

COGNITA

Rewards & Sanctions Policy

September 2021



MEONCROSS
SCHOOL

1 Purpose

- 1.1 This policy is designed to foster a school ethos that promotes high quality teaching and learning in an environment of respect and collaboration. The implementation of this policy supports the fair and transparent treatment of all pupils.
- 1.2 This policy applies to all pupils at Meoncross School.

2 Background

- 2.1 We are required to ensure the safety and well-being of all our pupils and staff and take great pride in the behaviour and conduct of all our pupils. We provide a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.
- 2.2 In keeping with Education (Independent School Standards) (England) Regulations 2014, our policy outlines our code of conduct for pupils, as well as the use of rewards and sanctions to ensure our high standards are maintained. We have a duty to ensure arrangements are made to safeguard and promote the welfare of children.
- 2.3 The Head is responsible for developing this policy within the framework set by Cognita as proprietor. Teachers have the power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. This means that the Head decides and sets the standard of behaviour expected of all pupils in our school. This includes how the standards will be achieved, the school rules, rewards for good behaviour and any sanctions for breaking rules. The measures in our policy have been developed to ensure a positive, nurturing and restorative approach towards behaviour management. Our aim is to use our core school values as a lens through which we can help pupils reflect carefully on their own conduct and understand the negative consequences of poor behaviour on themselves and others.
- 2.4 This policy also refers to our approach towards managing any peer on peer behaviour and our school strategies to prevent all forms of abuse. To this end, we also hold an Anti-Bullying Policy, which is available on our website.
- 2.5 This policy takes into account the need to safeguard and promote the welfare of pupils, as outlined in our Safeguarding and Child Protection Policy, our general duty to eliminate discrimination under the Equality Act 2010, as well as our support for pupils with special educational needs and/or disability.
- 2.6 If any pupil's behaviour is considered by the Head to be criminal or to pose a serious threat to a member of the public, then it will always be reported to the relevant police authority. If any misbehaviour is considered to be linked to any child suffering, or being likely to suffer, significant harm, then our Safeguarding and Child Protection Policy and Procedures will be rigorously followed by the DSL (Designated Safeguarding Lead) and action will be taken in accordance with the relevant local safeguarding children's board referral procedures. *If any child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.*
- 2.7 We publish our policy for parents, pupils and staff. It can be found on our website. We review this policy at least annually. This policy is referred to in our parent contracts accordingly.
- 2.8 We support children at times when difficult events happen in their lives, such as domestic violence, abuse, accidents, transition, loss of friendships, divorce and separation, loss and bereavement. This helps to build coping strategies and build resilience, which helps to prevent mental health problems from occurring later in life.

3 Applicability

- 3.1 Good behaviour is essential for effective learning to take place. Our school policy aims to promote a positive, nurturing and restorative approach towards behaviour management, which is fair, consistent and transparent.

- 3.2 We work in close partnership with our parents, pupils and staff to create an atmosphere of mutual respect and understanding. Our written policy reflects our strong commitment to encouraging and supporting positive pupil behaviour.
- 3.3 Our school ethos is to set high expectations for all pupils with consistently applied support. We expect our staff, parents and pupils to understand and respect the values, rules, expectations and responsibilities outlined in this policy. We rely on both staff and parents to model positive behaviour at all times so that our pupils can benefit fully from their experiences in school.
- 3.4 It is important that our staff follow this policy at all times to ensure that it is implemented consistently and effectively. We understand that this will ensure that our pupils feel they have been treated fairly compared to others.
- 3.5 We do not permit the use of corporal punishment, nor the threat of any such punishment at any time. Similarly, we expect our teachers and other staff to remain calm in all situations and to refrain from any sort of verbal intimidation such as shouting, sarcasm or aggressive body language, whether on or off the school premises.
- 3.6 Should any child display severe emotional, behavioural and social difficulties, it is our role to support them to be resilient and mentally healthy and to ensure that all children are properly included in the educational experiences and opportunities provided and that the learning of their peers is not impeded.
- 3.7 Children who are mentally healthy have the ability to:
- Develop psychologically, emotionally, intellectually and spiritually;
 - Initiate, develop and sustain mutually satisfying personal relationships;
 - Use and enjoy solitude;
 - Become aware of others and empathise with them;
 - Play and learn;
 - Develop a sense of right and wrong; and
 - Resolve (face) problems and setbacks and learn from them.
- 3.8 Where mental health problems occur, we will work with the parents to help them seek external professional support, as well as provide support in school within the scope of our available resources. Where we have concerns that a pupil may be suffering from a serious mental health issue we will work with parents to help them engage support from medical professionals; and within the scope of available resources the school will make every effort to ensure these pupils are effectively supported in school. If we identify that a pupil may need support, we will endeavour to take a proactive approach with early intervention in order to try to avoid more serious problems occurring. This will include in-school strategies and partnering with local and national local agencies to support pupils, using evidence-based approaches.
- 3.9 Staff work closely with the Special Educational Needs Coordinator (SENCO) and Designated Safeguarding Lead (DSL) to ensure we have a good understanding of the mental health support services available in our locality, both through the NHS and voluntary organisations.

