

Charitable Objects of St. Catherine's School - The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day school or schools for girls in which the teaching shall be in accordance with the principles of the Church of England.



St Catherine's School, Bramley

SENIOR SCHOOL REWARDS AND SANCTIONS POLICY

(including our statement on discipline and exclusions)

The system of Rewards and Sanctions is directly linked to the expectations of all students which are clearly set down in the *Traditions of St Catherine's School*, which is our Code of Conduct for pupils. (See Appendix I below.) The *Traditions* and the system of Rewards and Sanctions were revised collaboratively by the School Council, Heads of Academic Departments, School Housemistresses and the Staff in 2002, updated in May 2006, and then reviewed again by School Council and the Pastoral Team in 2015. The updated policy was launched in 2016, reviewed in 2019 and again in 2022. *The Traditions in the Digital Classroom* is a new publication in 2022, based closely on the original Traditions document and covers expected behaviour/courtesy in digital learning.

This policy takes into account the non-statutory advice *Behaviour and Discipline in Schools* (2016)

Good behaviour is promoted through ensuring all pupils are aware of and respect the *Traditions of St Catherine's School*, through Life Matters lessons (PSHE), including the Mandatory Relationships and Sex Education (RSE) and Health Education curriculum (2021), House meetings, tutor group discussions, assemblies and Chapel services. Good behaviour is further consolidated by the School's expectations of all girls in extra-curricular activities which promote teamwork, co-operation with others, sportsmanship and a respect for individual talent and creativity etc and a readiness to collaborate constructively with others. Role-modelling by older pupils in the School Prefect team, and by all members of staff is also very important in setting the high standards of behaviour the School expects of its pupils.

Good behaviour can be rewarded by merit marks, internal house awards for kindness, support of peers for public spiritedness, for example, 'making a difference' awards, end-of-term house meetings and assembly awards and major school awards made annually on Speech Day.

Commended lessons recognise excellent behaviour and attitude in class as well as progress, sustained effort and/or development in written work.

Rewards

These will be given to students in Years U3-U5 in the form of Commended Lessons, Effort Marks, Merit Marks and House Points which contribute to the Work and Merit Cups presented at the end of each term in final assembly, known here as Long Parliament. Commended Lessons and Merit Marks are read out in weekly House meetings. For Sixth Form Students, praise mails take the place of the various Marks and are sent by staff directly to the girl in each case and copied to the girl's tutor, Boarding Housemistress, School Housemistress or Head of Sixth Form as and if appropriate.

In addition, a special Head's Commendation can be awarded to any student from U3-U6 for an individual achievement, activity or action, for example: pieces of academic work of outstanding quality, an exceptional presentation in an assembly or Chapel, outstanding performance in music, drama or sport, exceptional achievement by groups of girls, achieved in school or representing the school in an external event or competition, and to any girl showing particular initiative which inspires and encourages others to work for the benefit of others. Head's Commendations are listed in the annual Speech Day programme and are the highest reward a pupil may receive.

a) Commended Lessons

These are awarded for academic work. Individual subject departments will have their own criteria for giving Commended Lessons, but some general examples follow:

- Three pieces of exceptionally good work (not necessarily consecutive)
- Top marks in routine tests/assessments – e.g., vocabulary in languages/classics
- Significant improvement in tests/assessments
- Outstanding oral or discussion work
- Excellent collaboration with other students in classroom discussion
- Exceptionally good coursework/project work
- Outstanding effort on a piece of work, as measured against your usual standard
- Exceptional use of initiative, e.g., research in the Library or on the Internet on a related or unrelated area of the curriculum
- Following up a challenge set, e.g., activity suggested for your own interest within or outside prep allocation.

Commended Lessons awarded by teaching staff are accompanied by a praise mail to the pupil. They are also read out in weekly house meetings by the House Captains, who praise recipients. Commended Lesson badges are awarded to those girls in senior and middle school who achieve the highest number of commended lessons in a term. Those girls who achieve a significant number will also have their name read out in Long Parliament (end-of-term Assembly) and receive a certificate in their final House Meeting of the term to acknowledge their achievement.

