



ALLEYN'S SCHOOL REWARDS AND SANCTIONS POLICY

Name of Policy	Rewards and Sanctions Policy
ISI Regulation	Part 3: Welfare, Health and Safety and other legislation; 9a
Reviewed by	Alleyne's Governing Board
Author/SMT	Mr AWA Skinnard, Senior Deputy Head
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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. The School takes seriously its duties under the Equality Act (2010) which requires us to make reasonable adjustments for pupils with Special Educational Need or disabilities.

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'). There is of course some overlap, particularly on codes of conduct. For example, in introducing the rules and in setting the tone, each state Handbook states that:

'Guidelines and rules exist to enable the School to be a purposeful, happy and welcoming place where each member of the community can fulfil their potential... Any anti-social behaviour, breach of good manners or common sense will be taken as a breach of the School rules. Boys and girls should conduct themselves in a manner which is a credit to themselves and the School, and which, in the judgement of staff, causes no embarrassment to others...Pupils have a responsibility to show patience, respect and understanding to their fellows...'

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

TRANSITIONS BETWEEN SCHOOLS AND SECTIONS

Particular care is taken to communicate expectations and help guide pupils (and their parents) when they make the transition into the Senior School, joining us for the first time in Years 7, 9 or 12. On those occasions there is a presentation evening for parents from relevant pastoral staff, led by the Head of Section and the Head. In addition, the relevant materials (such as the Handbooks mentioned above) are given to all parents and the issues addressed are raised with pupils in induction programmes. Teachers exchange information when any pupil moves between Sections at Alleyne's. Meetings are organised for relevant pastoral staff to discuss the individual pupils they are passing on/receiving between Sections and year groups.

SCHOOL REWARDS

We strive to reward good behaviour or praiseworthy achievements of all kinds. Tutors, Housemasters and Heads of Section aim to keep themselves fully informed and monitor pupil successes and achievements. We aim to encourage pupils through recognition of these successes informally, through more Formal systems that pertain in the different School sections and in our reporting system. Celebration of achievements is often through public praise in Assemblies (House or Section) or in meetings between the individual pupil and the Head of Section.

The Head's Book for Outstanding Achievement

Pupils can be referred by any teacher for any act or achievement worthy of praise. They sign a special leather-bound book kept on display in the Head's Study and they also have their name printed in the end of term newsletter, which is then put on the website. Also, if pupils record a significant achievement or have performed an act of care or charity out of School then the Head would like to hear about it. Any teacher can send any child to the Head to sign the Book (usually at morning break). It is to reward any aspect of a child's performance, of whatever sort, which shows exceptional merit. Children have signed for swimming a length when disadvantaged in some way, for helping Senior Citizens in Volunteering, for assisting younger pupils on journeys into School, for scoring 9/10 when their norm is much lower, as well as for brilliant academic, athletic or cultural achievements.

Lower School Rewards – “Recommended Work”

This scheme is to recognise unusually good or consistently good work done by members of the Lower School. A member of staff may choose to “recommend” a piece of work if it is unusually good or consistently good for that pupil. The pupil then takes the work to the Head of Lower School or the Deputy Head of Lower School. This enables the pupil to be encouraged and commended. To recommend a piece of work a member of staff only needs to write "Recommended Work" at the end of it and initial/sign it during marking. To those pupils who consistently produce good work, a "recommended" designation might be reserved until 4 or 5 consecutively good pieces are produced, of say, A grades or 20/20.

When a recommended piece is brought to the Head of Lower School or Deputy Head of Lower School, he or she countersigns it (so it cannot be produced again) and notes it in a register. At the end of every term, each pupil's total is added up and two pupils from each Form who have the highest number of recommended works, with 7 being the minimum needed to qualify, with seven being the minimum needed to qualify, get a book token sent home with a note/letter of congratulations.

Middle School Rewards – “Recommended”

A piece of work, or a continued trend in work, which is particularly good (either in absolute terms or relative terms for a pupil) can be recognised by issuing a Recommend Card. The details are filled in by the subject teacher and the card given by the pupil to the Form Tutor. The Tutor signs it and then gives the card to the pupil who presents it to the Head of Middle School at break and is given a reward. The Head of Middle School will then pass on the card to the Housemaster. Blank recommended cards are stored in the Common Room.