4 Definitions and Scope

4.1 School Provision

Good schools encourage good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Our school provides:

- A committed senior management team that sets a culture within the school that values all pupils; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non-stigmatising way;
- Training for staff to ensure they are fully aware of the educational and pastoral needs of vulnerable pupils including effective strategies for supporting these children;
- Staff who understand about the protective factors that enable children to be resilient when they encounter problems and challenges;
- An effective strategic role for the Special Educational Needs Coordinator (SENCO), ensuring all adults working in the school understand their responsibilities to children with Special Educational Needs and Disabilities (SEND), including pupils whose persistent mental health

difficulties mean they need special educational provision. Specifically, the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals as necessary;

- Working with parents and carers as well as with the pupils themselves, ensuring their views, wishes and feelings are considered and that they are kept fully informed so they can participate in decisions taken about them;
- Training for staff to help them understand and identify the early signs of mental health problems, and what to do if they think they have spotted a developing problem;
- Clear systems and processes to help staff who identify children and young people with possible mental health problems; providing routes to escalate issues with clear referral and accountability systems. We work closely with other professionals to have a range of support services that can be put in place depending on the identified needs (both within and beyond the school). These are set out clearly in our published SEND Policy;
- Working with others to provide interventions for pupils with mental health problems that use a graduated approach to inform a clear cycle of support: an assessment to establish a clear analysis of the pupil's needs; a plan to set out how the pupil will be supported; action to provide that support; and regular reviews to assess the effectiveness of the provision and lead to changes where necessary; and
 - A healthy school approach to promoting the health and wellbeing of all pupils in the school, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

4.2 Consistent disruptive or withdrawn behaviour can be an indication of an underlying problem. Only medical professionals should make a formal diagnosis of a mental health condition. We are well-placed to observe children day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn pupils whose needs may otherwise go unrecognised. We do this by making effective use of data so that changes in attainment, attendance or behaviour can be noticed, recorded, and acted upon. We also have an effective pastoral system so that at least one member of staff knows every pupil well and can spot changing patterns and early signs.

4.3 The quality of learning, teaching and behaviour are inseparable issues and are the responsibility of all staff.

4.4 We will support pupils with medical needs and be fully aware of any medication that children are taking, including supporting any Individual Health Care Plans.

4.5 School Principles:

- School staff and pupils should all show respect for one another;
- Good behaviour should be rewarded, and sanctions should always be applied consistently for unacceptable behaviour, including abuse, violence; or any displays (verbal or physical) that could be construed as discriminatory (i.e. sexist, racist etc.)
- Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils, such as those with special educational needs;
- Pupils whose behaviour and attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported;
- All pupils should be listened and responded to;
- All pupils are entitled to learn in a safe and secure environment;
- Pupils should act as appropriate ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from the school;
- All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills; and
- All members of the school community should understand and accept the principles on which the Behaviour Policy is grounded.

5 Procedures and Responsibilities

- 5.1 Behaviour is the way we act and respond to people and to situations in which we find ourselves and our aim is to encourage children to respond appropriately in alignment with our school values and to behave in socially acceptable ways.
- 5.2 All members of staff are responsible for setting standards of good behaviour in the school and are empowered to speak to any child whenever they deem necessary; unless the Head says otherwise.
- 5.3 Staff will:
- Encourage pupils to treat others (children and adults) with respect;
 - Support pupils' self-esteem and confidence
 - Look for opportunities to praise pupils' efforts and achievements and communicate these to parents as appropriate
 - Speak calmly to any pupil who makes a wrong choice using the school values as a lens to support behaviour modification (e.g. what value was missing?)
- 5.4 We will not accept the following behaviour from children or adults:
- Use of unkind or rude/abusive/aggressive language;
 - Hitting, kicking, biting or other such physical responses; or
 - Racist or sexist remarks, or other discriminatory comments.
- 5.5 If such behaviour occurs:
- We will seek to get the child to understand the impact of their behaviour and why it was wrong and help them to understand how they could have behaved differently.
 - We will ask the pupil which of the school values was absent due to their behaviour.
 - Depending upon the nature of the behaviour / incident, the school will sanction accordingly, in line with this policy.
- 5.6 The role of the teacher
- Teachers are responsible for ensuring that the school values are respected and fully understood and adhered to by their pupils in their care; and that children behave in a responsible manner during the school day (during lessons and breaks)
 - Discipline points are recorded on SIMS and further 'pastoral' details are added to CPOMS where appropriate.
 - The teacher reports to parents about the progress of each pupil for whom they are responsible, in line with our school policy. The teacher may also contact a parent if there are concerns about the behaviour or welfare of any pupil
 - Obey all health and safety regulations in classrooms and around the school, including helping to keep the school clear of clutter and litter
 - Never make any sort of remark that could be construed as humiliating or discriminatory (e.g. comments regarding race, religion, culture, sexual orientation etc.)
 - Never use any type of physical force outside of those within the school's Use of Reasonable Force Policy
 - The use of reasonable force may be used exceptionally and only to prevent injury to pupils, damage to property or to prevent pupils committing an offence. Only the minimum is used, and a critical incident is recorded. Please see our separate policy on the for further details;
 - We have powers to search included within the Education Act 2011 to tackle cyber-bullying, including, where necessary, deletion of inappropriate images or files on electronic devices including mobile phones. We use this power under the specific authority of the Headteacher only and where there is good reason to do so, i.e. that it could be used to harm children, disrupt teaching or break the school rules. We do not search pupils in a blanket way; and
 - Comply fully with the Staff Code of Conduct, including the Acceptable Use of ICT Policy.

