



MOUNT

ST MARY'S | BARLBOROUGH HALL

Recognition, rewards and sanctions

ISI Regulatory Code – 9a

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Linked Policies: Behaviour Management, Anti-Bullying Policy

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Recognition, Rewards and Sanctions

This policy covers the ways in which staff can reward good pupil behaviour and respond to poor pupil behaviour. And, offers a summary scale of levels of rewards and sanctions the school uses when dealing with pupil behaviour.

INTRODUCTION

Mount St Mary's College, in order to bring about 'an improvement in living and learning' seeks to become a community of character. That is, one where our pupils' characters are formed through a shared set of expectations about behaviour, aims to encourage pupils to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the school. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life- long learners.

We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

This policy should be read in conjunction with the documents of:

- Anti-Bullying Policy which includes Cyberbullying
- Behaviour Management Policy
- Discipline and Exclusion Policy
- Use of Reasonable Force Policy

Appendices One and Two contain the rewards and sanctions for the boarding community.

The Golden Rules

All staff and students at Mount St Mary's are governed by our 3 'golden' rules:

1. We conduct ourselves with **respect**: respect for ourselves, respect for others and respect for our environment.
2. We hold dear the Ignatian principles of **compassion** and **care**: we always seek to understand the difficulties others may be facing. We are sensitive to the needs of others and we try to help in any way we can.
3. We strive for the **Magis**: in all things, at all times, we have high standards in all that we do and

we push ourselves to be the very best we can be - for the Greater Glory of God (**AMDG**).

Encouraging Good Behaviour

The focus of all staff at the school is on encouraging good behaviour at all times. We do this firstly by modelling such behaviour ourselves, seeking to be calm and consistent in how we behave towards our students and by recognising good behaviour when we see it. As we seek to inculcate virtuous behaviours in our students we are focused more upon recognition than 'reward' in a material sense as this is a better method of engraining a change in behaviour.

We are explicit in the behaviours we expect from our pupils. The most simple and memorable expression of this is in the 'Golden Rules' and all staff will refer to this when discussing behaviour with pupils. The pupil code of conduct gives precise guidance in issues such as dress, equipment for lessons etc. The Jesuit Pupil Profile expresses clearly our ambitions for our students and we focus each half term on a particular pair of virtues in order that our students understanding grows throughout their time in the school.

Staff at the school will be relentless in seeking opportunities to recognise and acknowledge students who are 'caught doing the right thing'. This will often be as simple as saying 'well done' or 'thank you for...'. Each classroom has a 'Recognition Board' on which the names of those students who have exhibited excellent behaviour will be noted each lesson. This may be followed up by a merit, an e-mail or postcard home or other forms of recognition as appropriate. We greet our students cheerfully and individually at the start of each lesson, thus establishing a positive tone at the start of every lesson for every student. In Seeking the magis we are explicit in detailing excellent learning behaviours and their connection to the Jesuit Pupil Profile – this is most visible in the posters displayed in our classrooms, but is further reinforced by the behaviours we recognise and reward.

Rewards

Merits: awarded by subject teachers for significant effort and top quality work or performance. Parents can see merits on the Parent Portal and when key thresholds are reached a certificate is awarded in assembly and a letter is sent home.

Heads of Line Praise: notable achievements of an academic and non-academic nature may be commended by way of a note to a pupil's head of line who can refer to the achievement in a House assembly or by directly offering congratulations to the pupil

Assemblies: where a student has achieved excellence in any aspect of life, inside or outside of school, we would seek to acknowledge this in whole school or year group assemblies as appropriate. School assemblies each Friday acknowledge sports results and performances, achievements in music and the completion of scholarship projects, for example.

Contact with Parents: all staff seek to share good news with parents as often and as quickly as possible. Merits are available to parents, but staff are encouraged to use e-mail or post-cards as a means of sharing the good news.

Monthly Magis Much: those students who have exhibited excellent behaviour may be nominated by their teachers to join the 'Monthly Magis Munch' on a Friday break time in recognition of their

good behaviour.

Colours: these are awarded for representing the school in sport and music, but we will expand this to include other school activities in due course.

Prizes: In addition to Merit Awards, each year prizes are awarded as part of Grand Academy. This is an opportunity to recognise achievement throughout the school and across all of our activities.