Upper School Rewards – “Upper School Recognition”

Where teachers want to recognise the achievements of Upper School students - be they academic, co-curricular, volunteering, serving the School or anything else they feel worthy of recognition – they will send details to the Head of Upper School who will write a postcard to the student to congratulate them on their achievement. The details are recorded by the Upper School Administrator and the card will be passed to the student's Housemaster for presentation to the student either in person or in a House Meeting as appropriate.

Awards

Pupils are recognised with academic and co-curricular awards each year at the annual School Speech Day. School Prizes are awarded throughout the School with Form Prizes for academic excellence and

progress. In addition, there are prizes awarded throughout the year for sport and some other co-curricular areas which recognises pupils for their co-curricular contributions outside of the academic classroom.

Colours

At the end of each year the Directors of Dance, Drama, Music and Sport award full colours, half colours and commendations throughout the school to pupils that have excelled, but also demonstrated outstanding commitment and attitude in their chosen activity. To compliment these specific activities pupils can be recognised for their involvement in other areas of the co-curriculum with the award of full, half or commendations with a Community award.

An example for this may be demonstrating significant dedication as a Maths mentor for our primary school Saturday morning partnership work or for excellence with leading an academic society such as MUN (Model United Nations).

SCHOOL DISCIPLINE

A disciplined atmosphere is a precondition of a flourishing community, including important aspects of effective teaching and good learning. Basic expectations are laid out in the Pupil Code of Conduct.

Briefly here, we expect that pupils will:

- show respect to all members of the School community at all times, being mindful of the School's emphasis on the significance of good relations at School;
- arrive promptly at lessons (we would address cases of persistent lateness);
- maintain an orderly presence around the campus being thoughtful about language and physical behaviour on the site;
- clear the floor of litter and leave desks and rooms tidy at the end of a period;
- not interrupt staff conversations or staff addressing a class, but wait for staff to speak to them first;
- dress according to the Uniform Regulations (see Uniform Lists for Sections and Upper School Dress on the website);
- respect all School property, including all books and learning materials that are issued;
- respect their own property and that of other pupils and staff at the School;
- observe the School's expectations when travelling to and from the School, and on all School trips and activities.

Discipline is best dealt with promptly by the teacher in charge, and we aim to make sanctions reasonable and useful. Poor behaviour is reported to the Tutor (and, in the Middle and Upper Schools, the Housemaster).

The following sanctions are available to support staff discipline as they judge appropriate.

Bullying and Peer on Peer Abuse

The government document, "***Preventing and tackling bullying. Advice for headteachers, staff and governing bodies.***" (October 2014) describes bullying as... "*behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many Forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups.*"

The issue of peer-on-peer abuse (which includes, but is not exhausted by, bullying) is highlighted as a significant issue of School discipline. It is relevant to the safeguarding of all pupils' welfare and

flourishing, and staff are regularly reminded about the need for vigilance, while pupils are regularly reminded of the need to speak up in any case of suffering or witnessing (or bystanding) bullying.

The School has a separate Anti-bullying Policy which states: *“it is the aim of Alleyn’s that such behaviour is not tolerated or allowed to continue without challenge and resolution. It is the School’s intention to put in place measures that promote good behaviour, and teach the rightness of good conduct towards, and relations with, other people”*. And also it states: *“A bullying incident will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm”*.

There is a monitoring system of bullying incidents, recorded by Heads of Section and reported to the Head as part of the safeguarding report each week. Incidents are recorded through use of a form, by the Head of Section and signed off by the Senior Deputy Head and Head.

Physical Restraint of Pupils

There is a separate policy for staff on ‘Use of Physical Force’ which gives detailed advice about the circumstances in which it would be lawful for staff to deploy this. The policy states: *“The use of force upon any pupil by a member of staff is a serious matter, and should only be considered as a last resort. However, the law is clear and the Board of Governors have a responsibility to all concerned, to support any member of staff who as a last resort uses reasonable force in accordance with the law, and with this policy.”* In essence, the advice is geared around what is in the best interests of the child, when only physical restraint or force can help the situation.