5.7 Expectations of pupils in our school

- Arrive on time to lessons/classes with all the equipment needed for the lesson;
- To wait outside the classroom, until invited in by the teacher;
- Listen respectfully when the teacher is giving instructions;
- Follow instructions promptly and accurately;
- Follow the teacher's instructions about moving around the classroom;
- Treat others with respect and consideration at all times;
- Dress cleanly and neatly in the specified uniform for the activity;
- Obey all health and safety regulations in classrooms and around the school including helping to keep the school clear of clutter and litter;
- Move sensibly and calmly around the buildings and grounds;
- Never make any sort of remark that could be construed as humiliating or discriminatory (e.g. comments regarding race, religion, culture, sexual orientation etc.)
- Never resort to physical violence; and
- Comply fully with the Digital Safety Agreements.

Policy

5.8 Our Rewards

We wish to promote a culture that supports good character development and our reward system is underpinned by the core values agreed by the school community.

Our core values are:

Family	Resilience	Integrity	Optimism	Achievement	Kindness	Adventure
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Pupils who meet or exceed our high expectations and display the values of the school, must have their efforts recognised and rewarded. We believe that positive reinforcement of good behaviour is more effective than negative punishments in promoting a cooperative and purposeful atmosphere.

We take care to ensure all pupils are rewarded fairly and school without prejudice for effort and improvement aligned to the values of the school.

Lower School

Golden stars

- Golden Stars are the equivalent of X5 MX points. These can be awarded for outstanding work or behaviour.

Endeavour Cup

- One child per form is awarded the Endeavour Cup per term linked to the school value 'Achievement'

Class Rewards

- Marble Jar – teachers to place a marble in the jar when the whole class has done something well.
- The class will be rewarded when the jar has been filled from one of their chosen activities.

Golden Book

- Staff can add pupil names to the Lower School Golden Book, when they display behaviour or academic achievement linked to the school values. These pupils are celebrated in the weekly Lower School Assembly

Golden Table

- Staff can add pupil names to the Lower School Golden Book related to the Golden Table when they display consistently outstanding table manners. Pupils chosen will eat lunch with staff at the Golden Table.

Celebration Assembly

- A Celebration Assembly is held at the end of each term during which Bronze, Silver, Gold or Platinum Certificates are awarded to every pupil dependent on the number of points (KS2) or stars (KS1) achieved.
- All points (KS2) or stars (KS1) achieved are added to the whole school house points cup award at the end of each term.

Responsibility Positions

- Positions of responsibility including pupil mentor, School Council Representative, Form Captain, Team Captain, House Captain, Lower School Prefect, Head Boy/Girl. These are awarded on a yearly or termly basis dependent on the position.

Key Stage 1

Stars

- Children collect stars for work and behaviour on their personal star card which contains 20 spaces for stars.

10 stars = 1 MX point / 20 Stars = a certificate

Behaviour Display

- All children's names to start on the display in a positive position and children are adjusted accordingly.

Class Rewards

- Marble Jar – teachers to place a marble in the jar when the whole class has done something well
- The class will be rewarded when the jar has been filled from one of their chosen activities, this usually takes place half-termly.

Key Stage 2 (Y3 - Y6)

Y3 and Y4 Behaviour Display (Good Behaviour)

- All children's names to start on the chart in a positive position and children are adjusted accordingly.
- MX points can be awarded for consistent good behaviour.
- Year 6 will also follow the reward system as set out for the Upper School, this is to prepare them for the transition and to reflect their growing maturity.

Juniors - MX Points

- MX points to be recorded in books as an 'MX'.
- Verbal MX points can be awarded and recorded by pupils individually.

Upper School Rewards

MX Points

There are three levels of MX Point available for each of the 7 values as shown below.

	Family	Resilience	Integrity	Optimism	Achievement	Kindness	Adventure
Good	1 MX point						
Excellent	2 MX points						
Above & beyond	3 MX points						

Each value focuses on different characteristic / quality that we encourage all Meoncross pupils to demonstrate/display towards their learning and other pupils at the school.

Pupils can receive MX Points (for any value) whilst participating in any school activity – lessons (class work/homework), attitude/respect towards pupils/staff, extra-curricular activities, sporting fixtures, school performances, open mornings, house events, assemblies etc

Teachers award MX Points using SIMS. This information is communicated to parents via the VLE.