Addressing poor behaviour

Whenever a member of staff witnesses poor behaviour it will always be acted upon. In many instances this will simply involve a 'quiet word' reminding the pupil of how they should behave and of their previous good behaviour. If this behaviour does not change or is of a more serious level the member of staff will speak to the pupil on their own and review their behaviour, asking the following questions:

- What has happened?
- What were you thinking at the time?
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done now to make things right?
- How can we do things differently in the future?

Poor behaviour in a lesson will be addressed by the subject teacher and Academic Subject Leader in the first instance, whilst the tutor and Head of Line will be kept informed.

Orange Slips: are a means of recording action taken when a pupil's behaviour has fallen below the standard expected. They are shared with the student's Head of Line, form tutor and parents via the parent portal.

On Report: given for being off site without permission, missing lessons, private study or activities such as games, CCF, music. It can also be used to monitor academic progress, punctuality and behavioural problems. A pupil is placed on report and is required to get the signature of each member of staff after each lesson or activity. A report also requires the signature of a parent or house-parent. The report can last for a day, a week or longer as determined by the pupil's head of line. The report must be shown to the head of line at regular intervals determined by the head of line.

Sanctions:

- a) **Letter of apology:** given when a teacher reports an offence of the behavioural type which does not warrant a Friday evening detention. The offending pupil is required to write a letter of apology to the member of staff or pupil which might be signed by the pupil's parents. Whilst this is listed under 'sanctions' it should be noted that the letter should be an outcome of a conversation as

outlined above, rather than simply an order enforced by a member of staff.

- b) Written punishment:** pupils may be asked to write an essay reflecting on their behaviour and suggesting better choices they could make in the future. NB - this does not replace a face-to-face conversation with a teacher although it may augment it.
- c) Academic Detention:** this takes place each day at lunchtime 1:00-1:30pm. The intention is to allow for immediate action to be taken when a pupil has not produced work or has produced work of an unacceptable standard. The pupil should always be told they are in detention and this must be accompanied by an Orange Slip. Teachers should refer to the detailed guidance regarding the mechanism for putting a student into detention.
- d) Exclusion from a lesson:** If there is persistent poor behaviour in a lesson it may be that the pupil is taken out of that lesson until the causes are addressed. This would be at the discretion of the Academic Subject Leader or Head of Line. In this case work will always be set and the pupil will be suitably supervised. This will only ever be used as a short term measure.
- e) Deputy Head's Detention:** this takes place on Saturday mornings from 9 to 12am. Pupils can be placed in a Head's detention by Heads of Line where their behaviour has been particularly poor. This sanction is used sparingly and should be considered quite serious. Twenty-four hours notice is given in writing to the pupil's parents.
- f) Behaviour Contract:** where a student has been consistently behaving poorly, or they have been involved in a major breach of a school rule e.g. involving the use of forbidden substances, they and their parents may be asked to sign a behaviour contract which will outline the consequences of any further such breach. This would usually occur after a suspension.
- g) Suspension and Exclusion:** a pupil may be suspended from School for a designated period of time, or excluded permanently, at the discretion of the Headmaster.

Sanctions will be applied proportionally, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

A pupil who is unhappy with a sanction should first speak to their form tutor, then consult their Head of Line and finally the Deputy Head (Pastoral). Parents and pupils should also note that if they have a concern or complaint regarding a sanction they have recourse to the school's Complaints Policy.

Rewards and Sanctions

As adults how we react to behaviour will influence the way in which pupils respond and behave. The table below offers a stepped approach to behaviour management. It is designed to promote consistency of response. Examples of inappropriate behaviour are given a level, then linked to possible rewards and sanctions.

Ultimately, every incident is unique and the context in which it has taken place, the previous record of the pupil and the effect of their actions will be given serious consideration. The table below acts as a guide to assist in this process.

All sanctions of Level 5 and above must be recorded on the pupil's file and in the serious sanctions log.

