



**BEHAVIOUR,  
REWARDS &  
SANCTIONS  
POLICY**

**SENIOR SCHOOL**

# BEHAVIOUR, REWARDS AND SANCTIONS POLICY

Newcastle upon Tyne Royal Grammar School

## A CULTURE OF GOOD BEHAVIOUR AND MUTUAL RESPECT AT RGS:

At RGS we encourage the establishment of good teacher / student relationships and support for the School's values and ethos through a system of rewards and sanctions which are designed to promote a calm, disciplined and mutually respectful learning environment.

As a School community we promote an environment where we look out for each other and treat everyone with care and respect, within and beyond our community. We aim to encourage students to think altruistically, and we look to encourage and recognise acts of service to others, with the aim of helping to shape our students so they have a positive impact on society beyond the RGS.

We promote hard work, courage and the belief in each other, and aim to recognise and reward behaviours that adhere to our values (see our *RGS School Ethos* document). This message is enforced through day-to-day interactions between students and staff, and through School, House and Year group assemblies throughout the academic year.

## PRINCIPLES OF GOOD BEHAVIOUR WITHIN OUR COMMUNITY:

We aim to demonstrate behaviours that meet and promote British Values (democracy, the rule of law, individual liberty, tolerance & mutual respect), and do not tolerate any form of prejudicial behaviours within our community.

We adopt a principles-based approach that is closely tied to our school ethos and values, and would expect that courtesy and common sense would determine what is acceptable behaviour at School.

Given the diverse nature of our student body, an overly prescriptive and uniform behaviour code would not be appropriate for our School. Instead, a behaviour policy that focuses on our core values, ethos and habits is most likely to suit our community, and one that can be adapted to meet the needs of our individual students.

Belief in each other	<ul style="list-style-type: none"><li>I will foster positive relationships; be supportive, caring, <b>kind</b>, respectful and tolerant. I will demonstrate integrity, honesty, loyalty and aim to inspire and motivate those around me</li></ul>
Ambition to succeed	<ul style="list-style-type: none"><li>I will aim to be <b>strong</b>, and to bring courage and resilience to my school experience, and welcome support and guidance. I will embrace challenge and failure, in pursuit of progress. I will endeavour to show commitment and effort, and strive to be the best version of me.</li></ul>
Love for Learning	<ul style="list-style-type: none"><li>I will aim to demonstrate curiosity and strive to develop skills from new experiences. I will aim to be an <b>able</b> learner and embrace my responsibility for what I get out of my school experience. I will look to contribute positively to the environment in school to bring out the best in myself and in others</li></ul>
Sense of belonging	<ul style="list-style-type: none"><li>I will demonstrate respect for the RGS community through my actions and how positively I contribute. I will look beyond myself and consider how I can influence and serve those around me and beyond RGS. I will aim to be <b>calm</b> and reflective, with the humility to acknowledge that I am an important part of a bigger picture.</li></ul>

## SENIOR SCHOOL RULES:

### DO NOT BRING THE FOLLOWING THINGS INTO OUR SCHOOL COMMUNITY:

- Anything illegal or has legal age restrictions. For example, drugs, alcohol, tobacco, fake forms of I.D. sexually explicit images/media etc. (see Drugs Policy).
- Correcting fluid, lighters, laser pens, knives of any description or other weapons or imitation weapons.
- Chewing gum
- Personal smart devices/phones should not be used on-site or on a school-related activity, unless given clear permission to do so by a member of staff. See the Mobile Phone Policy for exemptions and details.

We reserve the right to confiscate anything that is brought into school that is not allowed. Should the confiscated item be allowed to be returned, this would only be given directly to a parent/carer and not to the student.

