



Re-founded 1555

# Ripon Grammar School

*Helping shape the future since 1555*



## **Positive Behaviour and Rewards Policy** **Refer to the Ripon Grammar School Behaviour Pathway**

### **Aim**

The Behaviour Policy is central to the Aims and Objectives of RGS.

*The aims of this school are to achieve high standards of classroom education for all students, to provide a wide range of out of classroom activities and to maintain a disciplined and caring environment in which teaching and learning can take place within a stimulating and civilised atmosphere.*

*The pursuit of academic excellence is of prime concern, but we also aim to offer every student within the school an all-round education, developing a range of talents and skills. We aim to develop in students a sense of responsibility, a thirst for knowledge, a delight in activity and the ability to play a full and rewarding part in the community, both in school and beyond.*

### ***Aim of the behaviour policy***

- To maintain a disciplined and caring environment in which teaching and learning can take place within a stimulating and civilised atmosphere.
- Encourage students to take responsibility for their own actions and learning.
- To ensure a system of rewards sanctions and support that is consistently applied by students, staff, and support staff.
- Maximise quality learning time, creating a culture where achievement is valued.
- To ensure that managing behaviour is the responsibility of all school staff who have responsibility for students
- To provide a safe and secure environment in which bullying is dealt with swiftly and effectively so all students are able to thrive both academically and socially.

### ***Strategies to achieve objectives are by an effective system, which has:***

- Clear school-wide published standards of behaviour
- Clear, common referral system.
- Clear lines of responsibility.

### **The Referral System**

1. Aim to reinforce examples of good behaviour and good work by praise and rewards.
2. Aim to be assertive but non-confrontational – remain in control of the situation and follow the referral system.
3. Aim to challenge the behaviour not the student personally

## The Referral System: RGS Behaviour Pathway

### Ask, then warn – All Staff

#### Verbal Reprimand – S0 on RGS Behaviour Pathway

Staff should quietly reprimand the student, explaining what is wrong with the behaviour and suggest a more appropriate behaviour to the student.

Staff to state that a repeat of the misbehaviour will lead to a formal warning and sanction being imposed.

#### Examples:

- Student off-task or causing a minor distraction
- Talking out of turn in class
- Failure to complete work
- Late to lesson
- Minor uniform infringements e.g. poor appearance/not worn correctly/incorrect item
- Poor organisation
- Poor manners

### Stage S1 – All Staff

#### Formal Warning – S1 on RGS Behaviour Pathway

Disruptive behaviour, poor work, repeated SO behaviour after an informal warning.

State that a repeat of the misbehaviour will lead to a sanction being imposed.

Staff to issue a formal warning and **record as S1 on BROMCOM/SIMS**

#### Examples: Staff imposition

- Reprimand
- Move student in class
- Staying behind after class to discuss the incident
- Confiscation of item causing distraction
- Teacher to detain student at break or lunchtime
- Piece of writing – a reflection re: inappropriate behaviour
- 15 minute report back to teacher

### **Stage S2 – All Staff**

#### **Repeat of S1/More serious disruptive behaviour or poor work**

#### **No improvement in behaviour / record S2 on RGS Behaviour Pathway**

Class teacher to inform Head of Department of issue with student and consult re: sanction.

#### **Heads of Department may:**

- Place the student in **department** lunchtime/ after school detention.
- Issue the student with a **departmental progress report**.
- In consultation with the class teacher contact the student's parents/guardians regarding subject work. HOS must be consulted regarding contact with home and a record of contact entered on Bromcom/Sims.
- In consultation with the Head of School withdraw the student for a fixed term period and place in alternative teaching group.
- If the student has attended two departmental detentions, they should be referred to the Thursday HOS evening detention.

**Escalation to S4 Behaviour Pathway** if a student persists in disrupting the class and ignores the teacher's instructions, send a trustworthy student to the HOD or member of staff in an adjacent room for assistance. Request that the student be placed in the HOD room until the end of the lesson. The class teacher must set work.