MX Points – Fortnightly Prize Draws

- Throughout the academic year, **pupils earn MX Points across all the school core values.**
- **Prize draws take place in assembly each week** and are focused on individual and tutor group success.
- Each individual competition covers a **one-week period.**
- To enter the Individual prize draw, pupils need to **receive 5+ MX Points over a one-week period.**
- **Tutor Group** competitions run over a single half term.
- Individuals and Tutor groups winners can then choose their prizes from list below.

Individual Prizes Available

- Film Club in ICT Room (Netflix or Amazon Prime) across x2 lunchtimes – password for account(s) needed (packed lunch needed).
- Time in the ICT Room for Computer Session (1 lunchtime / packed lunch needed).
- Sports activity in the gym over x1 morning breaktime (x8 pupils maximum).
- Xbox Gaming Session (1 lunchtime / packed lunch needed).
- Winter Warming – Bacon/Cheese Roll & Hot drink (x1 Breaktime AM).
- Year 10 & 11 Only – x4 Lunchtime Passes to Stubbington Village.

Tutor Group Prizes Available

- Film Club in ICT Room (Netflix or Amazon Prime) across 2 lunchtimes – password for account(s) needed (packed lunch needed).
- Lunch at Sports Ground/Gym/Astro, exclusive access to this facility and sports equipment (packed lunch needed).

MX Points – Focused Half Term Core Value

- Throughout the academic year, **one of the school's core values is selected as the 'focused' value**, for each specific half term.
- Certain Core Values have been selected to mirror specific pupil commitments within that half term e.g. **Achievement** is placed within the half term that includes the end of year examinations / **Kindness** is placed within the half term before Christmas (Hampers Donations).
- A table, mapping out the whole year is placed in all tutor rooms, so pupils are aware of what value is the 'focused' one for each specific term.
- Totals for specific core values, within each half term are calculated and Form Tutors are asked to nominate one pupil from each form, that they feel has displayed behaviour from the chosen value.
- Form Tutors will make their decision using the data from whoever has received the most MX points (for that chosen value) and any additional observations.
- Winning pupils will win an individual prize for the list above.

End of Term Success - Celebration Assembly

MX Points (Individual Prizes and The House Cup)

- **MX Points are calculated at the end of term** and pupils who have achieved the most (1st, 2nd & 3rd) within their year, are rewarded with a voucher.
- **MX Points also contribute towards the House Cup**, where combined MX Points totals (KS1-KS4) are added each term.
- This also includes all **House Competitions** throughout the academic year, such as Sporting House matches / Spelling / Maths Challenge / Chess / Mastermind / Curriculum Collapse / Meon's Got Talent etc.
- Totals are calculated each term and the winning House announced. Pupils in the winning House are awarded with a non-uniform day at the start of the following term.
- The winner House at the end of every academic year, is presented with the Meoncross House Cup.
- To ensure more pupils are rewarded at the end of a term, those pupils that **have not received a single Discipline Point** (Academic or Behaviour) within the term, are all rewarded with a non-uniform day at the start of the following term (this reward used at the discretion of the Pastoral Dept).

Meoncross Colours

- **Academic Colours** awarded for exceptional academic excellence (one per faculty area during each Key Stage).
- **Sporting colours** (2-year cycle) awarded for sporting excellence within specific sports (Year 6, 8 & 10).
- **Pastoral Colours** awarded to individual pupils in each tutor group for showing kindness and support towards their peers – selected by each Form Tutor.

Success celebrated amongst the wider Meoncross community

- **The Marketing Department** collate individual / team successes and use the Meoncross **social media accounts** to showcase and celebrate all achievements (subject to parental consent).
- **The Meonian (newsletter)** is also used to showcase recent individual or school success.

Pupil Positions of Responsibility

- These include Form/Assistant Form Captains (Year 7-9), School Council Representatives from each Tutor Groups, Team Captains, House Captains, Upper School Prefects (Year 10-11), Head Boy/Girl (Year 10-11), Deputy Head Boy/Girl (Year 10-11) and Assistant Head Boy/Girl (Year 9-10).

MX Points = Prefect Points for Years 9 & 10

At Meoncross School, the journey to being considered for a Prefect starts at the beginning of Year 9.

Upper School Prefects

The aim is to have a team of Upper School Prefects possessing different skills and interests, who want to work together for the good of the school, gaining vital life skills from this experience.

There are several important principles which **ALL Upper School Prefects** must follow:

- **Be a role model**; someone for younger pupils to aspire to be like.
- Give **guidance, advice, and care** for those under their supervision.
- Be **fair and consistent** in dealing with others.
- **Show initiative**, with the success and reputation of the school an essential constant.
- **Abide by all the school rules**, including uniform.
- **Respect all** of those they encounter.

Throughout Year 9 & 10 (up until Hustings in March), pupils can **demonstrate** that they have the **necessary responsibility, reliability, and behaviour** to become a **trusted Upper School Prefect** at Meoncross School.