House totals of commended lessons are, along with the effort scores referred to below, a determining factor in the awarding of the Work Cup in Long Parliament each term.

b) Head's Commendations

These are very prestigious awards and are given for an absolutely outstanding piece of work or other contribution to School or occasionally public life undertaken by an individual pupil. The subject teacher/pastoral tutor would first discuss the piece of work/activity with the Headmistress and make a recommendation for an award. Once an award has been agreed, the student will be informed and invited to see the Headmistress to discuss the piece and have it signed as a record of the award or receive a certificate if that is more appropriate. Such commendations will be acknowledged as citations in the annual Speech Day Programme.

c) Effort Marks

These are awarded by a pupil's academic teachers on a termly basis to girls in U3-U5 and reflect the amount of effort students have put into their work in each curriculum subject. The total of these effort marks is used to determine which house wins the Work Cup which is awarded termly in Long Parliament.

d) House Points

These are awarded to cover participation in a variety of extra-curricular areas. The House totals of these points are a factor in the awarding of the House Merit Cup in Long Parliament each term. Some Houses also award internal prizes to the girls who earn the most House points for their House or for other contributions, efforts etc. All such cups are displayed in the House Trophy Cabinets with the names of the winners each term.

e) Merit Marks

These are awarded for acts of 'courtesy' (see the *Traditions* document), for example, spontaneous kindness, helpfulness and consideration for others, and are added to the House Points in the awarding of the House Merit Cup. Recipients' names are read out in house meetings by the House Captains, and, as a consequence, others are encouraged to act kindly and helpfully around school.

'Girdles'

Very much a traditional name for these awards, they remain much sought after and part of our long-established traditions as a school. They take the form of a long yellow or house coloured ribbon worn round the waist over school uniform. Each House awards a 'Golden Girdle' and a 'Merit Girdle' (in the house colour) every term. These are presented in Long Parliament and are then worn the following term. Girls receiving girdles will also be given a special House tie that they can wear, as a mark of distinction for their school career, once they hand back their girdle at the end of term.

The 'Golden Girdle' is awarded to the most enthusiastic member of the House in U3-U5 who has made the most conspicuous contribution to House activities that term.

The 'Merit Girdle' is awarded to the girl in U3-U5 who has shown the most interest in, and loyal support of, all House activities that term without necessarily having been able to take part.

HALO award

The HALO Award is given to girls who have been nominated by fellow pupils or staff for their hard work helping and leading others. The award goes to girls who work very quietly behind the scenes to aid local charities or their communities, without seeking any praise or recognition. In the spirit of their endeavours, this is not an award which attracts a shiny cup but a discreet acknowledgement of their hard work and our pride in them, which will be communicated to them by the Senior School Housemistress. The Head will be made aware and they will be mentioned in the Speech Day programme.

The Banks Cup for Public Spiritedness

This is presented to a girl or girls who have been reported by others as having done something public-spirited without any thought of reward but out of kindness or a desire to offer a helping hand in a particular situation, either in or out of School. This is awarded in Long Parliament.

A number of prizes for public-spiritedness, including the Patron's Prize, are awarded on Speech Day.

Sanctions

Note: This section should be read in conjunction with the IT Policy which is read and signed by all parents and pupils when they join the school and the IT Traditions of St. Catherine's which refer to the courtesies expected in the digital learning classroom. The latter are displayed in all teaching rooms.

The focus of the School is always on encouraging courtesy and kindness at all times in line with the Traditions of St. Catherine's and all other school policies. However, from time to time it is necessary to apply some sanctions, and these are listed below.

Wherever possible, sanctions will be clear, relevant, constructive and proportionate, and matched to the offence committed. They range from detention marks to permanent exclusion/expulsion from the School.

Full school detentions are likely to take the form of some extended community service and a piece of reflective extended writing which will be properly marked and discussed with the girl.

