

# PANGBOURNE

## REWARDS, SANCTIONS AND DISCIPLINE

	<b>SMT REVIEW</b>	<b>GOVERNOR REVIEW</b>
<b>Last action</b>	June 2020 by DHC	Approved June 2020
<b>Next action</b>	June 2021 by DHC	Approval due June 2021

At Pangbourne we are proud of our reputation as a structured College in which a wide variety of our students can flourish and develop. Central to this is the behaviour of all members of the community, as laid down within the Behaviour Policy. Good discipline is in part a reflection of the good relationships within the College. We depend upon the wholehearted, energetic and patient commitment of all members of the community: staff, students and parents. The shared aim is to encourage and to reinforce good behaviour whenever and wherever possible. In such cases a system of rewards is available. A range of sanctions also exists in order to correct undesirable behaviour.

### **A. Rewards**

We encourage the establishment of good teacher/student relationships and support for the College's values through a system of rewards and sanctions. These are designed to promote a calm, disciplined learning environment. Our system of rewards includes,

- Praise; verbal and written for good work
- *Positive entries into ClassCharts* during lessons – notifications to pupils, tutors, Heads of Section and HoMs.
- Departmental *recognition*
- Celebration of successful work through its *publication* or *display*
- *Reports*, constructively and formatively worded for parents
- *Academic Merits* for achievement and/or effort over a particular piece of work or over a period of time
- *Distinctions* are awarded during Headmaster's Assembly for an accumulation of *Academic Merits*
- *Prizes* are annual subject and year group awards, presented on Founder's Day
- *Flag Awards*, given for those who have been nominated for displaying the core values of the College
- *Colours* are awarded for sport, drama and music
- *Divisional trophies* are awarded

Note that we do not use food as a reward for performance in class.

### **Academic Merits**

· *Merits* for academic work can be awarded at any time by teaching staff. They are awarded for work of an exceptional standard or outstanding level of effort. Sustained outstanding standards of effort and attainment may also be recognised. The awarding of Academic Merits will vary between departments however a guideline figure of 4 merits per cycle for groups is considered appropriate. The award of further Merits from the same member of staff in the same term should only be made if there has been yet further progress/improvement. These can be both relative and absolute awards. Care should be taken to make awards to those of more modest academic ability as well as the high-fliers.

- Staff should avoid saving up Merits for the end of term. Their usefulness is as an encouragement to continued hard work.

- Offering automatic Merits for the achievement of a specific mark and awarding of several Merits for the same achievement in successive weeks should be avoided.
- A Merit is awarded by a teacher on Classcharts. Teachers are free to indicate the award to the student in their own way; stickers, a dated signature, small certificates etc.
- Tutors, HoS and HoMs can access summaries at anytime through Classcharts
- A Distinction is awarded for the accumulation of Academic Merits in a single term from different members of staff.
- The Distinctions will be presented at HM's Assembly.
- Merits and Distinction Prizes count towards the marks gained by each Division for the Headmaster's Cup, awarded termly to the most hard-working Division.

Please see **Prizes and Cups** for more details.



## B. Sanctions

During the COVID-19 pandemic behaviours that are deemed to be putting other members of the College community at risk or that are against the policies and guidelines may lead to any of the following sanctions - see sections B - E.

Sanctions can be applied in any context across the College for;

- *failure to meet basic standards*, e.g. bringing books, files, pens; repeated lateness; late prep.
- *academic misdemeanours or misbehaviour in the classroom*, e.g. talking, inattentiveness.
- *unruly, rude or inappropriate group behaviours* in the classroom or public spaces.

Corporal punishment has been strictly outlawed in all UK schools since 1984. Pangbourne College upholds the *Flag Values* at its core. **Corporal punishment will never be used within our community.**

Before applying a sanction, consideration should always be given for any specific learning differences that may be relevant to an incident. This is not to excuse inappropriate behaviour, merely to inform teacher action. Note that the sanctions below are not a ladder through which a pupil may necessarily have to progress. The application of the appropriate sanction will be considered on a case by case basis.

College sanction procedure:

LEVEL		DETAILS
1.	VERBAL WARNING	<b>Application:</b> a clear reminder is given to the student(s) of their responsibilities in terms of attitude to learning and prep. A senior member of staff is always on duty should a pupil persist with poor behaviour during a lesson (EDR).
2.	SIN BIN	<b>Sanction:</b> a weekday (bar Wednesday) Enrichment detention manned by Senior Staff <b>Application:</b> teacher enters name on Classcharts with the teacher on duty responsible for registering and chasing up absences. HOM to chase up absences with either a repeat Sin Bin absence for genuine excuses or College Detention for inadmissible reasons.
3.	COLLEGE DETENTION	<b>Sanction:</b> silent study in Library 9:00-11:00 every Saturday, <u>taking priority over all other commitments.</u> <b>Application:</b> serious misconduct or misbehaviour e.g. repeated failure to submit prep; missing a lesson, cutting a