Prefect status is awarded to pupils, **using a voting system**, after they have entered the 'hustings' in Year 10, however, **pupils can gain an advantage by starting with additional votes** that they have been awarded, based on their behaviour/attitude towards others over the last year and a half (**MX Points also count as Prefect Points**).

Prefect Points

MX Points will now also count as 'Prefect Points'

- At the start of Year 9, until February half term, in Year 10, all MX Points will also be counted as 'Prefect Points' and help towards a successful application as a Meoncross Prefect.
- In addition, every half term, one of the school's values will be known as the '**focused value**', any MX Points received for this value, **will be worth double as Prefect Points**.
- 'Prefect Points' are recorded on an internal spreadsheet (not the total visible on SIMS / VLE).

YEAR 9 - Assistant Head of School (May)

This will be the first opportunity, for the accumulation of Prefect Points to aid a pupil's application for a position of responsibility. At the end of the Spring Term, each pupil will have a current total and those pupils that apply for Assistant Head Boy/Girl positions, will have their current Prefect Points total equated into votes prior to the hustings.

For example:

TIER 1 50+ Prefect Points = 3 votes

TIER 2 30-49 Prefect Points = 2 votes

TIER 3 0-29 Prefect Points = 1 vote

*The **Tier Totals** will not be revealed to the pupils, but decided each year, depending upon the Prefect Point accumulation success for that specific cohort.

YEAR 10 Prefect Hustings (March)

Pupils will have accumulated Prefect Points since the start of Year 9 and by half term in February (Year 10) their totals will be equated into votes, providing applicants with additional votes, prior to the prefect hustings.

For example:

TIER 1 100+ Prefect Points = 5 votes

TIER 2 75-100 Prefect Points = 3 votes

TIER 3 50-100 Prefect Points = 1 vote

The **Tier Totals will not be revealed to the pupils, but decided each year, depending upon the Prefect Point accumulation success for that specific cohort.*

Policy

5.1 Our Sanctions

The teacher generally deals with minor breaches of discipline in a caring, supportive and fair manner, wherever possible using the school values as a behaviour modification framework. A child's individual needs will always be considered carefully. However, if there are any times when children transgress from the acceptable boundaries in our school, they will be spoken with so that they understand the boundaries and what is expected of them.

- 5.1.1 We consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow our Safeguarding and Child Protection Policy and refer the conduct to the DSL for advice and support before determining any sanction. We should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi-agency assessment is necessary.
- 5.1.2 Adults should always make it clear that they are upset about the child's behaviour, not the child. They should always use private, not public, reprimands, so that when a sanction is applied the child can make a fresh start. Corporal punishment (or the threat of corporal punishment) will not be used in any circumstances and to do so is illegal.
- 5.1.3 Parents will be involved at the earliest stage if problems are persisting or recurring.
- 5.1.4 Any sanction must be reasonable in all the circumstances and account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them. These include the following:

Behaviour Points System

Lower School Sanctions

If pupils display any behaviour which is not in keeping with the school values, when appropriate, staff will endeavour to find out the reason for this behaviour. If a child displays constant negative behaviour, all incidents will be recorded on CPOMS, as will incidents of a more serious nature. They will talk to the child/children and discuss which of the school values were missing in their behaviour. If sanctions are deemed necessary, the following approach will be taken:

EYFS

- Pupils are given an initial verbal reminder linked to the School Values and class rules regarding expected behaviour
- Pupils are given a second verbal reminder linked to the School Values and class rules regarding expected behaviour
- If the negative behaviour continues, time out is given as appropriate due to the age, incident and individual pupil

- Pupils talk with the Head of EY who refers to School Values, Kind Hands Tree and/or Class Rules to reinforce positive expectations
- Key Worker/Head of EY makes contact with child's parent to advise of incident, depending on the behaviour displayed

KS1

If pupils display any behaviour which is not in keeping with the School Values **during lessons or during unstructured time**, the following approach will be taken:

- Pupils are given an initial verbal reminder linked to the School Values and class rules regarding expected behaviour
- Pupils are given a second verbal reminder linked to the School Values and class rules regarding expected behaviour
- If the negative behaviour continues, time out may be given as appropriate to the incident, age and individual pupil needs

KS2

If pupils display any behaviour which is not in keeping with the School Values **during lessons**, the following approach will be taken:

- Pupils are given an initial verbal reminder linked to the School Values and class rules regarding expected behaviour
- Pupils are given a second verbal reminder linked to the School Values and class rules regarding expected behaviour and their name is written on the board. The pupil's name will be deleted from the board immediately that he or she is displaying positive behaviour
- If the negative behaviour continues, time out may be given as appropriate to the incident, age and individual pupil needs

Year 6

- Pupils in Year 6 may also be given a Negative Behaviour Point. The reason for the Behaviour Point is noted in the pupil's Homework Diary and contact made with parents to explain the circumstances.

