



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/SLT	Mr G English, Deputy Head (Pastoral)
Date of school review	September 2025
Date of next school review	September 2026

Policy Overview

This policy applies to the Senior School.

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

We aim to communicate clearly with parents and students about our system of rewards and sanctions. 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. In addition, information from the Pupil Code of Conduct and Expectations for Learning is shared with children in various guises and as a separate policy. At Alleyne's the approach has always been one which stresses common sense and always showing consideration for others. Students also sign an IT Acceptable Use Agreement at the start of every year that supports them in their use of technology and devices.

Students and parents can access the Hub and the 'Pastoral Playbook' which enables their understanding of the School's Rewards and Sanctions policies and procedures.

Rewards

We reward good behaviour, effort, or achievements of all kinds. Tutors and pastoral leads aim to keep themselves fully informed and to monitor students' successes and achievements. Targeted personalised verbal and written praise and recognition through various assemblies all form part of our approach alongside our more formal reward system.

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 student progress
- Engaging students in achieving goals
- Reinforcing positive behaviour to encourage replication

Rewards should be applied consistently and delivered regularly and purposefully. The recipient should understand why they have received the reward.

Students at Alleyn's have been directly involved in every stage of the design and refinement of our Rewards system as part of our Student Voice mechanisms.

Students can also celebrate their peers through the 'Build it' Button, alerting staff to a fellow student's achievements or positive values so that they can be suitably rewarded.

NEDS

NEDS are awarded in multiples of 50/100 and 250 for academic and co-curricular reasons and for behaviours that show students 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.

NEDS accumulate over the year and the term to enable students to access 'Bonus prizes' along their rewards journey with the highest scoring students at the end of each Term and academic year receiving additional 'Bonus prizes'.

Frequency of NEDS - we ask teachers to actively seek out opportunities to reward students for as broad a range of achievements as possible.

250 NEDS rewards are much harder to come by and are for particularly impressive achievements in or out of the classroom.

Students are awarded following the accumulation of NEDS over the course of the year, with additional awards at the end of term and academic year for those students who have accumulated the most in each year group.

Lower School ROCCKS

Students in years 7 & 8 can earn badges through particularly impressive acts or behaviours over time in line with the school's values – the criteria for which have been set by the students themselves. They are not easily earned, and should any student collect all 5 it is quite an achievement and will be celebrated as such.

The Head's Book for Outstanding Achievement

Students 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 and receive a 250 NEDS bonus.

Parental Contact & Assemblies

On occasion a member of staff may contact home via email, with a call or a post card to let a parent know of a child's recent achievements. This will not happen in every case, but it is a wonderful way to keep parents informed, build positive relationships between the school, parents, and students and to celebrate further a student's achievements.

Heads of Year hold regular 'celebration assemblies' where students' achievements including recognising their receipt of rewards are celebrated with their peers.

Prizes

Students 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

The School Co-curricular programme operates a 'Colours' system where students can receive various awards in recognition for their contribution to areas of Co-curricular, community and partnership activity.

REWARDS AT ALLEYN'S - SUMMARY		
Reward	Description	Notes
NEDS	50/100/250 Accumulated over the year with Bonus Prizes awarded at thresholds	Rewarded regularly to individuals for positive contribution or living out the school's values.
Heads Book	Breaktime with the Head cookies and chat	Exceptional achievement in something cool - bonus 250 Neds
Colours	Rewarded for Co Curricular and Community activity. Comes with a Tie and a badge	For students who have gone above and beyond. Overseen by Assistant Head Cocurric
Prizes	Yearly awards to students presented at celebration day with all that this brings	Awards system co-ordinated as part of celebration day and nominated by various individuals

Sanctions

A calm and purposeful atmosphere is a precondition of a flourishing community and for learning and expectations for behaviour are laid out in the Pupil Code of Conduct and Expectations for Learning.

The school seeks to educate, encourage, and guide students towards living up to the values of the school community and recognise that this is a journey for all students. Where students do not meet the school's expectations and there is a need sanctions may be issued. We aim to make sanctions reasonable, relevant, and useful.

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

- They are applied consistently and with fair warning.
- Students are always clear on the reason for the sanction.
- Sanctions are delivered in a timely fashion (with relative immediacy).
- They are delivered in a calm and respectful manner.

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

Staff should feel able to make a reasonable professional judgement regarding the application of sanctions. The Head of Year, Head of House, Head of LS Pastoral, or other pastoral leads will support in ensuring sanctions are given at an appropriate and consistent level – they are well placed to ensure consistency across a body of students.

Any adjustments made will always involve sanctioning staff and are made to support student and staff understanding of the various levels of sanction.

Break Reports

BRs are ONLY given for poor uniform, punctuality, and chewing gum. Warnings are given at staff discretion although it would be reasonable to warn on a first issue around uniform and punctuality.

Chewing gum - should receive a BR when seen.