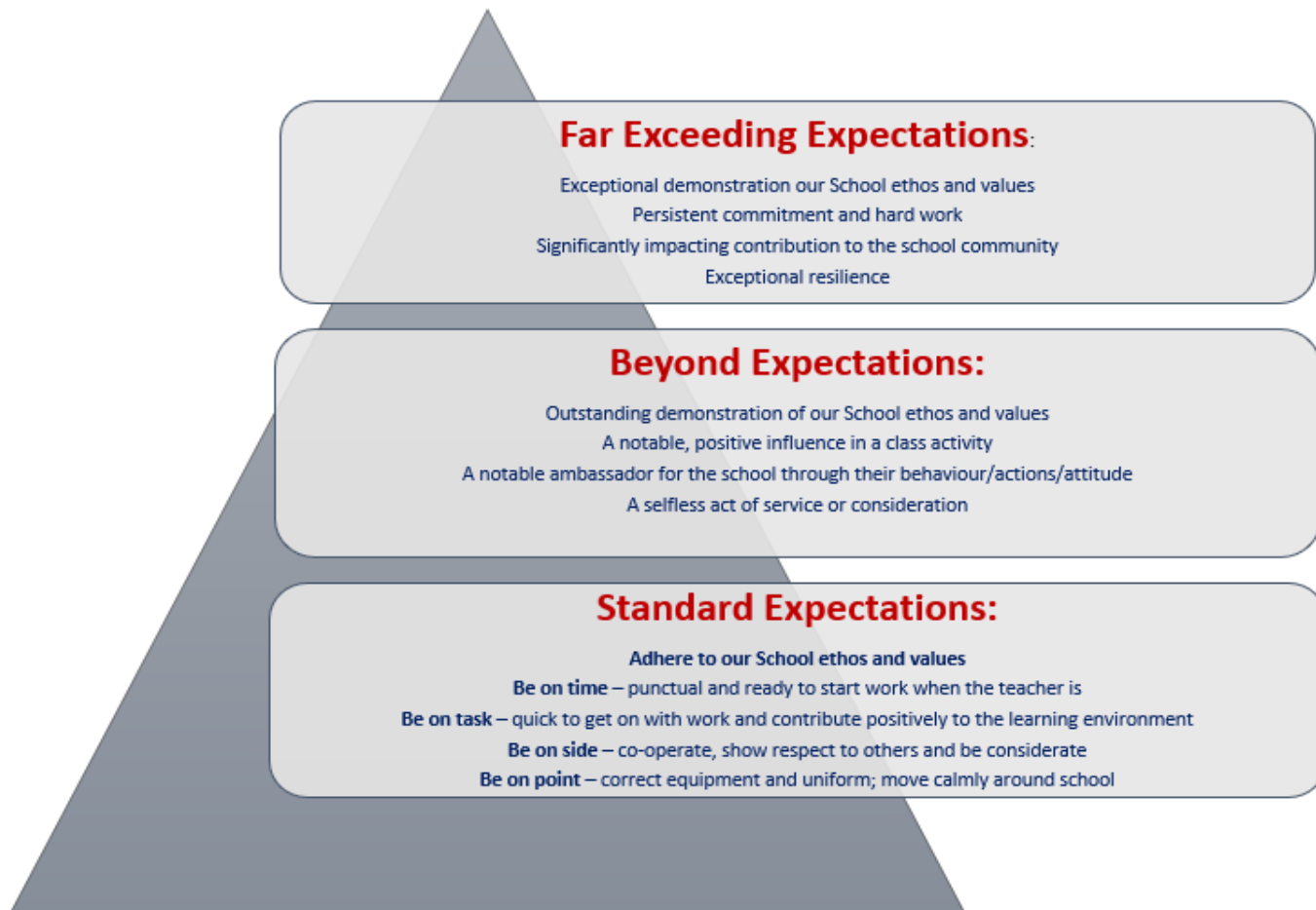
2 This policy applies to the senior school and is published to parents, students and staff



## REWARDS AT RGS:

We look to recognise and reward our students who go that extra mile to demonstrate behaviours that reflect our school ethos and values.

### What are we rewarding?



### Why are we rewarding this?

The intrinsic value of a community who shares these values should inspire and encourage all to commit to the school ethos. Whilst the sanctions system provides structure, consequence and opportunity for reflection and growth, we recognise the value of offering a rewards system that motivates and acknowledges those who contribute positively to the school community.