The policy gives the following broad guidance: *“As a general rule staff should only use force when any of the following apply:*

- (i) The potential consequences of not intervening are sufficiently serious to justify it.*
- (ii) The use of non-physical means is unlikely to resolve the situation.*
- (iii) The risk associated with not using force outweighs the risk of using it.”*

The use and the threat of corporal punishment is not permitted at any time at Alleyn’s.

The Power to Confiscate

There is a general power to confiscate items which are being misused in the presence and under the observation of staff. Teachers who confiscate any pupil property should give over that property to the Section Head for safekeeping until collection. However, if a child refuses to hand over the item, the Section Head or Senior Deputy Head should be contacted.

In the Use of Physical Force Policy there further is guidance on the School’s policy about the general power to confiscate: *“Although legislation published by the DfES, May 2007, allows staff, within a range of safeguards, to search pupils without consent, however, at Alleyn’s the policy is not to conduct physical searches.”*

If a pupil is suspected of being in possession of something they should not have in school, then the pupil should be asked to hand it over. If the pupil refuses to comply, no attempt should be made to take the item from the pupil or search the pupil’s belongings. The matter should be reported immediately to the Head of Section or a Deputy Head.

If a pupil is suspected of being in possession of a weapon or drugs then the Senior Deputy Head or another member of the SMT should be contacted immediately.”

Inappropriate Behaviour in a Classroom or Activity

It is very rare for a teacher or activity leader to ask a pupil to remove her-/himself from a lesson or activity. Should a member of staff think the need arises for such a removal to occur, then s/he must be attentive to the safety of the child leaving the space (perhaps insisting s/he be accompanied by another member of the class/activity). Usually, the pupil would be asked to go to the appropriate Section

Administrator's office, from where the Head of Section or member of the Sectional team or a Housemaster could be contacted. The member of staff should email the relevant Section Administrator and pastoral staff that the pupil is being removed from the classroom or activity and is being sent to a different school location.

SUMMARY OF SANCTIONS

The School seeks to educate, persuade and guide pupils towards self-discipline, but various sanctions are sometimes necessary as part of this educative process. Any form of corporal punishment of pupils is an unlawful assault, as is any form of physical response to misbehaviour, unless it is by way of restraint. (See the Use of Physical Force Policy, for details of when staff may use physical intervention to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person including the child). Corporal punishment is strictly prohibited for all pupils at all times, whether or not within the School premises. This prohibition applies to all members of staff.

The sanctions used include a system for reacting to poor effort with work, Report Books, mid-week detentions, Upper School detentions, Saturday detentions for serious offences, a temporary exclusion (for very serious offences or the unacceptable accumulation of offences, which is rarely used, and can only be actioned by the Senior Deputy Head and Head), and permanent exclusion (which only the Head can action).

Aside from detentions and exclusions, members of staff can use Breaktime Report (in the LS and MS – when pupils attend from 10.30-10.45 a session supervised by a member of SMT) and Gating (in the Upper School) for offences which are less serious. Advice can be gained from the Section Heads and Housemasters for the appropriate level of sanction.

Sanctions for Unsatisfactory Work

Responsibility for ensuring that proper standards of application and achievement are maintained rests with the teacher concerned. If a teacher feels that the inadequacy is due to laziness or lack of attention, rather than inability to understand work, the teacher may ask the pupil to do the work again in his or her own time. Some departments use a retention for that purpose arranging with the pupil a time for the work to be repeated while supervised. There is a system for repeating work in the pupil's own time, sometimes referred to as the 'green paper'. This requires the pupil to obtain from the Form Tutor or from the Head of Lower School special paper on which the work is to be done again. The work must be resubmitted to the subject teacher, having been seen and countersigned by the pupil's Form Tutor, Housemaster (or the Head of Lower School as appropriate) and a parent. Staff should set this imposition only for bad work. If poor work continues, the Form Tutor should be consulted and, where appropriate, the Report Book system can be applied, details below. There is also an 'Organisation Review' system that can be used to support children in the Lower and Middle Schools, and a separate system to support students in the Upper School.