If pupils display any behaviour which is not in keeping with the School Values during unstructured times, the following approach will be taken:

- Pupils are given an initial verbal reminder linked to the School Values and class rules regarding expected behaviour
- Pupils are given a second verbal reminder linked to the School Values and class rules regarding expected behaviour
- If the negative behaviour continues, time out may be given as appropriate to the incident, age and individual pupil needs

In the event of a serious incident, either during lessons or unstructured times, or in the event of continued negative behaviour despite following the steps above, teachers will use their professional judgment and pupils will be referred to the Deputy Head, Lower School (DH, LS). A pupil may be removed from the classroom or playground and after some reflection time, discuss the incident with the DH, LS. Depending on the nature of the incident, the DH, LS, along with the pupil where appropriate, will decide on the consequence. The DH, LS will discuss the incident with parents.

Upper School (Y7 - Y11) Discipline Points System

Pupils can be issued with **Discipline Points** in the following circumstances:

- **Behaviour** - Poor behaviour in lessons or unstructured time / Misuse of Technology / Uniform/Appearance Infringement / No Lunch Card (repeat offence)
- **Academic** - Missing subject equipment / kit or non-completion / poor homework

Staff enter points onto SIMS as soon as practicable, indicating as accurately as possible, what they have been issued for.

Where further details are required, these must be entered on CPOMS.

All Discipline Points issued to pupils, will be recorded and tracked over a single term. Where behavioural concerns are identified the Pastoral Lead will discuss these with the pupil, their form teacher and parents. The Pastoral team will look to intervene, be pro-active, rather than reactive and work with pupils and form teachers to try to avoid any further deterioration of behaviour.

Where concerns relate to homework or equipment, the Deputy Head (Academic) will intervene.

Behaviour in lessons

The table below will provide a framework for decision-making about behavioural incidents. It is not exhaustive, and staff should use their professional judgement to intervene as appropriate, in accordance with the ethos of this policy.

Number of discipline points	Description
x0 points	<p>1st infringement within a lesson. Low-level Disruption</p> <p>Verbal warning only</p>
x0 points	<p>2nd infringement within a lesson. Low-level Disruption</p> <p>Final warning / Written warning – name on board</p>
x1 point	<p>3rd infringement within lesson Low-level Disruption</p> <p>X1 Discipline Point issued</p>
Additional x2 points	<p>4th infringement within a lesson. Low-level Disruption</p> <p>Pupil removed from lesson by Pastoral Lead/SLT. Pupils removed from Circulation (1, 2 or 3 days) After school detention Parents informed</p>
x1 point	<p>Disruptive Incident More serious than low-level disruption</p> <p>X1 Discipline Point issued Pupil removed from all breaktimes (1, 2 or 3 days)</p>
x1 point	<p>Poor Effort in Class Poor Attitude / Approach to Learning / Work Completed</p> <p>X1 Discipline Point issued</p>
x3 points	<p>Isolated Serious Incident (within a lesson)</p> <p>Pupil removed from lesson by Pastoral Lead/SLT. After school detention with SLT. Parents informed</p> <p><small>*SLT discretion on any additional sanction, depending upon the severity of the incident*</small></p>
x1 point	<p>Uniform & Appearance Chewing Gum anywhere in school No Lunch Card (Repeat Offence) X1 Discipline Point issued Repeat Offenders will miss breaktimes (1, 2 or 3 days)</p>

Behaviour during unstructured times

- Unstructured time includes: Break times, during lunch, moving between lessons, assemblies, school functions and school trips (including a residential).
- Infringements during these times are defined as any silly, dangerous, unpleasant, or disrespectful behaviour towards another pupil(s), or member of staff.
- Staff will use their judgement, discretion and experience to decide what constitutes an infringement.

Number of points & sanctions	Description
LOWER SCHOOL	
All Year groups - 0 points	1st infringement - verbal warning only
YR - Y2 – age appropriate time out	2nd infringement during the same break or lunch. Teacher to use professional judgement and record incident on SIMS / CPOMS
Y3 - Y6 – time out next to duty staff + lunch time detention + 2 behaviour points (Y5 & 6 only)	
UPPER SCHOOL	
x0 Discipline Point	1st infringement – Low Level Verbal warning to pupil(s) to improve their behaviour.
x0 Discipline Point	2nd infringement – Low Level Final warning to pupil(s) to improve their behaviour.
x1 Discipline Point issued Pupil removed from all breaktimes (1,2 or 3 days)	3rd infringement – Low Level or Disruptive Behaviour Repeated poor/harmful behaviour towards another person. Disrespectful behaviour towards another person (including staff) or property (belonging to someone else). Teacher to use professional judgement and record incident on SIMS / CPOMS
<u>Isolated Serious Incident</u> <ul style="list-style-type: none"> - Removed from the area. - Refer immediately to SLT or Pastoral team investigation. - After School Detention with SLT. - x3 Discipline points. - Parents meeting. - Further investigation carried out could lead to additional sanction(s). 	Isolated Serious Incident Towards another person (including staff) or property (belonging to someone else, including school property). Teacher to use professional judgement and record incident on SIMS / CPOMS

Accumulation of 'behaviour' discipline points within a single term

We always aim to support pupils in overcoming difficulties and the following table lays out strategies that we will use to intervene if pupils accrue a number of discipline points within a single term.

