



## Fulford School

# Behaviour Policy – Rewards and Sanctions

Last modified: September 2017

Fulford School seeks to promote high standards of behaviour and safety and of educational achievement among all of its students. We view the setting of clear expectations and acceptable boundaries as crucial to the personal and social development of our students in our care and in the promotion of their welfare. In the light of this we expect:

- All members of our community to show respect and courtesy towards each other
- Parents to encourage their child to show respect and to support the school's positive learning ethos including its Rewards and Sanctions Policy
- Staff to consistently use the Rewards and Sanctions Policy and the appropriate behaviour strategies outlined in this to support student learning
- All students and staff to act in accordance with the agreed Code of Conduct and school rules.

### The above expectations enable us:

- To celebrate the skills, talents, and contributions of our students to the life of the school
- To allow effective learning
- To create an ethos of security and respect
- To ensure a consistency of approach from all staff

As staff we are all accountable for the implementation and success of our agreed Behaviour Policy. Our actions affect each other. We all have the responsibility of maintaining good order in our school community. We implement this policy with due regard to individual student needs, race, religion and culture.

Because of the need to treat each case of misbehaviour on the basis of its own particular circumstances, it is necessary that the Headteacher should retain a wide measure of discretion when dealing with incidents. The Headteacher will take due regard of both the law and educational guidelines when reaching her decisions and will ensure these are reasonable and proportionate.

The Rewards and Sanctions Policy is implemented daily by all staff. The policy celebrates the skills, talents, and contributions of our students to the life of the school through the system of positive comments and consistently applied sanctions. The policy is communicated to students daily through the reward and sanctions flowcharts in classrooms, codes of conduct in classrooms and student planners. Parents can also access the policy through their child's planner and through written information communicated to them through the school's website.

The following policies underpin the Behaviour Policy and the use of rewards and sanctions:

- Safeguarding and Child Protection
- Anti Bullying Policy
- Special Educational Needs
- Inclusion

## In class

The planner is the central document to record positive and negative comments. It will assist form teachers and Heads of House with tracking on a weekly basis.

## Rewards

1. Departments use a stamp or good comment system to reward all aspects of behaviour that encourage positive learning. **This is to be recorded in the student's planner.**
2. When 5 stamps or good comments have been achieved a House point stamp will be awarded and should be recorded on SIMS by the form tutor. This may be recorded in the planner.
3. House points will be totaled and used to award certificates in assembly or form time.
4. Departments can add any motivational features they wish e.g. standard letter home or praise postcards.

## Guidance on use of stamps/good comments

Good comments/stamps are an important means of rewarding achievement, effort, participation and sustained improvement on an ongoing basis outside the formal end of year awards system. It is essential that the use of good comments/stamps are a feature of every lesson and that they are used equitably across different Year Groups, ability sets, genders and that they are awarded evenly over the course of the academic year. Good comments/stamps should be awarded regularly enough to encourage achievement, progress and participation yet sparingly enough to preserve their status and respect.

Use of good comments/stamps should be based on the following guidelines:

- Award for particular effort/achievement in tests/work in class/homework.
- Award for excellent participation or contribution in the class, form group or in wider school activities.
- Award for sustained improvement over a period of time in a particular area.
- Good practice would be to award no more than 10 good comments/stamps per homework per lesson and to award a slightly more for performance in the lesson itself. This will vary according to circumstance.
- Only in very marked circumstances should good comments be given to large groups or the entire class or should one student be able to gain more than one good comment/stamp in a single lesson.
- Where a student has performed particularly well you may wish to use a good comment rather than a stamp to suggest greater significance.
- Good comments should **not** normally be given for behaviour which merely reflects the school and classroom code of conduct e.g. not shouting out or bringing the right equipment or ingredients. Students experiencing these difficulties will be supported through our pastoral structure and may have an individualised reward programme.

House Awards assemblies occur at the end of each academic year. We have two formal Awards Evenings in the autumn term where all students who have taken examinations are invited to receive their certificates from a guest speaker. Awards are presented for a range of contributions and achievements.

## Sanctions

Using the Code of Conduct, draw the student's attention to the aspect not complied with and follow the procedures outlined below:

## The Sanction Ladder -a common approach to classroom management

Step	Offence	Consequence	Recorded	Dealt with by
1 – not compulsory	Breaking one of the rules of the Code of Conduct	Non recorded verbal reprimand		Subject teacher
2	Breaking one of the rules of the Code of Conduct	Asked to hand in their planner to the subject		Subject teacher
3	A further offence	Specific behaviour commented on in planner	In planner	Subject teacher
4 – not compulsory	A further offence	Moved within class/ sent out/ (max 5 mins)	In planner	Subject teacher
5	A further offence	A department detention with 24hrs notice	In departments and by a note in the planner	Departments
6	A further offence (which of the following consequences is now followed will require individual judgement)	*After school detention if the incident/behavior can be contained in the lesson **Use of on call rota to remove student to inclusion	Letter home through Student Support  Contact home by Student Support and incident resolved by SLT	Student Support Officers/SLT
Other	A failure to attend departmental detention	After school detention with 24hrs notice	Letter home through Student Support	Curriculum Leaders informing Student Support for recording and action.

### Detentions

The use of detentions in class is documented above and these also operate as a sanction for misbehaviour around the school site. Parental consent is not required for detentions but in most cases a courtesy of twenty-four hour notice applies for after school detentions.

### Confiscation and the power to search

Valuable electronic devices, dangerous items or those likely to offend should not be brought to school. If seen, the Headteacher has delegated powers of confiscation of these items to staff with protocols for their safekeeping. Items will be kept in the school office for collection by parents.

Searching students' property and lockers is only done with good reason in order to maintain safety or uphold the School Behaviour Policy. Care is taken when conducting a search by searching with two adults, with at least one of the same gender. In rare circumstances the Headteacher can direct staff to search without consent for items such as weapons, alcohol, illegal drugs and stolen items, although where possible this will be done by the police. Weapons and illegal drugs will be handed over to the police.

## Positive Handling- The Use of Reasonable Force

Staff have the power to use reasonable force to prevent students committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline in the classroom. Fulford School has a team of staff who have received training in Team Teach methods that encourage de-escalation of challenging behaviours. Members of the Senior Leadership team and designated Reactive Support Officers can be called on, where possible, to provide positive handling for any student.

## Exclusion

Regrettably, the power to exclude students is essential in certain circumstances. Full details of exclusion procedures are contained within the Exclusion Policy. Use of exclusion will be subject to:

- Clear indications in any code of conduct laid down by the Head as to the class of offences exclusion will normally be used for
- That the use of exclusion will be reasonable and proportionate
- That the Head will devise strategies to minimise the use of exclusion
- That the support of the LA and the Behaviour and Attendance Partnership will be sought for students who are not making progress with their behaviour.
- That the Head will proceed in accordance with the principles of natural justice in exercising his powers to exclude

## Student Conduct outside school

The Headteacher has a statutory power to discipline students for misbehaving outside of school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate students' behaviour in these circumstances" to such an extent as is reasonable." Fulford School's Behaviour Policy applies when the student is:

- Taking part in any school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way is identifiable as a student of Fulford School

Or any mis-behaviour at any time that:

- Could have repercussions for the orderly running of the school; or
- Poses a threat to another student or member of the public; or
- Could adversely affect the reputation of the school.

## Co-operation with Other Institutions

The Head will co-operate with other institutions, formally and informally, to find ways, where possible, to improve students' behavior by placement elsewhere than on the school site, either permanently or for short periods. The powers of the governing body to direct a student for full-time education to other sites is delegated to the Headteacher.