Wednesday detention: begin at 15.55 in Room 111. Half detentions finish at 16.25 and full detentions finish at 16.55. Pupils will be set an appropriate task by the issuing teacher and parents are informed by the Head of Section (at least 48 hours' notice).

Friday (HoDs' or Housemasters') detention (Y11 – 13): 15.45 – 16.45. Parents will be informed by the Head of Department and appropriate work is set.

US Library detention (Upper School only): 15.55 – 16.55. On a day and time agreed between the pupil and teacher, with work set.

Gating (Upper School) Students in the Upper School may be 'Gated' for misdemeanours outside the classroom such as failing to sign in correctly. This sanction can only be issued by Housemasters or the USMT, and results in a student losing certain US privileges.

Early report (MS and US): pupils are required to report to the Middle School/Upper School Section Office at 8.15 for a specified period (usually 3-5 days).

Saturday Detention: 9.30 – 11.30. Parents will be informed by the Head of Section with at least 24 hours' notice of the pupil's obligation to attend in school uniform with the set written work.