***In cases of extreme disruption, contact reception who will send for HOS/SLT.***

### **Stage S3 – Head of School**

#### **Breaking school rules and repeated S2 behaviour**

***HOD may, in consultation with HOS, refer students to After School Detention (Thursday) having followed guidance in Stage S2.***

It is expected that a student will only reach stage S3 when a number of sanctions have been used, which have not resulted in a modification of behaviour or there has been a serious breach of discipline.

- Student behaviour is considered dangerous towards themselves or others.
- Persistent bullying and/or assault – refer to bullying policy.
- General deterioration in behaviour/ persistence in poor behaviour despite previous sanctions.

#### **Head of School may:**

- Issue a weekly progress report.
- Contact the student's parents. If necessary arrange a meeting to discuss issues.
- Withdraw the student from lessons for an agreed period of time, with the permission of a deputy headteacher.
- Place the student with a senior member of staff.
- Draw up a pastoral support programme – seeking external agency support.
- Take advice from DH Pastoral on internal and fixed term exclusion.
- Meeting with parents must take place.

### **Deputy Head (Pastoral)**

#### **Stage S4 – Serious forms of disruptive behaviour and repeated S3 behaviour**

##### ***Removal from lesson to HOD or SLT duty staff must record on SIMS/BROMCOM***

- Fighting or violence towards another student
- Defiance of a member of staff
- Verbal abuse of a member of staff
- Serious disruption to lesson
- Serious bullying [including mobile phone use]
- Theft
- Missing a number of lessons without a valid reason
- Bringing the school into disrepute
- Failure to attend a Thursday HOS Detention

##### **Students to attend Friday DH After School Detention**

- Automatic after 2<sup>nd</sup> Thursday HOS Detention
- HOS communication with parents in consultation with Deputy Head (Pastoral)
- Issue behaviour contract and meeting with parents
- DH to consult with Headteacher re: internal exclusion

### **Headmaster (Deputy Headteacher)**

#### **Stage S5 - Fixed Term Exclusion/Permanent Exclusion**

##### **Serious incidents and repeated S4 behaviour**

- Unprovoked assault
- Dealing/distribution of illegal drugs.
- Other serious misbehaviour.
- Being in possession of an offensive weapon
- Other serious misbehaviour which continues to disrupt education of self and others
- Confiscation of inappropriate items. Heads of School, Heads of Boarding Houses and SLT are sanctioned to confiscate inappropriate items. Please refer to the document "Screening, Searching and Confiscation advice" ref Feb 2014 DFE

Only the Headteacher or Deputy in his absence can sanction a fixed term exclusion.

Permanent exclusion can only be sanctioned by the Headteacher/Deputy in the absence of the Headteacher

- The Head of School/Deputy Head of School to collect report forms, witness statements and other evidence.
- Contact external agencies if required.
- Relevant documentation must be issued to parents. All parents have an automatic right of appeal to the governors.
- The Governors' disciplinary panel will be involved for exclusions of 15 days or more.

### **All Staff**

#### **Dealing with Pastoral Issues:**

- Students should be asked to remove items of inappropriate uniform and jewellery.
- Mobile phones can only be used before 8.45am and lunchtimes in the dining room to check for messages (please refer to the mobile phone protocol). If students persist in wearing inappropriate items or using equipment, the item should be confiscated and passed to the relevant Head of School.
- The student must report to the Head of School before leaving school in order to collect the confiscated item.
- Students found smoking or using e-cigarettes should be sent to the appropriate Head of School.

### **All Staff**

#### **Registration:**

- Registration should be a positive experience. This is an opportunity to praise the contributions of students via notices.
- Please ensure all students are properly dressed and they sit and behave in an orderly manner.
- Form tutors have responsibility for ensuring registration is properly conducted and follow guidance in the staff handbook.
- The form tutor, who may wish to take advice from the Head of School, should deal with minor pastoral problems.
- When leaving registration all students should be properly dressed and encouraged to move swiftly to assembly or their next lesson.

#### **Form Tutor**

The form tutor should monitor their form's behaviour and rewards on Bromcom, and when necessary, refer the student to the Head of School.