Report Book

This is initiated by the Form Tutor or Housemaster/Section Head, and is a means of monitoring the academic and/or behavioural progress of the pupils. It can also be used formally to check on regular attendance in lessons. Sometimes pupils voluntarily use the system to give themselves an incentive and a regular check on performance. This is always communicated to the parents. The book should be presented at the start of each lesson. The pupil should fill in the details of subjects in each period. A pupil is also required to enter details of his/her homework for the evening. At the end of each day, the parent should sign to say they have seen it, as should the Tutor (the next morning). At the end of the period for which the book is issued (normally one week or two) the Tutor should pass the book with any comments to the appropriate Head of Section. The pupil must see the Head of Section at the end of the week to discuss the report and the Head of Section will offer feedback with the pupil as appropriate and if necessary further conversations/meetings will take place with the parents. On completion, report books go to the Section office to be placed on the pupil file.

In the Upper School: for individual cases of unsatisfactory work, teachers may ask students to repeat the work and resubmit (this may be done during an ordinary detention in the Library). Following each set of grades, exam results or reports, students who require extra academic support are identified as candidates for mentoring. Regular feedback is sought from subject teachers and this is discussed with the student by a member of the Upper School Team. Private study periods are identified in the student's timetable and attendance at these is monitored closely and enforced by the student's Tutor.

Sanctions for Unsatisfactory Behaviour (Lower and Middle Schools)

In the first instance, cases of improper behaviour can be dealt with by effective discussion to establish details. If the offence deserves a sanction but does not warrant a detention, a minor sanction such as a Breaktime Report or a direct conversation with the Head of Section may be appropriate.

Detention

Offences requiring formal punishment usually involving persistent offending can be dealt with by detention. A half detention lasts for half an hour, and a full detention lasts for one hour. These take place on a Wednesday. Detention must be issued by Monday, 3.30pm in order to obtain relevant permissions. Failure to attend a detention without valid reason would normally result in a further sanction.

In normal circumstances detention is not an appropriate sanction for Upper School pupils. Work to be done by the pupil is specified on the Report Form.

Saturday Detention

This is the most serious sanction awarded by the School before an exclusion (either temporary or permanent). The Assistant Head of the appropriate section sends parents a personal letter notifying them of the offence and at least 24 hours' notice of the pupil's obligation to attend in school uniform with set written work for two hours, 9.30-11.30am. Saturday detention will take place once or twice every half of term.

It is awarded both for serious offences (*e.g.* smoking, gross indiscipline) and for an accumulation of three Wednesday detentions. The final decision to award this punishment will lie with the respective Assistant Heads of Lower and Middle Schools.

Sanctions for Unsatisfactory Behaviour (Upper School)

In the Upper School, there are two types of detention that can be applied:

- an ordinary detention – a one-hour period held on an agreed day after school in the Library;
- a Saturday detention – a two-hour period on a nominated Saturday, supervised by a member of the Senior Management Team (see details above).

Two further sanctions apply to Upper School students but these are issued by pastoral staff (Tutors, Housemasters or the Upper School Management Team). These are "Early Report" for lateness and "Gating" for misdemeanours outside the classroom such as failing to sign in correctly, which involves a student (in Y13 or in Y12 from half term) not being allowed to sign out from the premises at lunchtime.

The awarding of detentions

1. Ordinary detentions are usually imposed by teachers when a Sixth Former has failed to submit work or has behaved inappropriately. The teacher selects a day after School when the pupil will attend the Library. After the pupil has confirmed that he/she is legitimately available (*e.g.* is not missing a School commitment) on that day, the teacher informs the Library staff of whom they should expect to arrive, and on what date. The detention takes place immediately after school, for one hour. The teacher copies in the Tutor, Housemaster and Head of the Upper School in the communication, and informs them of the reason behind the giving of the detention. This can be done via a daybook entry.
2. Saturday detentions can only be awarded by the Head of Section and are imposed after the deliberate missing of a timetabled lesson or formal commitment, or as a result of particularly poor

behaviour or repeated offences. When members of staff are concerned that a member of the Upper School may deserve Saturday detention, the member of staff discusses the matter with the Head of Section. Once agreed the Head of Section writes to parents informing them of the transgression and the arrangements for the detention. The Saturday detention lasts for 2 hours and is supervised by a member of SMT.