Detentions (Wednesday or Friday Half 3:55 – 4:30pm/ Full 3:55 – 4:55pm)

Detentions are given for poor behaviour or failure to live up to academic expectations following a WARNING where a student has made a poor CHOICE in their behaviour. OR, where a one-off incident is in direct breach of our schools' values, dangerous or disrespectful to staff.

Year 7-10 detentions take place on a Wednesday. Year 11-13 take place on a Friday.

In our support of students and colleagues it is important that we are consistent in our application of sanctions and the following strategy should form part of every member of staff's wider classroom management strategies.

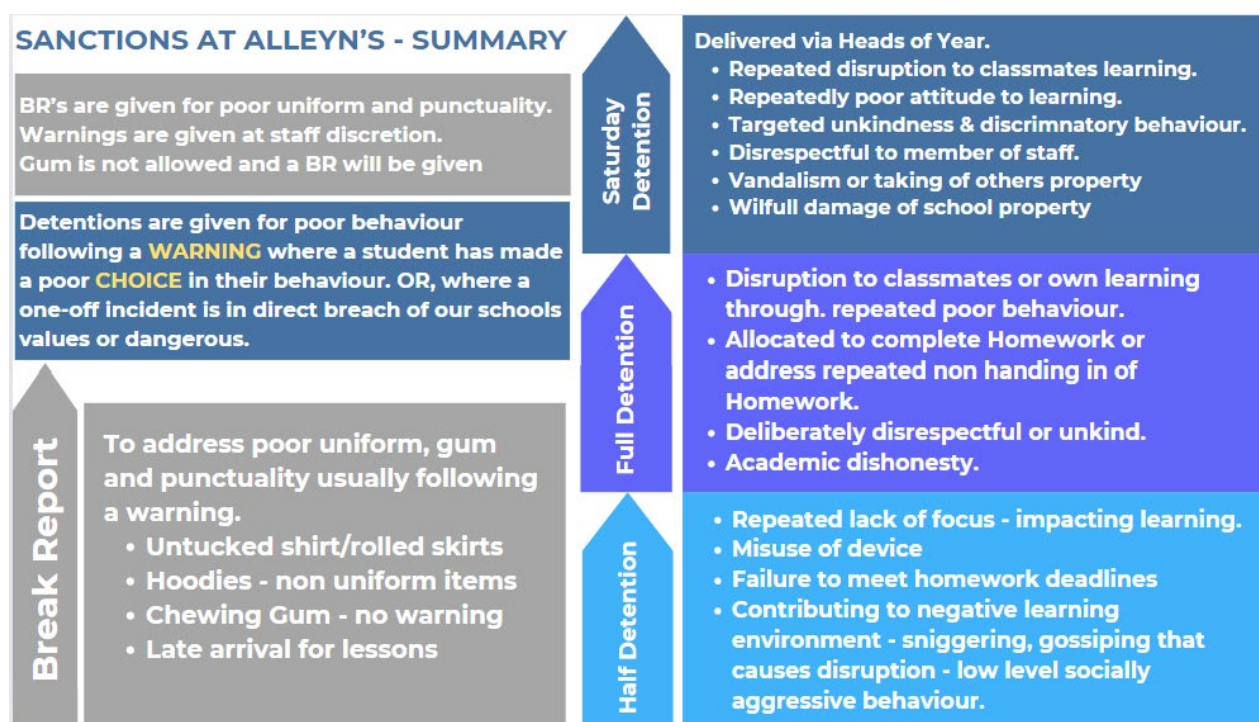
Warning-Choice-Consequence

- Warn students that a particular behaviour (be specific if possible) is not okay, and you want it to stop.
- On the second warning, make clear to students that continuing their poor behaviour is a CHOICE they are making. It is timely to remind students here that you are there to support the learning of everyone including them and that they should choose to play a positive part in lessons.
- In applying a detention, students should understand that it is because of their failure to heed a warning and their continuing to make a poor choice.

It can be tempting to reduce our expectations at times and of course there will be times when there is good reason for a student's behaviour at a particular time or behind a specific incident and of course we can be sympathetic to this. However, what can be a well-meaning 'loosening' of rules or expectations can risk confusion, a lack of clarity, bring challenging situations or confrontation the way of other colleagues, or even present to a student a lack of care and attention.

Sanctions also play an important part as a mechanism by which we might identify pastoral concerns or needs and in 'letting off' a student, we may fail to draw necessary attention to them for pastoral leads, and we may inadvertently be 'letting them down' in any number of ways.

It is helpful for staff to think about their support of other colleagues, particularly those newer to teaching or less experienced in ensuring the fair and consistent application of our approach to sanctions.



SANCTIONS AT ALLEYN'S - Application

BR's are **ONLY** given for poor uniform and punctuality.

Warnings are given at staff discretion.

It would be reasonable to warn on a first issue around uniform and punctuality.

Chewing gum - should receive a BR when seen.