All points are tracked on a daily basis by the Pastoral Lead, with regular intervention taking place throughout the term. The Pastoral Lead will also keep all other teachers informed at every stage.

Discipline Points accumulated (1 term)	Outcome
x3 points	Supportive meeting with Pastoral Lead to help with current issues/concerns
x5 points	Challenge card (2 weeks) Targets designed by pupils and agreed with Pastoral Lead. Pastoral Lead daily signature of Challenge Card First formal contact with parents in writing.
x7 points	Contact with parents (by telephone) to arrange meeting with parents After School Detention with Pastoral Lead
x10 points	Parents contacted by phone and meeting arranged with Deputy Head and Pastoral Lead After school detention with SLT Pupil Conduct Report (ongoing) – Targets created by the Pastoral Lead / Deputy Head Parents must sign Conduct Report every day
x12 points	Removed from Circulation (max 3 days)
x15 points	Fixed Term Exclusion (max 3 days) Parental meeting with the Headteacher and Deputy Head.

Academic Discipline Points - Subject equipment / kit and homework (Y7 – Y11 only)

Equipment

- Pupils are expected to have the **required equipment and kit for their lessons**, as detailed in the parent handbook and communicated by class teachers.
- If x5 discipline points are accumulated for a **lack of equipment** across a range of subjects, within a term, the pupil will have a supportive meeting with the Pastoral Lead. This meeting will be communicated with all staff.

Homework

- All homework set, must be completed.
- Failure to complete homework by the stated deadline, will result in x1 Discipline Point and a second 24 hour deadline set.
- Failure to complete homework after second deadline (24hrs after original deadline), will result in a subject lunchtime detention run by the subject teacher or Head of Department. The detention will last until the homework is completed to the expected standard (for that pupil).
- Failure to bring an exercise book in when it should contain homework is to be entered as non-completion of homework.
- If x3 discipline points are accumulated for missing / poor homework (from a range of subjects), within a term, then the pupil will have a supportive meeting with Deputy Head (Academic) to help with current homework issues. This meeting will be communicated with all staff.

- If x5 discipline points are accumulated for missing / poor homework (from a range of subjects), within a term, then the pupil will have a lunchtime detention (missing entire lunch time) with a member of SLT – parents informed.
- If x10 discipline points are accumulated in any one term for missing / poor homework then the pupil will have an after school detention (1hr 10mins) with the a member of SLT – parents informed.
- All points are tracked on a daily basis by the Pastoral Leads (KS3 & KS4) and pupils of concerned are passed onto the Deputy Head (Academic).

Issuing / Accumulation of ‘academic’ discipline points within a single term

Infringement	Number of Discipline Points	Sanction
Lack of equipment / PE Kit (item)	x1 point	Verbal encouragement to not forget again
Accumulation of ‘academic – equipment’ discipline points within a single term		
x5 points for equipment accumulated in any one term (across a range of subjects)		Supportive meeting with Pastoral Lead to help with current issues. This meeting will be communicated with all staff.
Homework – Issuing of Discipline Points		
Poor / incomplete homework or No Homework – 1 st deadline missed	x1 point	24 hour completion deadline set
No Homework – 2 nd deadline missed (24 hours later)		Lunchtime Detention (homework to be completed) with subject teacher or Head of Department
Accumulation of ‘academic - homework’ discipline points within a single term		
X3 points for homework accumulated, across a range of subjects, in any one term.		Supportive meeting with the Deputy Head (Academic) to help with current issues. This meeting will be communicated with all staff.
X5 points for homework accumulated, across a range of subjects, in any one term.		Lunchtime Detention with the Deputy Head (Academic) Parents informed
X10 points for homework accumulated, across a range of subjects, in any one term.		After School Detention with member of the Deputy Head (Academic) Parents informed
Continued issues will result in a Head Teacher’s Academic Performance meeting with the Deputy Head (Academic), parents and parents.		

In response to major breaches of discipline such as physical aggression, deliberate damage to property, stealing, leaving school premises without permission, severe and persistent bullying, online or digital bullying, verbal abuse and persistent disruptive behaviour in class the following table will be used as a framework for decision-making and the final decision will always be at the discretion of the Headteacher.

SERIOUS INCIDENTS – WHOLE SCHOOL

**** (Please note - On all serious incidents, the Head will use his/her discretion when issuing any sanctions. Below are guidelines, which will be considered. However, each incident will be investigated and a suitable sanction decided, based on all the evidence collated and any known previous information (e.g. other known infringements)**.**