For example:

- Receiving more than three lunchtime detentions in a half term period
- Receiving complaints about homework/classwork from staff
- Causing disruption to the teaching and learning of other students
- Continually not wearing uniform correctly
- Wearing inappropriate jewellery
- Bullying

### Dealing with Behaviour: Head of Department

Will deal with incidents within their department/teaching groups and ensure all departmental behaviour issues are recorded using the Bromcom/SIMs system.

- Classwork/homework
- Refusal to follow instruction in class
- Rudeness to others in class
- Not having the correct equipment in the lesson
- Persistent low level disruption of learning

### Guidelines – Department Detentions

- The behaviour of students in lessons and the quality of work they produce are initially the responsibility of the Head of Department.
- Such matters must be referred to the Head of Department concerned.
- Students may be detained by departments at break, lunchtime or at 4.00pm.
- If a student is detained after school, parents must be informed – a minimum 24 hours written notice must be given to parents.
- Department detentions can be employed as a sanction at S2.
- Whole-class or group detentions should be avoided.
- Record of a departmental detention must be made on Bromcom/SIMs and agreed by the Head of Department.
- If a student fails to attend a department detention on two occasions, the Head of Department must consult with the Head of School.
- If a problem persists, the matter should be referred to the appropriate Head of School.
- There is an expectation that departments will organise and run their own lunchtime/after school detentions. (Smaller departments may wish to group together.)
- The RGS Behaviour Pathway should be followed and **only HODs, in consultation with HOS, can authorise a student to attend 'After School Detention' on Thursday**. Detention cards will be replaced by an electronic email in due course.

### Procedure for Departmental Detention

- The class teacher in consultation with HOD must enter the department detention on Bromcom/SIMS. Full details re: reason for the detention must be entered and coded.
- Parents should be informed of their child's detention by a note in the student's planner/email on Bromcom. In time, Bromcom will enable parents to track their child's detention record remotely.
- If a department opts to run an after school detention, parents must be given a minimum of 24 hours-notice of the detention on a specific date and confirm via the child's planner/Bromcom email, that they are aware of the detention.

## **Dealing with Pastoral Issues: Head of School**

The Head of School becomes involved at stage S3, when monitoring indicates an individual student is causing problems across a number of departments. He/she should consider whether the behaviour under review gives cause to suspect that a child is suffering or likely to suffer, significant harm. Where this is the case, they should following the school's safeguarding policy.

The Head of School – will deal with a wide variety of referrals and will monitor behaviour on Bromcom/SIMs in consultation with form tutors and Heads of Department.

Outside classroom, for example

- Smoking/e-cigarette
- Disruptive behaviour outside the classroom
- Persistently wearing incorrect uniform
- Bullying
- Drug/alcohol related incidents
- Referral via HOD – cross-curricular problem

### **Head of School may:**

- Contact the parents by letter or phone.
- Arrange a parental meeting to draw up a behavioural agreement.
- Place student on whole school progress report.
- Place in pastoral lunchtime detention.

### **Incidents – serious disruption/fighting**

- Head of School to conduct investigation.
- Ensure witness statements are collected written by the student themselves, as soon as possible after the incident.
- Ensure a report form is completed.
- May contact outside agencies.

### **Head of School**

- May place student in 'After School Detention' on Thursday.
- In consultation with Deputy Head, place student in DH Detention.
- Withdraw from lessons with permission from Headmaster and in his absence a deputy headteacher
- Parents must be kept informed.

### **Guidelines – After School Detention (Thursday Evening in N2)**

- The Head of School has authority for 'After School Detention' and their agreement must be sought prior to a student being issued with an 'After School Detention' (Thursday).
- 'After School Detention' (Thursday) may be used for any serious or persistent breach of school rules or indiscipline.
- At **Stage S3** an 'After School Detention' may be employed.
- Detention takes place on Thursday evening from 4.00pm-5.00pm in room N2, and takes priority over other activities.
- Detainees should attend immediately after last lesson. They should present their detention card, duly signed by a parent/ Bromcom email to parent/guardian.
- HOD who, in accordance with the RGS Behaviour Pathway and consultation with HOS have placed student in 'After School Detention', must ensure that the class teacher has set appropriate work.
- Staff managing detention should ensure an appropriate working environment is established.