Level	Example of behaviour	Action
One	<p>Outstanding achievement or effort</p> <ul style="list-style-type: none"> This can be for any behaviour across the range of school activities, including: academic, artistic, musical, kindness 	<ul style="list-style-type: none"> Letter sent home to celebrate achievement and pupil meets with Headmaster to discuss success End of Term or Year Special Prizes
Two	<p>Consistent positive achievement</p> <ul style="list-style-type: none"> Consistent positive achievement Exceptional effort Outstanding improvement in test or grades Consistent positive attitude Excellent organisational skills Thoughtfulness to peers 	<ul style="list-style-type: none"> Letter sent home Head's of Line Praise Award of Colours Merit Award Monthly Magis Munch
Three	<ul style="list-style-type: none"> Success in individual and group competitions at whole school level A particularly good piece of work Positive behaviour in any area of the school 	<ul style="list-style-type: none"> Merits Stickers Comments on work Use of Recognition Board

Level	Example of behaviour	Action
Four	<p>Low level negative behaviour</p> <ul style="list-style-type: none"> • Low level negative behaviour • Lateness • Incorrect dress or equipment • Talking-out-of-turn • Off task • Poor effort/incomplete/missing homework • Rudeness 	<ul style="list-style-type: none"> • Managed by teacher • Verbal warning • Restorative Conversation • Note in Planner, signed and dated • Letter of apology • Homework detention
Five	<ul style="list-style-type: none"> • Repeated Level Four behaviour • Verbal or physical abuse of another student • Bad Language • Damage to property 	<ul style="list-style-type: none"> • Referral to ASL, Houseparent or Head of Line • On Report • Saturday Detention
Six	<ul style="list-style-type: none"> • Verbal/physical bullying • Use or possession of forbidden substances such as cigarettes, alcohol • Theft • Persistent poor behaviour 	<ul style="list-style-type: none"> • Behaviour Contract • Suspension
Seven	<p>Major infringement of school rules</p> <ul style="list-style-type: none"> • Theft • Possession of drugs/alcohol/weapons • Abusive behaviour towards a member of staff • Violence • Bullying • Fighting • Sexual harassment • Racist abuse • Damage to property • Persistent disruptive behaviour 	<ul style="list-style-type: none"> • Behaviour Contract • Fixed Term Suspension • Indefinite Suspension • Expulsion

Jesuit Pupil Profile

Pupils in a Jesuit school are growing to be . . .

Grateful for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others.

Attentive to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices.

Compassionate towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words.

Faith-filled in their beliefs and **hopeful** for the future.

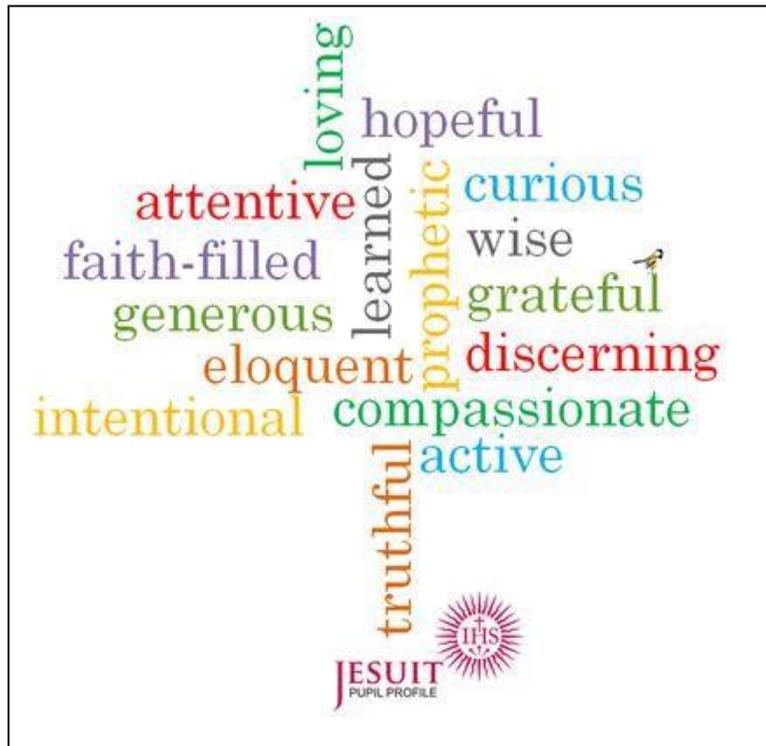
Eloquent and **truthful** in what they say of themselves, the relations between people, and the world.

Learned, finding God in all things; and **wise** in the ways they use their learning for the common good.

Curious about everything; and **active** in their engagement with the world, changing what they can for the better.