		<p>commitment.</p> <p><b>Administration:</b> teacher fills in on Classcharts to include work set. List closes at 16:00 Thursday for inclusion. Academic Secretary emails list of attendees to HoM, HoS, the student and their tutor. Parents informed by letter or email by HoM (non-academic) HoS (academic). Teacher on <i>College Detention</i> duty consults the <i>Detention</i> form at the start of <i>Detention</i> then;</p> <ul style="list-style-type: none"> <li>• Registers those in attendance</li> <li>• Emails names of absentees to Tutor, HoS and HoM (to be done during Detention)</li> <li>• HoM to investigate and to refer the student to DHA if absence was not for acceptable reason</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• The punishment is for both <i>academic or non-academic misconduct or misbehaviour</i>.</li> <li>• It is not an appropriate punishment for failure to reach a specific mark or grade</li> <li>• Students in detention should be given clear instructions of the reason for detention, the work to be done and the resources needed.</li> <li>• Any work completed during the Detention should be distributed to the pigeonhole of the relevant colleague. Detention work <u>must</u> be corrected and returned.</li> </ul>
4.	REFERRAL TO HOS	HoS are available to observe lessons with challenging students or difficult combinations of students. Sanctions may be applied following this and parents contacted.
5.	REFERRAL TO DHCC, DHA and HM	<ul style="list-style-type: none"> <li>• In cases of persistent or extreme indiscipline, violence to other pupils or a member of staff, pupils will be referred immediately to the DHCC or DHA with the HM informed.</li> </ul>



### C. Additional actions to aid behaviour, teaching and learning

#### BLUE and RED cards

Although what is printed on the cards is identical they are printed on different colour card as they have a different purpose. Also, they are used differently depending on the colour.

- BLUE CARDS are a supportive device for helping a child that is not quite getting it right in their academic work.
  - A pupil can ask to use a blue card and there should be no negative attitude towards a pupil using a blue card.
  - Tutors can suggest a pupil use a blue card but we need to be careful not to use them too often or with too many pupils at any one time.
  - When using a blue card, pupils GRADE THEMSELVES. They should be told to have the card in front of them throughout the lesson to remind them that they should be monitoring their own behaviour.
  - At the end of a lesson, once the pupil has graded themselves, they show the card to the staff member who then countersigns to agree with grading or they alter grades and then countersign.
  - Staff should discuss why they have made changes if they do so.
- RED CARDS are a disciplinary mechanism. These are more serious than blue cards and are usually used when an individual has failed to make improvements.
  - Red cards are only used if instigated by HOS.
  - The pupil must hand it to staff at the start of every lesson. The staff member grades the pupil and hands the card back to the pupil before they leave the lesson – having any necessary conversation to explain grading.

With both cards, pupils need to show their card to their tutor daily so that discussion about progress can take place. During the week when a card is being used, the HOS will arrange to see the pupil at least once.

Pupils generally spend at least one week on a blue card following a period of time on a red card.

Monitoring cards are only used for a limited time as prolonged use can be counter-productive.

## REMOVAL FROM A LESSON

When a student is disobedient, disruptive, confrontational or needs 'time out' they can be removed from the learning environment of that lesson and placed under the supervision of either the Head of Department or by EDR. It is expected that a conversation will subsequently take place between the pupil and the teacher to ensure that this situation does not recur. The HoS may be present to oversee this process.

## LESSON EXCLUSION

If a student's behaviour in class disrupts the learning of others they may be excluded from lessons in one or more subjects for a set period. In this case they will be supervised by EDR in a classroom and work in silence. Work will be set by their class teachers allowing them to keep up with the lessons missed.

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### D. Non-academic sanctions

These sanctions are to be used for non-academic misdemeanours of varying scales.

- **College Detention**

For serious issues of misconduct outside the classroom, College Detention can be issued. As with the instructions to be found in section B of this document, a worthwhile task that can be carried out silently must be set.

- **Divisional Sanctions**

Sanctions in Divisions are given through the HoM and recorded in a *Sanction Book* or electronically using Google Drive. They may be awarded for lateness to bed, rudeness, and disruption to others in the Division, being off site without specific permission, uniform offences and failure to attend Chapel or Parade. Sanctions can include tasks that benefit the House community, individually or by use of a working party. A student may be gated by a HoM for a defined period of time. HoMs authorise CCs and CCCs to give Divisional Sanctions. Sanctions given by CCs and CCCs must be within the expectations of the HoM and recorded in the Sanctions book.