## OUR SYSTEM OF REWARDS AT RGS:



	<b>Rewards:</b>	<b>Criteria:</b>
<b>Far exceeding expectations</b>	<b>Annual RGS ethos prizes</b>	Peer nominated for outstanding demonstration of RGS values within the Year group
	<b>Annual Rutherford Prize</b>	For outstanding demonstration of RGS values within a form
	<b>Annual subject prizes for academic excellence</b>	End of year nominations for attainment
	<b>School Colours Award:</b>	Sports, Performing Arts, CCF, Art award School Full Colours and Half Colours. This recognises those students who have given exceptional levels of commitment to, and attainment in, those areas, whilst role-modelling the School's values and ethos
	<b>Headmaster's Commendation:</b>	For exceptional pieces of work or achievements by students throughout the year
	<b>HOD Commendation: Postcard sent home by HOD</b>	For an exceptional piece of work, contribution to the department, or commitment to the subject
	<b>Commendation: Letter home by HOY/DHA</b>	For exceptional, sustained attainment over a reporting cycle For exceptional progress over a reporting cycle
<b>Beyond expectations</b>	<b>Academic &amp; behaviour reward points on ISAMS:</b>	(per academic year) Bronze Award: 15 merits attained Silver Award: 30 merits attained
	<b>Postcards sent home by HOY</b>	Gold Award: 40 merits attained Platinum Award: 50 merits attained
	<b>Teams / OneNote Praise sticker</b>	Informal way of praise that can be given by any member of staff

### **Additional methods of reward and recognition:**

- The awarding of high-profile roles within our school community for students who role-model our values and expected levels of behaviour. For example, Prefect status for senior students; team captaincy; peer supporters and ambassadors throughout the school.
- Celebrations of the success of our community who have represented their sport at a national level by displaying their photo and credits within the School.
- Celebrations of the success of outstanding art, drama, sport, music and academic work through the creation of displays around the School, posting on our School website, social media or in the School Newsletters, and reports in assemblies so the community can acknowledge their successes.