In all cases where sanctions are applied, pastoral staff aim to work closely with pupils and parents to ensure that girls are supported with any underlying issues. Parents will be kept informed of any investigation into poor behaviour that takes place and involves their daughter and will be called and/or invited to meet the relevant staff to discuss the matter.

A note about academic work:

Where academic work is concerned, a system of red slips is used which is designed to support and encourage proper academic study and organisation of prep. by focusing on identified problems and seeking to resolve them. Red is for 'stop' as with a traffic light, as any issues with academic work must be a priority to resolve. **However, the system of Red Slips is not viewed as a sanction/punishment.** It alerts pastoral staff and the pupils to any potential need for support with handing prep in on time/organisation of prep/private study time and prevents a backlog of work building up or ongoing difficulty with a particular subject. Attendance at subject clinics is likely to be a recommendation for the latter. Further information about Red Slips in the Student and Parent Handbooks: <https://www.stcatherines.info/community/senior-school/pastoral>

A note about Order Marks:

These are not a punishment but a reminder that a girl's uniform is not being worn correctly, e.g., non-uniform socks, skirt too short, items that are torn/untidy, inappropriate jewellery/make-up etc. Details of the correct uniform can be found on the website in the Uniform List and in the Parent and Student Handbooks. We pride ourselves on a smart appearance both in and out of school. Staff issue order marks as a concern that something is amiss with uniform and a girl then goes to see the School Administrator who is present in a given location every day at lunchtime where the standard of uniform is discussed, and proper amendments suggested to be put right by the following day. A failure to respond to this becomes discourtesy and a detention mark would then be given.

The formal School Sanctions are:

a) Detention Marks and After-School Detention – U3-U5

Minor infringements of the Traditions will lead to a detention mark. Three detention marks in one term will lead to an after-school detention from 4.30-6.00pm which will take priority over any other school activity. A minimum of 48 hours' notice of an after-school detention will be given to the student, her parents and/or her Boarding Housemistress.

Some illustrative examples of actions that infringe the Traditions (see the note in brackets) or the ICT Policy and Proper Use agreement and would lead to a detention mark are:

- Using an electronic device – e.g., mobile phone/iPad other than at the specified times (Orderliness)
- Being late for lessons with no adequate excuse (Punctuality)
- Chewing gum or eating during a lesson, unless with express permission or for medical reasons – (Orderliness)
- Chewing gum is forbidden on site. (Courtesy)
- Failure to reply to a music absence note (Courtesy)
- Persistent talking or interrupting in lessons or assembly/Chapel after a first warning (Courtesy)
- Failure to respond to an Order Mark for uniform infringements. (Courtesy)
- Being out of School in the Village at the wrong time without permission. (Courtesy)
- Making noise when examination boards clearly indicate the need for silence (Courtesy)
- Persistent forgetfulness of equipment for lessons without a valid excuse (Orderliness)
- Using email or the internet in study periods other than for study purposes. (IT Policy infringement)

Note: This is not an exhaustive list.

b) School Detention – U3-U5

School Detention applies for three Detention Marks gained in the same term, as explained above. Detention lasts for 90 minutes on a Friday afternoon after School.

However, major first offences against the *Traditions* or the *ICT Policy* will immediately result in a 90-minute full school detention which will take place on Friday afternoon after classes finish by arrangement with the Housemistress or Senior Member of Staff taking the detention. The student will be expected to wear uniform. 48 hours notice of a school detention will be given to the student, her parents and/or her Boarding Housemistress.