### **Procedure for an After School Detention (Thursday)**

- The Head of School must give parents 24 hours -notice on a specific date and a response should be made to the lower or upper school office by the parent.
- Should the intended date for the detention be unsuitable, contact must be made with the parents to re-arrange the date.



## **Ripon Grammar School Positive Behaviour and Rewards Policy**

The positive behaviour and rewards policy must also be considered with other school policies including:

- Searching and confiscation policy
- Anti-bullying policy
- The staff behaviour policy
- Special Educational Needs Policy

### **The power to discipline beyond the school gate**

- Ripon Grammar School students are ambassadors for their school and as such are expected to conduct themselves in an appropriate manner; wear their uniform with pride; be polite and courteous to members of the public and show respect to members of the school community and the wider community, whilst travelling to and from school and on school trips.
- Students' behaviour on buses to and from the school must be exemplary and akin to what is expected whilst in school.
- When school staff witness incidents beyond school of poor behaviour or when instances of poor behaviour are reported to the school, the relevant heads' of school will investigate and if deemed necessary, impose a relevant sanction on the students concerned.

### **The Power to use Reasonable Force and other physical contact - in extreme circumstances**

RGS staff are ***able to use reasonable force as a last resort or when students are in danger from harming themselves or a fellow student.*** Other measures as outlined in the 'Positive Behaviour and Rewards Policy' and should be taken prior to using reasonable force. The term ***reasonable force*** covers the broad range of actions that involve a degree of physical contact with students. Force may only be used either to '***control***' or '***restrain***'. For example, guiding a student to safety by the arm or to more extreme circumstances as breaking up a conflict or where a student needs to be restrained to prevent violence or injury. '***Reasonable in the circumstances***' means using no more force than is needed.

**CONTROL** means either ***PASSIVE PHYSICAL CONTACT***, such as standing between students or blocking a student's path, or ***ACTIVE PHYSICAL CONTACT***, such as leading a student by the arm out of a classroom.

**RESTRAINT** - means to hold back physically or to bring the student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention. Staff should always try to avoid acting in a way that might cause injury.

All members of staff have the legal power to use reasonable force.

### **When can reasonable force be used?**

- To prevent students from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances.

### **Examples of when the use of physical force might be used as a last resort:**

- Removal from a classroom, when a student fails to follow an instruction and all other sanctions have been employed.
- Disruption of a school event/trip/visit
- To prevent a student leaving a classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts others
- Prevent a student attacking another student or member of staff, to stop a fight

- Restrain a student at risk from harming themselves through physical outbursts.

### **The Use of Reasonable Force**

If reasonable force is used the following procedure must be followed:

*Ensure that the student is safe and in the care of a senior member of staff*

*Member of staff using reasonable force must inform member of the SLT as to the circumstances in which reasonable force was used as soon as possible verbally.*

*The member of staff must provide a written statement regarding the use of reasonable force as soon as reasonably possible to the time of the incident.*

*The student should be asked to provide a written statement of what happened prior to the member of staff intervening*

*If other students were present when the incident occurred, the HOS should request that they write a statement of what they witnessed.*

*The use of reasonable force must be recorded using the recording form 'Use of reasonable force'*

*Parents of the child should be contacted by the HOS or member of SLT and a decision regarding the student's welfare made. This may involve the use of a sanction, if appropriate.*

### **The following should be considered in the staff statement:**

- The student's behaviour and the level of risk presented at the time of the incident
- The degree of force employed
- The effect on the student or member of staff; and
- The student's age

### **Student Complaint**

- All complaints should be thoroughly, speedily and appropriately investigated by a member of the SLT.
- Where a member of staff has acted within the law, that is they have used reasonable force in order to prevent injury, damage to property or disorder - this will provide a defence to any criminal prosecution or civil or public law action.
- The onus is on the person making the complaint to prove that his/her allegations are true
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. SLT must refer to 'Dealing with Allegations of Abuse against Teachers and other Staff', where an allegation of using excessive force is made against a teacher.