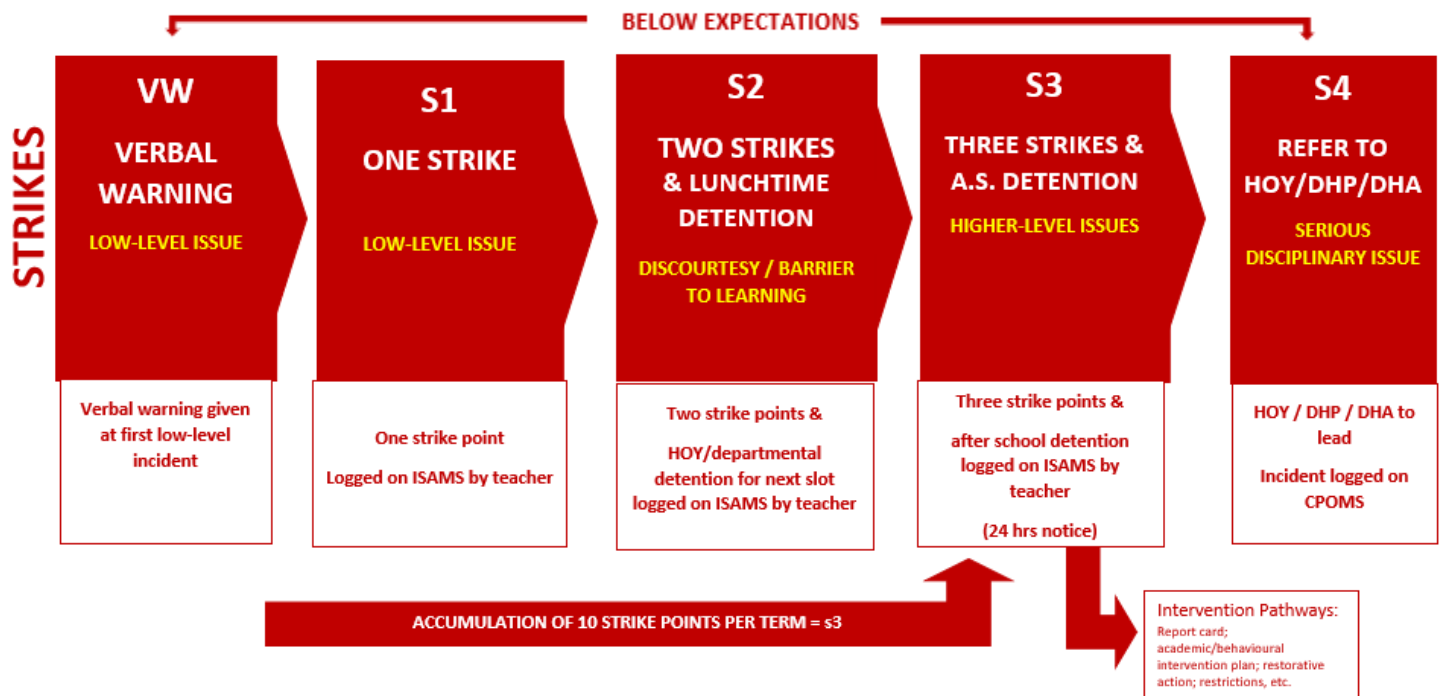
### **Where do merits get stored?**

- We log merits on our school system (called ISAMS),
- These can be tracked by form supervisors and parents
- Merit totals will appear on reports, alongside any commendations or Headmaster's commendations that have been received

## SANTIONS AT RGS:

At RGS we expect our students to behave in a way that reflects our values and ethos. Should the students' behaviour fall below our expectations then they can expect the following outcomes:

### OUR SYSTEM OF SANCTIONS AT RGS:



<b>Departmental Detention:</b>	In designated departmental space	12.40 – 1.10pm
<b>Head of Year Detention</b>	In M234 every lunchtime	12.40 – 1.10pm
<b>After School Detention (A.S. Detention)</b>	In M236	4.10 – 4.55pm
<b>Intervention Pathway (IPs)</b>	Some IPs may occur after school. Parents would be informed ahead of it	Case by case basis
<b>S4 level detention: Headmaster's detention</b>	This would occur after school and parents informed ahead of it	Case by case basis

## WHO GETS TO KNOW WHEN A SANCTION IS ISSUED?

(see Appendix 1 for FAQs)

Strikes, detentions and rewards will be recorded on ISAMS and will be included on termly reports to parents/carers. Running totals of strikes, detentions and rewards will be available for parents/carers to track via Parent Portal.

Departmental and HOY detentions will occur in the next available slot. An after school detention will usually occur the following day, allowing for a suitable notice period for parents / carers to be aware of the later finish that day. An email will be sent to the parent/carer when an after school detention is given.

**Other consequences and intervention pathways may be applied on a case-by-case basis should a student's pattern of behaviour fall short of our expectations:**

For example:

- Restrictions applied to our IT system and use of school-issued devices
- Prescribed use of time to complete work, such as during study periods or after school
- Restrictions on representing the School at an event / fixture
- Behaviour report card to help support individual behaviour
- Restrictions placed on access around the school and social time
- A restorative justice activity, relating to the misdemeanour, such as litter picking; reflective work with a teacher on their behaviour; giving up time to help out in an area of school; etc.

## **THE USE OF CORPORAL PUNISHMENT OR THE THREAT OF IT IS EXPRESSLY FORBIDDEN THROUGHOUT THE SCHOOL, INCLUDING FOR THOSE ACTING IN LOCO PARENTIS E.G. UNPAID, VOLUNTEER SUPERVISORS.**

### **SERIOUS DISCIPLINARY ISSUES:**

In some instances some misconduct may warrant approaching as a serious disciplinary issue, where the circumstances may result in an S4 detention ("Headmaster's Detention"), or suspension, or expulsion from the School. Please refer to the School's *Serious Disciplinary Issues procedure*.