Examples of behaviour leading directly to a Full Detention are:

- Plagiarism of academic work/prep/examinations (Courtesy)
- Copying in a test/examination (Courtesy)
- Outright disobedience or breaking of understood school procedures or regulations, e.g., smoking/vaping (Courtesy and Consideration)
- A breach of trust of a member of Staff (Courtesy)
- Putting yourself or others at risk through thoughtless or dangerous behaviour (Consideration)
- For U5 and below - Being in one of the few areas around school which are out of bounds, e.g., the Anniversary Halls Auditorium side during break or lunchtime other than going to or from a music lesson. (Orderliness)
- Extreme rudeness or insolence (Courtesy)
- Messaging during lessons (Courtesy)

Examples of ICT Policy Infringements leading directly to a Full Detention, and set out by the Designated Safeguarding Leads are:

- Using the School's logo – which is copyright – either in school or on social media without the express permission of the Head.
- Cyberbullying and all types of child-on-child abuse for a *first* offence – (See Anti-bullying Policy and no blame approach for a first instance.)

- Infringement of the ICT code of conduct through misuse of social media apps, chat apps, photographs, video, VPNs
- Photographing or filming of anybody in the School toilets or changing rooms (Courtesy and Safeguarding)
- Sharing screenshots or photos of test/assessment/exam papers with others
- Sharing or posting online of any photos, screenshots or films of individuals, regardless of content, without their permission.
- Use of/having on a device an app which is not age-appropriate
- Filming or photographing a peer without permission
- Filming or photographing any member of the School staff
- Filming within the school buildings and/or grounds unless expressly given permission by a member of staff (e.g., filming Tik Toks)
- Forwarding or posting on social media images of a peer without permission
- Doctoring of emails so that they appear to have been sent by a member of staff or a peer
- The sending or posting of aggressive, offensive, inflammatory or discriminatory materials

All of the above behaviours will be deemed an infringement whether they take place in or out of school.

Inappropriate comments or images shared widely on social media will reflect badly not only on the pupil but also risk bringing the school into disrepute and are therefore also subject to this policy.

In any instance of infringements of the ICT policy which have Safeguarding implications, a DSL would be involved and would make decisions about appropriate referrals to Surrey Safeguarding or the Police where necessary, following agreed procedures for the DSLs.

Repetition of any of the above offences would most likely lead to the application of additional sanctions given below. While forgiveness of poor attitude/behaviour might be given at a first offence if a girl were contrite and properly/genuinely penitent, repetition becomes a serious breach of all the School's traditions/codes of conduct.

c) Internal Suspension, External Suspension and Exclusion/Expulsion

Suspension – internal or external - for a number of days would be for major first instances or persistent breaches of the School rules, such as having or drinking alcohol in School, smoking or vaping in School, theft, or repeated misbehaviour which has already been the cause of an after-school detention. Major or persistent breaches of the ICT code of conduct or cases of cyber bullying will also result in suspension. Suspension may also be the sanction where it is felt that further investigation is necessary and the removal of a pupil from school is in the interests of safeguarding other pupils.

The length and format of the suspension, and a decision as to whether it should be an internal suspension (served by a pupil in school in isolation though with access to study materials) or a suspension where parents are asked to keep a pupil away from school, will be taken by the Senior Housemistress and Headmistress after hearing all the details relating to the case. The Senior Boarding Housemistress would also be involved for a boarder.

As disruption to education/access to lessons for any young person is not desirable. Therefore, the suspension sanction for a serious matter on a first offence would be very likely to involve the pupil attending school for a day or days in the next holiday period to work in the Housekeeping/Grounds or Maintenance Departments on physical tasks to make a useful contribution to the School.

Any School Officer/Prefect who was suspended would face likely demotion from her post.

Any illegal behaviour such as the possession of vapes or drugs or the provision of vapes or drugs to others will be reported to the Police. (See the School's Drugs Policy published on the School Website here:

<https://resources.finalsite.net/images/v1572862201/stcatherinesinfo/nzzrcjkfyftcqb6lywn/Drugs-Policy-June-2019-.pdf>

Any instance of shoplifting would be handled on a case-by-case basis and at least involve notifying the shop, the pupil's parents and ensuring that any damages were made good, and apologies given. In any repeat of such activity, the police would be informed. It is, of course, in the shop's gift to report to the police at any stage.

Instances of severe or persistent child-on-child abuse (bullying/cyber bullying) etc. may be reported to the police and could result in suspension or expulsion, depending on the severity of the action taken, the response of the pupil to her actions, and the impact on the wider school community/wellbeing and safety of other students.