## E. Significant College Sanctions

### INTERNAL SUSPENSION

This is a sanction that can only be applied by the Headmaster or one of the Deputy Heads. It is given for a serious breach of College Rules or when a student has repeatedly failed to respond to other sanctions. The duration and exact stipulations of the sanction will be decided on a case by case basis but can be expected to be exclusion from lessons and co-curricular activities and restriction of movement around the campus.

Parents will be informed of the sanction in writing and a record will be kept on the serious sanctions log.

This sanction may not be applied if Suspension is deemed to be more appropriate. This will be decided on a case by case basis.

### SUSPENSION

This is a sanction that can only be applied by the Headmaster or in some circumstances, the Deputy Heads. It is given for a very serious breach of College Rules or when a student has repeatedly failed to respond to other sanctions.

The duration of the suspension will be decided in the light of the misconduct and the circumstances of the individual student. Parents will be promptly informed and a programme of suitable academic tasks organised by the tutor.

Parents and students will be cautioned that any further serious misconduct will be likely to lead to *Expulsion*, the ultimate sanction the College may apply. For *College Sanctions*, the *College Complaints Policy* exists for concerns over their application in each case.

### EXCLUSION

This sanction can only be applied by the Headmaster. Exclusion can be applied for serious offences of misconduct. Examples of such behaviour may include,

- Drug, Alcohol or Substance abuse
- Theft
- Bullying in any form
- Physical assault/threatening behaviour
- Fighting
- Sexual harassment



- Racist abuse
- Sexual misconduct
- Damage to property
- Computer misuse
- Persistent disruptive behaviour
- Parental behaviour

Alternatively a student may have received a final warning over their conduct, disruption to lessons or breach of any of our rules and regulations. If the agreement within the final warning has been broken then in such cases the procedure for exclusion, laid out below, may be followed.

A student or parent can expect sanctions to be applied when the offence is committed within the confines of the College, whilst representing the College or if the behaviour brings the College into disrepute. This would also include any behaviour using electronic or other forms of communication that might cause harm to others within the College community.

After the full investigative procedures have been carried out the Headmaster may decide that exclusion is not appropriate. In such cases a period of suspension from the College can be expected.

If misconduct may lead to exclusion being considered, the following procedures will be applied;

- After allegations are made, parents/guardians will be informed and made aware of the procedure
- A full investigation will take place, with written statements and interviews of all involved recorded. The Headmaster may consult with senior staff and the Housemaster(s)/Housemistress(s) of the student/students involved.
- The Headmaster will meet with the parents/guardians and student(s). During this meeting further views will be gathered. The Headmaster will then inform parents and student(s) of his decision or the time scale thereof.
- The Headmaster will inform the Chair of Governors of a decision to apply the *Exclusion sanction*
- If the decision is to be questioned then parents/guardians should do so in writing to the Chairman of Governors
- For College Sanctions, the College Complaints Policy exists for concerns over their application in each case.

## Protocol and guidance for investigating serious disciplinary allegations against pupils

Once an incident has been reported HM and a/the Deputy Head(s) (DHA, DHP or DHCC) may consult and decide how best to proceed. If the allegation involves a safeguarding incident the DSL or DDSL should be informed immediately and the College's safeguarding policy should be followed.

Where the incident is deemed to be serious and likely to involve a serious sanction, such as suspension, the parents and/or guardians should be informed of the alleged events and the procedure that will be followed by the College. This will allow them to be aware of the facts and give them forewarning of any possible sanction that might follow. Parents and/or guardians should be informed, ideally by phone, **at the point at which the investigation is about to begin.**

When it is known that an incident has taken place and the pupils involved have been identified, their mobile phones should be taken in, whilst written statements are completed, in order to guard against collaboration over the incident concerned.

Parents will not normally be permitted to attend interviews. Whilst parents may wish to attend the interview with their son/daughter it is considered that it could inhibit the pupil and potentially complicate the outcome because of the risk of an accusation of parental pressure.

As a part of the investigation interviewing pupils will be of vital importance and, in doing so, the following procedures should be followed by staff,

- There should be a maximum of two members of staff conducting the interview.
- One member of staff should attend in a pastoral capacity in order to oversee the welfare of the pupil being questioned.
- Detailed notes should be taken. In particular, the questions and the responses should be recorded.
- The age of the pupil needs to be considered carefully. Age-appropriate language and questions should be used and in particular the understanding of what is being asked and disclosed clarified.
- If at any point during an interview a pupil becomes disturbed or upset then it should be halted and the pupil given time to recover. Refreshments should also be made available. Staff should also be mindful of the need for toilet breaks.
- Interviews should be an appropriate length and a length of time should be given at the start of the interview. No pupil should be interviewed for longer than a 30 minute period in one sitting.

The notes of the interview and the outcome should be discussed with the senior member of staff and a decision about appropriate actions or sanctions will be made. Where practicable, parents of all those directly concerned should be contacted again before a sanction is put into effect.