The school respects a student's right to privacy under Article 8 of the Human Rights Act and will carry out any search of a student's possessions in a way which is justified and proportionate. The school will search a student's possessions when it has reasonable grounds to believe that a student is in possession of a prohibited item e.g. dangerous weapon, drugs, tobacco or indecent images. Searches will be carried out with consent except where it is necessary and permitted to search without consent in accordance with the DFE guidelines *Searching, Screening and Confiscation – advice for schools Jan 2018*. Please also see the Drugs policy.

### **BREACHES OF DISCIPLINE OUTSIDE OF THE SCHOOL GROUNDS:**

The School takes the conduct of its students outside of school grounds extremely seriously. A student's misbehaviour outside of School can be damaging to the reputation of both the student and the School. Where an incident is reported to the School of a student/s' poor behaviour outside of the School grounds and the incident has not been witnessed by School staff, the School will take an evidence-based approach and/or talk to witnesses before identifying further action and any sanctions required for such behaviour.

This policy applies to;

- all School-related activities and School-organised events
- Misbehaviour when a student is travelling to or from School, wearing our School uniform or in some other way is identifiable as a member of our School community
- Misbehaviour at any time that could have repercussions for the orderly running of the School
- Misbehaviour that poses a threat to another member of our community
- Misbehaviour that could adversely affect the reputation of the School
- For the avoidance of doubt, the remit of this policy includes conduct falling within the listed categories which occurs outside of school time and/or off school premises.

### **THE STUDENT VOICE:**

All students have the right to feel safe, included, valued and happy in our community. Any student who feels unfairly treated has the right to raise this in an appropriate ways with any member of staff. Students are able to report concerns anonymously via the Tootoot App. Student may choose to speak in confidence to the School Counsellors, Nurses or Doctor and can email or Teams message trusted adults in the school if they feel they don't want to talk face to face. Students are also encouraged to use the School Council to share low-level grievances, or any of the Peer Support team, such as their form prefects or anti-bullying ambassadors.

## **Appendices:**

### **Appendix 1**

#### **FAQs:**

##### **Can you jump straight to a S2 or S3?**

Yes – higher level poor behaviour can land you straight at S2 or S3 level (or even S4). If your behaviour meets the criteria of S2 or S3 outright, then you will not get the opportunity of a verbal warning or S1 strike. You would accrue two or three strike points on your record, as well as the HOY or A.S. detention.

##### **Once I've had 10 strike points do I go back to zero for that term?**

No – you go back to start at 3 strike points (the cost of an AS detention) so you would only have to accrue a further 7 points to get to your next AS detention trigger point that term. Additionally, you may have warranted an *Intervention Pathway* which should help prevent accruing so many strikes.

##### **If I end a term on 9 points, do I go back to zero for the start of next term?**

Yes, and it's hoped that this opportunity for a "clean slate" will help you learn from your mistakes and make improvements for the next term. However, those strikes for the term will be recorded on your report, and you can expect some reflection on that with your parents and your form supervisor or Head of Year.

##### **Will my parents know about my strike record?**

Yes. They will not receive an immediate notification when a strike is issued, but your parents will be able to track your strikes and detentions (and rewards) on the Parent Portal. Parents will also see your strike and detentions tally on your reports. If

you get an After School detention then your parents would receive an email to make them aware. If you get put on an intervention pathway then your parents would be contacted then, too.

### Where will detentions run?

S2 lunchtime detentions will be either:

Head of Year Y7-11	If it relates to your behaviour. It will be in the next available HOY slot (which could be on that day) Not run by Year group <b>12.40-1.10pm in M234</b>
Head of Year Sixth Form	If it relates to your behaviour. It will be in the next Friday slot Run for Y12 & 13 together <b>12.40 – 1.10pm Tuesdays in M108</b>
Departmental	If it relates to your work / learning. You will receive an email from the subject's Head of Department with the time, location and task for the detention <b>12.40 – 1.10pm in departmental venue</b>

### What if I have a lunchtime club / practice / fixture clash?

Your detention will take priority

### What if I can't make the after school detention?

Your detention will take priority.