Infringement	Level	Sanction	Example
Damage (vandalism) of school property (deliberate, or as a result of poor behaviour)	Level 1	Immediate internal isolation (1, 2 or 3 days), parents contacted charged for any damage or repairs/replacement.	Single incident Vulgar/explicit graffiti written on school property. Stealing of school / someone else's property.
	Level 2	Immediate external suspension (1, 2 or 3 days), parents must collect.	Single incident - deliberate damage to school property (which incurs an extreme cost to the school or endangers school community members).
			Second incident in which the pupil has wantonly damaged school property. Second incident in which the pupil has stolen school property, or stolen property of another member of the school community.
Stealing of school / someone else's property.	Level 3	Immediate removal from school, followed by permanent exclusion at the discretion of the Head.	Single serious incident or repeat incident e.g. setting fire to school property. Third incident in which the pupil has wantonly damaged school property. Third incident of stealing school / someone else's property.
Assault, peer on peer abuse, aggression and foul language (including physical, verbal, emotional, racist, gender-based, homophobic or sexualised and cyber). As well as other discriminatory language or behaviour towards pupils or staff.	Level 1	Immediate internal isolation (1, 2 or 3 days), parents contacted and called in for a meeting.	Single incident, where it is established what has taken place.
	Level 2	Immediate external suspension (1, 2 or 3 days), parents must collect and attend a meeting regarding the incident.	Single incident (deemed more serious than Level 1), where it is established what has taken place.
			Second repeated incident.
Level 3	Immediate removal from school, followed by permanent exclusion at the discretion of the Headteacher.	Third repeated incident or serious incident (deemed more serious than Level 1 and 2), at the discretion of the Head.	

Infringement	Level	Sanction	Example
<p>Misuse of ICT, including mobile phones, laptops, online activity (including anything linked to bringing the school into disrepute)</p> <p>Please note Some conduct may constitute an offence under the Computer Misuse Act and the school reserve the right to contact the Police if it is deemed appropriate</p>	Level 1	Immediate internal isolation (1, 2 or 3 days), parents contacted and called in for a meeting.	Single incident where a child has accessed, viewed or distributed (without consent) personal (to someone else) / unsuitable / explicit material, which negatively impacts members of the school community, or the reputation of the school.
			Damaging the reputation of the school, or negatively impacting members of the school community by irresponsible ICT actions (e.g. fake social media accounts / school related meme's / misuse of the school contact email address).
			Single incident in which a child has tried to bypass IT security systems in school, such as hacking or password theft.
	Level 2	Immediate external suspension (1, 2 or 3 days), parents must collect and attend a meeting regarding the incident.	Repeated incident (see above) involving ICT equipment
			Single incident (deemed more serious than Level 1).
	Level 3	Immediate removal from school, followed by permanent exclusion at the discretion of the Head.	Third repeat incident or serious incident (deemed more serious than Level 1 and 2), at the discretion of the Head.
Possession or consumption of cigarettes, alcohol and drugs or possession of weapons in school or on a fixture, residential or educational visit.	Sanctions ranging from internal isolation and parental meeting to permanent exclusion will be considered on an individual basis, at the discretion of the Head.		

It should be noted that, in most cases, the school's sanctions are used in a hierarchical manner. Where cases of serious misbehaviour are evident, the Headteacher reserves the right to use any sanction, including suspension and expulsion, without first using lower-order strategies.

Mobile Phones

Both parents and pupils sign the Digital Safety Agreement which states “*If I bring a mobile phone into school, I agree to hand it in at the beginning of registration and collect it at the end of the school day*” and “*I am not allowed to use my phone on school premises*”. Any breach of these rules is considered to be a serious disciplinary matter, and will result in the removal of all breaktimes for one full week. If there is any repeat of the offence, it will be necessary for both the pupil and parents to meet with the Head to discuss this further.

6 Suspension and Exclusion

- 6.1 The Headteacher reserves the right to suspend and expel pupils from the school. Suspension and expulsion will be dealt with in accordance with our Exclusion Policy.

7 Allegations of Abuse against Teachers and Other Staff

- 7.1 Allegations of abuse are taken seriously and dealt with in a fair and consistent manner that provides effective protection for the child and supports the person about whom the allegation has been made. All allegations will be dealt with in accordance with the Safeguarding and Child Protection Policy and Procedure. Every effort will be made to ensure confidentiality is maintained while an investigation is underway.

8 Complaints Procedure

- 8.1 If you are not happy with the way that you or your child is treated by any member of staff you should consider raising your concern informally in the first instance with the Headteacher. You may find it helpful to refer to our Complaint Procedure for guidance (available via the school website).
- 8.2 The Complaints procedure emphasises the importance of resolving any concerns informally and at the earliest possible opportunity. We expect our parents to share any concerns informally with us so that we can continuously improve the quality of education at our school. If as a parent/carer(s) your complaint is about exclusion from school for inappropriate conduct, please refer to the Exclusion Policy.

9 Monitoring and Evaluation

- 9.1 Each Headteacher is responsible for maintaining a behaviour log which includes instances of bullying.
- 9.2 The Headteacher is responsible for the implementation of this policy and for reviewing from time to time to evaluate its implementation and impact.
- 9.3 Headteachers report on behaviour and bullying at governance meetings. This forms the monitoring and evaluation function of the proprietor.
- 9.4 Where there are concerns regarding the school’s approach to dealing with behaviour, these will be explored by the Cognita Director of Education (DE).

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