Disciplinary action will be taken against any pupil who is found to have made malicious and unfounded accusations against a member of staff, either verbally or online. The sanction will minimally be a day's suspension but could be more severe and possibly include expulsion, depending on the wider impact on the teacher and the school community.

In the case of Detention, Suspension (Internal or External) and permanent Expulsion, the School would be in dialogue with the parents of the girls concerned during any investigation stages and with other external agencies if applicable.

Expulsion/Exclusion

As stated in the School's Rules, published in the *Annual Information Booklet* (forming part of the School Prospectus and updated annually), where the Traditions of the School are also listed, '*Parents are advised that for serious or persistent breaches of the rules, punishments include loss of privileges, gating and suspension, the Headmistress reserves the right to expel any girl for a serious breach of school discipline or to require her to leave if her general progress and conduct are unsatisfactory.*'

Permanent Exclusion will occur where a pupil has repeatedly breached the *Traditions* and policies of the School, or the behaviour or action of the pupil is so severe or lacking in remorse, it may be necessary to exclude or expel a pupil permanently.

In the case of expulsion, the School will do all it reasonably can to support a smooth transition to the girl's new school. The School is required by law to notify the Local Education Authority of any permanent exclusion/expulsion. A future School will be required to make a safeguarding and pastoral enquiry of St. Catherine's which we will be legally obliged to provide in full. This should enable a future school to support the pupil fully.

The School is required to keep a formal record of sanctions imposed for serious misbehaviour and the register of sanctions is maintained by the Senior School Housemistress.

Rewards and Sanctions during Boarding Hours

Infringements of the Traditions of St Catherine’s by boarders during boarding hours are dealt with by the Boarding Housemistress and/or the Senior Boarding Housemistress. Sanctions for poor behaviour in boarding hours usually take the form of some community service within boarding and are in line with sanctions that might apply in individual households for day girls where parents would have their own expectations and sanction a daughter accordingly.

Serious and/or major offences in boarding hours will be treated in the same way as c) above after consultation between the Senior Boarding Housemistress, the Senior School Housemistress and the Headmistress.

The School acknowledges its duties under the Equalities Act 2010 to ensure that reasonable adjustments are made for pupils with special educational needs and protected characteristics, including disability, in terms of both rewards and sanctions.

Corporal punishment is never used.

Please see below for Appendices to this Policy.

Signature of Senior School Housemistress:

Date:

Signature of Senior Boarding Housemistress:

Date

Signature of Headmistress

Date

TRADITIONS OF ST. CATHERINE'S SCHOOL



COURTESY

To everyone, always.

CONSIDERATION

Whenever others are working.

Quiet in classroom areas during lesson and preparation time.

Respect others' possessions.

ORDERLINESS

In the classroom, Anniversary Halls and Dining Hall.

Move quietly to and from Chapel and Assembly.
In corridors – keep to the left and be aware of others.

In your personal appearance – dress smartly.

Put litter into bins.

Mark and take care of your own possessions.

PUNCTUALITY

Always.

Hand in your preparation at the right time.

Meet all deadlines.

These traditions were revised by the School Council and the staff in November 2001, 2006, 2016 and by staff in 2022.

The school is built around an understood high standard of behaviour. The “Traditions of St. Catherine’s School” set out our recognised code of conduct and are adhered to by everyone. Courtesy and Consideration are taken to include kindness and helpfulness, adherence to all the policies of the School, and the law of the land.

The School will not tolerate any form of unkindness or bullying/cyberbullying which is Child-on-Child abuse and is an illegal act. It should not be tolerated by *anyone*.

All pupils are also reminded that not to raise a concern about anything they witness is tantamount to passive bullying. Even the least concern should be referred to a teacher for advice/guidance.

Appendix II

Traditions in the Digital Classroom

St Catherine's School is committed to the use of technology to enhance teaching and learning. All members of the community appreciate that students, staff and parents have a shared responsibility to use the technology in a responsible manner in line with the ethos and values of the school.