If your clash is not a school-related activity, you must ask your parent / carer to contact your Head of Year.

### Who gets to know?

S1	S2	S3	S4 / Serious Disciplinary Issue
Form supervisor (+Parent Portal)	Form supervisor HOY / HOD (+Parent Portal)	Form supervisor HOY/ DHA Parent / carer (+Parent Portal)	Form supervisor & HOY Headmaster Deputy Head Academic/Pastoral Parent / carer

SANCTION:	BEHAVIOURAL STRIKES:	WHO IS ALERTED?
<b>VERBAL WARNING</b>	Where appropriate - verbal reprimand given Chance for student to rectify behaviour	Option to log initials on the board for the lesson as a visual reminder
<b>S1: ONE STRIKE POINT</b>	Strike point issued (S1) Cannot be "cancelled" out by a merit point (M point) Logged on ISAMS by issuing member of staff	Form supervisor
<b>S2: TWO STRIKE POINTS LOGGED &amp; LUNCHTIME HOY / DEPARTMENTAL DETENTION (30 mins)</b>	Issue of a lunchtime detention in the next slot (either Head of Year or Departmental detention)	Form supervisor Parent Deputy Head Pastoral
<b>S3: THREE STRIKE POINTS LOGGED &amp; AFTER SCHOOL DETENTION (45 mins)  Or: 10 STRIKE POINTS ACCUMULATED THAT TERM = AS DETENTION</b>	HOY to run detention Booked into the next slot to allow 24 hours notice period Intervention pathway assessment by HOY/HOD: <ul style="list-style-type: none"> <li>- Behavioural action plan</li> <li>- Restorative action</li> <li>- subject academic intervention plan</li> <li>- report card</li> <li>- Friday evening</li> </ul>	Form supervisor (to trigger AS detention for 10 strike points that term) Parent HOY Deputy Head Pastoral /Academic
<b>INTERVENTION PATHWAY ASSIGNED</b>	If deemed appropriate (see above)	Form supervisor Head of Year / Head of Department Deputy Head Pastoral /Academic Parent
<b>S4: SERIOUS DISCIPLINARY ISSUE</b>	Deputy Head Pastoral /Academic to investigate and determine outcome to recommend to the Headmaster (sanctions available: Headmaster's detention, <u>suspension</u> or expulsion)	

## What would a departmental detention be for?

Work-related issues, such as:

Late homework; poor effort with homework; subject-specific skills; poor behaviour in the department space; wrong equipment/kit that impedes your participation in lessons; falling behind in your subject due to lack of effort; not attending clinic when asked to; etc.