Head of Department's Detention (years 11-13)

In addition, for older pupils, a Head of Department may award a formal Head of Department's detention, for more serious academic issues.

Managing Behaviour in the Co-curriculum

On some occasions a pupil taking part in a co-curricular activity may be subject to a sanction that is related to that activity (*eg.* a pupil forgetting CCF uniform being asked to bring it in the next day and report to a member of the CCF staff wearing correct kit). However, there will be occasions when a member of staff observes behaviour that he or she might think requires a more formal school sanction, subject to the normal procedures managed by Section Heads and Housemasters. On these occasions the teacher should confer with the leader of the Co-curriculum activity in which the offence has taken place, and agree who should inform the Housemaster or Head of Section (as appropriate). In turn the staff applying the sanction will inform the relevant co-curricular staff what sanction has been applied if that is deemed the appropriate response to the incident. When pupils go on trips outside school they are reminded that normal school rules apply as appropriate to the activity they are engaged in while off-site or away from home on residential visits.

Monitoring sanctions and rewards

The Heads of Section monitor each term the sanctions awarded in their Section and report to the Senior Deputy Head. This way, trends can be spotted and the data used to direct effort in pastoral work and, *eg.* the PSCE curriculum. Two members of staff are denoted as a safe space for any pupil to share any concern about microaggressions or issues with behaviour or sanctions about any issue of diversity. This will help produce a log of incidents so that the School can be aware of how matters around diversity are managed by the School and experienced by the pupils.

EXCLUSIONS FOR SERIOUS DISCIPLINARY INCIDENTS (WHOLE SCHOOL)

Temporary exclusion for one school day or more:

The usual process for a temporary exclusion is as follows:

- The Section Head leads on the investigation, speaking to both alleged victims and perpetrators.
- As part of this parents are kept in picture by the Section Head, so long as this does not impede investigation.
- When the investigation is complete, the Senior Deputy Head will invite parents of pupil(s) to be excluded into School for discussion about the incident. A decision on exclusion can then be made either there and then, or soon thereafter. The Senior Deputy Head usually (or the Section Head, if appropriate) will let parents know the decision, and the follow-up details, (*i.e.* precise day, work to be set, *etc.*). The pupil will be asked to write a letter to the Head explaining what he or she has learned.
- The pupil (and parents if they wish, or if there are still unresolved issues) should meet with Head and the Section Head (and Senior Deputy Head, if appropriate) upon return to resolve and move forward.

Temporary exclusion for part of a school day:

This type of exclusion would be administered by the Senior Deputy Head in conjunction with the appropriate Head of Section. The usual reason for such a sanction would be that the child had behaved in a way that made staying at school incompatible with good order, or that the pupil was unfit to stay in school.

The Senior Deputy Head – or Head of Section – would inform the parents of the pupil that s/he was being sent home for the day but proper arrangements for safe travel, possibly involving parental collection, should be put in place before the pupil leaves the premises.

The Senior Deputy Head would subsequently send a letter to parents confirming that s/he had been excluded for part of a day, confirming when s/he would return to school.

Permanent exclusion

A pupil may be permanently excluded at any time if the Head is reasonably satisfied that the conduct of the pupil or parent (whether on or off School premises and in or out of term-time) has been significantly prejudicial to good order or school discipline or to the reputation of the School, or if for some other reason the continued presence of the pupil or parent is incompatible with the interests of the School.

The Section Head, relevant staff and the Senior Deputy Head will have been involved in a thorough investigation into the concern. The Senior Deputy Head will coordinate the material from that investigation and take it to the Head who makes the final decision on whether permanent exclusion should be applied or not.

The Head will inform parents of the decision permanently to exclude. Parents who seek to challenge or complain about the decision of the Head about an exclusion should refer to the School's Complaints Policy. Further information may be found in the Standard Terms & Conditions.

Behaviour Contract

Where the behaviour of an individual pupil has been unacceptable, the Head reserves the right to offer that pupil a Behaviour Contract, usually after a second temporary exclusion as an alternative to permanent exclusion. The Head further reserves the right to review the place in the School of any pupil who is on such a contract at a natural break in that pupil's School career, typically at the end of Year 9 or the end of Year 11, as appropriate.

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).