Intentional in the way they live and use the resources of

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Ad maiorem Dei gloriam

For the greater glory of God

the earth, guided by conscience; and **prophetic** in the example they set to others.

Rewards specific to the boarding side of school life will include:

Boarding House acknowledgement

- Awarding house points for positive behaviour
- On receiving 10 house points boarders will have the opportunity to choose a reward (rewards are age specific and are suggested by the house council) these can range from extra time before bedtimes, a later breakfast, an extra pub night for 6th form etc.
- Room of the Month award
- Boarder of the Month award
- Mention at Shrine prayers
- Letters to parents (from Houseparents, Head of Boarding)

Whole School acknowledgement

- Mention in House and School Assemblies
- Mention on the Headmaster's Notice Board
- Appearance in the Headmaster's Newsletter and on the website
- Letters to parents (from the Headmaster)
- Appointment as Head or Deputy Head of House
- House Prizes at Grand Academy

Sanctions for Boarders: Appendix Two

Level	Possible Offence	Suggested Action
1 - Staff Intervention and Sanction	<ul style="list-style-type: none"> • Lateness in House (eg registration, bed times) and other poor house discipline. • Disobedience in the House • Slovenliness in appearance and actions. • Poor use of co- curricular time. • Unkindness or unpleasantness 	<p>Dealt with by the member of staff on duty any sanction (early beds, clean up duty) will be logged in the house sanction book and referred to Houseparent. Staff will communicate action at the next handover.</p> <p>This can include</p> <ul style="list-style-type: none"> • Loss of privileges such as access to the tuck shop. • Early Breakfast – Pupil is to report at the start of breakfast (07:30) • Early reporting – Pupil is report to duty staff at 07:00 in uniform prepared for the day. • Early bedtime – Pupil is required to be in bed or in rooms earlier than routine timings. • House Community Service – Pupil is required to help the community through work for the good and betterment of the boarding house.
2 - House Gating and/or Community Service	<p>Repetition of the above Continued low level misdemeanours</p>	<p>Must be sanctioned by the Houseparent. Any sanction will be logged in the House sanction book and referred to Houseparent</p> <p>House gating (Maximum of 3 days)</p> <ul style="list-style-type: none"> • A pupil is required to ‘check in’ by the hour, between 7.30am and 10.00pm. Casual dress may not be worn, out of school visits are restricted, and access to the tuck-shop is suspended. • Community Service – Pupil is required to help the community through work for the good and betterment of the College.

<p>3 – 1st stage referral</p>	<p>Continued defiance and repetition of the above</p> <ul style="list-style-type: none"> • Smoking • Use of Alcohol • Gambling • Breaking curfew or bounds • Importing contraband • Theft 	<p>Must be sanctioned by the Head of Boarding. Any sanction will be logged in the Head of Boarding sanction book.</p> <p>House gating (Maximum of 14 days)</p> <ul style="list-style-type: none"> • A pupil is required to ‘check in’ regularly, between 7.30am and 10.00pm. Casual dress may not be worn, out of school visits are restricted, and access to the tuck-shop is suspended. • Individual action plan – privileges revoked on a case by case basis.
<p>4 – 2nd stage referral Notifiable Offences</p>	<p>Serious cases or repetition of the above</p> <ul style="list-style-type: none"> • Malicious damage of property • Fraud • Sexual activity • Use of legally permissible and/ or hard core pornography • Behaviour where a pupil is physically or verbally intimidated (bullying, physical violence, racism, sexism, homophobia, debedding, debugging, cyber bullying) • Improper use of telephone or computers to record, manipulate or transmit improper images • Improper use of electronic communication to send intimidating, threatening or otherwise improper messages and/or images • Improper use of the internet • Computer hacking and attempts to penetrate the firewall and security devices protecting the College intranet • Use of someone else’s account to send e-communications • Illicit use of a car by a student or illicit travel by a pupil in a car driven by another student or by an OB • Possession or use of tattooing or piercing machines. • Possession or use of Ouija board, or other paraphernalia or activities associated with the occult. • Serious indiscretions and Improper behaviour towards others • Involvement with controlled substances • Any other illegal activity 	<p>These ‘Notifiable’ Offences, are to be reported to and recorded by the Deputy Headmaster and Head of Boarding as soon as practicable.</p>