## Can a member of staff ask me to leave a lesson?

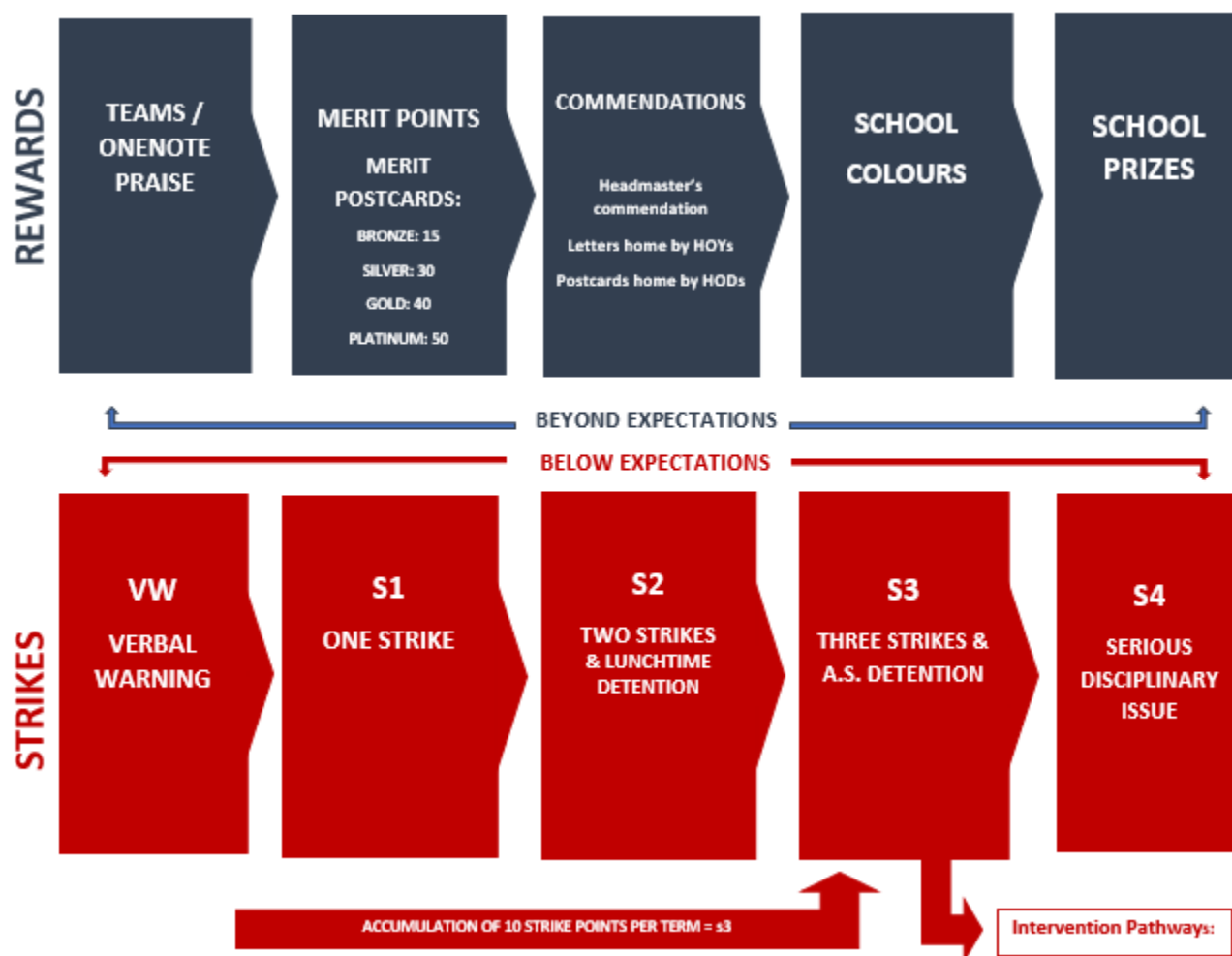
Yes – in some instances it may be the right thing to remove a student from a lesson on a temporary basis. The teachers have guidelines to follow, depending on the set of circumstances in that instance. In most cases, this would be for a short period of time and may result in strike points being issued.

## Are there more types of sanctions that can be issued, other than just Strikes and detentions?

Yes – at the S3 level, it may be right that a student be put on an *Intervention Pathway*. This means that in addition to your Strike points/detention, a plan to support you to help avoid further sanctions may be warranted. This may involve interventions such as:

a report card; a subject academic intervention plan; some restorative work; a behaviour action plan; Friday evening structured support session; restrictions on movement around school; restriction of access to the co-curricular programme; suspension from representing the School; end of Key Stage progression review; review of privileges in school, etc.

## Appendix 2: Rewards & sanctions escalation graphic:





**This policy is written with regard to the guidance issued by the DfE  
This policy should be read in conjunction with:**

- The RGS School Ethos document
- Mobile Phone Use Policy
- Safeguarding & Child Protection Policy (including Appendix H Child on Child Abuse Policy)
- Drugs Policy
- E-safety Policy & IT Acceptable Use
- Anti-bullying & Anti-cyberbullying Policies
- Serious Disciplinary Issues procedure
- SEN Policy
- Junior School Behaviour Rewards and Sanctions Policy

## **CONTACT DETAILS**

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