COURTESY

- Model good digital courtesy and treat each other respectfully online.
- Keep your iPad closed during lessons unless your teacher has instructed you to use it.
- Your teachers should be able to see your iPad screen if they need to.
- Photos, videos and audio should never be taken without permission of those being photographed, filmed or recorded. Under no circumstances should photos or videos be taken in toilets or changing rooms.

CONSIDERATION

- Close apps which are not related to learning.
- Mute notifications, other than calendar reminders.
- Know when to 'switch it off' - break, lunch and when walking around school.

ORDERLINESS

- Your iPad should be clearly named and fully charged each day.
- iPad iCloud backup must be turned on and backing up regularly.
- Make sure your device is configured for use with the SC - Wireless Wi-Fi.
- Stay logged in to Google in Safari with your school email address and password.
- You must not have a VPN of any kind on your devices during term.

PUNCTUALITY

- Use Google Classroom and Calendar to check your Prep, deadlines, clinics and music lessons.
- Act on error messages promptly - seek help from IT Support until resolved.
- Respond to emails from staff promptly and courteously.
- Don't be afraid to ask for help from a parent or member of staff if you receive any material or messages that worry you.

This document is compiled with reference to The Traditions of St Catherine's and the ICT Policy, Appendix 1, Part 2

*Angelique Burns
Head of Digital Learning
September 2022*

Appendix III

Rewards and Sanctions during Boarding Hours

In boarding we aim to provide a home from home atmosphere, building positive relationships between boarders and staff and reflecting those which parents aspire to achieve with their children, though not, of course, replacing parents in the boarders' lives.

In following the St Catherine's Traditions which demand the highest possible standards of behaviour, we aim to work with our boarders so that they are always ready, respectful and safe. By ready, we mean in the sense of prepared for anything – from School, meals, bedtime, lessons, prep etc to responding to challenges etc. To achieve this, we blend a system of plentiful, genuine praise and encouragement with occasional sanctions of different types to fit a given situation where necessary.

Rewards

These would take the form of:

- a quiet word of thanks to boarders who are ready to help, show respect to each other and behave in a safe/sensible manner.
- a public acknowledgement of good behaviour at nightly Roll Call or at End of Term High Table for the larger contributions or actions
- a special treat night may be organised by a BHM for consistent good behaviour within the house.

Sanctions

Young people may make mistakes as part of growing up. This does not make them 'bad' people but they need to be reminded of the correct way to behave when living in a community such as a boarding house as in any family home. In boarding we strive to build a connected society where people look out for, and care genuinely about, each other. By the time the girls leave boarding school in the Upper Sixth, they should understand the impact their behaviour has on others. When girls make mistakes, we look to replicate the role of a parent at home and aim to restore, re-draw and repair behaviour through restorative conversations.

When Boarding Housemistresses have to engage with a girl in a restorative conversation the parents and guardian will be notified of the reasons, the agreed sanction and the outcome of the conversation.

These conversations may take place in a less formal setting than during the school day, but they will take place in private. The aim is to allow time for reflection and self-awareness. The following questions make up the general structure for a restorative conversation:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

After the conversation, a community sanction is imposed if deemed necessary. This might involve assisting with tidying the House kitchen or Common Room at the end of a day or days; handing in devices earlier than normal; replacing of a personal iPad with a school iPad; helping the BHM with a community task instead of free time. These are sanctions that replicate the approach of many parents at home.

If instances of bullying/child-on-child abuse are investigated, then the School's Anti-bullying policy procedure would be applied.

If after an investigation it is deemed that the behaviour of a boarder is unkind and can be cited as serious/repeated bullying, cyberbullying, child-on-child abuse or illegal then parents may be asked to remove their daughter from the boarding environment for a period of time or permanently reverting to day student status. If the misbehaviour was extremely serious, Expulsion could apply as defined in the policy document above.

Helen Harkness
Senior Boarding Housemistress
September 2022