Detentions are given for **poor behaviour or failure to live up to academic expectations** following a **WARNING** where a student has made a poor **CHOICE** in their behaviour. OR, where a one off incident is in direct breach of our schools values, dangerous or disrespectful to staff.

In our support of students and colleagues it is important that we are consistent in our application of sanctions and the following strategy should form part of every member of staff's wider classroom management strategies.

Warning	Choice	Consequence
Warn student/s that a particular behaviour is not okay and you want it to stop.	Make clear to student/s that continuing their poor behaviour is a choice they are making.	In applying a detention, students should understand that it is as a result of their failure to heed a warning and continue make a poor choice.

Red Lines

Detentions can and should be awarded for one-off behaviours that are in clear breach of our values, that are dangerous, disrespectful or of any prejudicial nature. It is important that in these instances the Head of Year is involved in the process as early as is reasonable.

Missing Homework

Detentions can be applied for missing homework for the appropriate length of time. However, if it is reasonable that if students complete the homework prior to the sanction then it can be rescinded. However, if students are repeatedly missing deadlines, then detentions should stand, and pastoral leads will follow up accordingly.

Meeting Students Needs

It is important in our efforts to be inclusive and enabling in our approach to education, that we consider every student's needs. In doing so we should be sophisticated the application of the processes outlined in this document. Student awareness of the impact of their behaviour on their own and others learning is important.

In meeting student's specific needs, attention should be paid to the delivery of warnings and choices. Some students for example will benefit from a conversation around 'Choice' outside of the classroom for others it will be important that staff check they have heard the warning and understand what part of their behaviour is unsatisfactory.

Student ILSP's or communications from pastoral leads and AIM regarding students may specify strategies regarding the application of this process and staff should be alert to this. This awareness of student's needs, and consistently reasonable and fair approach is an important part of supporting all our students in their learning and our colleagues.

Year 11 & Upper School Library Detentions

Year 11 and Upper School students can also receive Library Detentions (Monday – Friday 4.00-5.00pm)

Library Detentions are issued by a subject teacher for failure to complete work or attend to their studies dutifully. This hour-long retention can run any day after school and should be used to ensure students are up to speed with their studies. It is not punitive in nature and should not be used as such.

Students who fail to address these issues, who repeatedly fail to complete work can be placed in a Friday Detention.

Saturday Detentions (Saturday 9:30 - 11:30am)

Saturday Detentions are managed through the Heads of Year and may, but not often, require the parents to attend a meeting in school to discuss the issues leading to the sanction. Saturday Detentions run fortnightly throughout the academic year and require students to commit to 2 hrs of service at the school – sorting lost property, tidying, or maintaining the site or other specific activities that will be of benefit to the school or wider community.

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.

Phones

The rules governing the use of mobile phones on site sit in our pupil code of conduct and expectations for learning policy. Confiscated mobile phones will be taken to Reception, where they can be collected at the end of the day. If a student has a phone confiscated for the second time in a half term, parents will be requested to attend to collect the phone, and a Saturday Detention will be issued to the student.

Pastoral staff will check in with the student on their phone use more generally and offer appropriate support.

Temporary removal from the activity/lesson

On rare occasions where the behaviour of a student is significantly disrupting the learning of others, a teacher may require the student to leave the classroom. In this instance, staff should alert the relevant section administrator while the student waits outside the room and a pastoral lead will attend to address the issue.

Temporary and Permanent Exclusion

In serious cases of misconduct, a student may be temporarily (internally or externally) or permanently excluded from the school.

Behaviour Contract

Where the behaviour of a student has been unacceptable, the school reserves the right to offer that student a Behaviour Agreement or Contract, whichever is deemed most appropriate, which will be reviewed after an agreed period.

A Behaviour Agreement will make clear the school's expectations of a student and often include a commitment of support from the school and/or parent to the child. If a student fails to play their part in an agreement, it may be escalated to a Behaviour Contract.

A student failing to meet the terms of a Behaviour Contract can expect their place at the school to be at risk. Behaviour Contracts may be reduced to Behaviour Agreements at the school's discretion.

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 students. 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, students 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. This may include the support of the AIM department.

Report Book

Sustained patterns of poor work or behaviour in lessons may result in students 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 on a weekly basis.

Organisational Review

Students struggling in this area may be asked to (or may request to) attend an Organisational Review run by a relevant member of staff, to help them develop the ability to manage their time and equipment.

Homework Hub

Additional support where students may be asked to attend additional supervised after school study sessions to support with the completion of Homework or to receive academic support from staff and often older students.

Academic Mentoring

Students in the Upper School may be required (or request) to attend mentoring sessions with a member of relevant staff. In the Lower and Middle School, students may be asked to attend support sessions with older students. These interventions sit as part of the extensive pastoral support structures and mechanisms that make up part of our comprehensive approach to Pastoral care and Wellbeing at Alleyn's.