### **Staff Training**

House parents employed in boarding are trained in the use of reasonable force. There are systems in place for recording instances when the use of reasonable force is necessary.

## **Positive Behaviour in the Boarding School**

The principles of the Positive Behaviour Policy apply in a similar way in boarding:

- Ask
- Warn
- Sanction

Staff should remember that the 'behaviour' is the issue not the child and staff must refrain from 'labelling' individuals.

Remember the children are 'at home' and it is the role of the houseparent to act as a 'parent' to the boarders.

***Fairness and consistency between team members is therefore key to achieving a happy and supportive environment.***

***Positive behaviour should be encouraged and children should be praised as and when it is appropriate.***

**Rewards** may be given in the form of 'house merits' but there must be ***an expectation that good behaviour is the norm. Refer to rewards section.***

**Sanctions**: as when a child is in the family home, so too in a boarding setting, when a child does not follow instructions or misbehaves a sanction may be given which is commensurate with the child's behaviour.

Examples of sanctions include:

- Reporting to the houseparent at a timely interval (e.g. every 15 minutes)
- Sitting outside house office/ staff flat – preferable for child to engage in work/reading
- Restricting access to the television/games station
- Going to bed early
- Getting up early
- Tidying dormitory
- Gating – i.e. not being allowed out in 'free time'
- Helping to clear up at the end of the meal/tidying the games/TV room
- Removal from an evening activity
- Assisting a member of staff whilst on duty
- Bedtime disruption – standing on corridor – time limited to 15 minutes in one period.

House parents have the responsibility of ensuring that the student fulfils the sanction and should seek the support of gap students/sixth form prefects in supervising the student.

***All sanctions must be recorded in the 'Sanctions Book' by the duty houseparent and periodically transferred onto the individual's record.***

### **Persistent misbehaviour**

If a boarder is given a sanction by a member of staff and continues to misbehave staff should refer the student to the Senior Houseparent/Deputy Headteacher who will decide on an appropriate sanction.

### **Sanctions for persistent misbehaviour include:**

- Detention on the administration corridor from 4.15pm- 5.30pm.
- Gating on consecutive evenings in a week plus an admin corridor detention.
- Removal of the privilege to participate in off-site activities e.g. rugby training or on-site extracurricular/boarding activity.
- The Senior Houseparent/Deputy Headteacher will communicate with parents if, a boarders' behaviour is deemed unacceptable and is not improving. Parents will be invited to a meeting in order to discuss persistently poor behaviour.

### **Serious instances of poor behaviour: e.g. smoking, drinking, bullying, absent without leave**

When children are involved in instances of poor behaviour, duty staff must always ensure that each child writes down their version of what has happened as soon as possible.

The children must not be allowed to communicate with one another whilst writing their version of events.

The houseparent should read each of the statements prior to speaking to individual students and if necessary, request assistance in interviewing students.

Houseparents must reflect on what they find prior to allocating an appropriate sanction. It may be necessary to consult with the Head of House or Deputy Head of House prior to issuing a sanction.

The Senior Houseparent must be kept informed and made aware of any sanction.

***Staff should always record any sanctions, no matter how minor, in the 'Sanctions Book' and an entry should be made in the electronic diary.*** Communication between staff is essential. Staff coming on duty must refer to the electronic diary and written records so they are kept informed. The diary must be completed prior to a member of staff going off-duty.

More serious matters must be referred to the respective Head of House who will keep the Deputy Headteacher informed.

The Head of House will inform parents of more serious instances of poor behaviour in consultation with the Deputy Headteacher.

**Incidents – serious disruption/bullying/breach of house rules e.g. alcohol; smoking; absent without leave**

- Senior or Deputy Senior Houseparent (SHP/DSHP) and houseparent (s) to conduct an investigation
- Boarders involved in incident to write statements – ensure no collaboration
- SHP/DSHP to interview students involved with assistance from houseparent (s) on duty.
- Ensure that the deputy headteacher (DHT) is kept informed.
- SHP to consult with DHT and HT – agree on an appropriate sanction and course of action.
- Inform parents of the incident and outcome of investigation, in the first instance by telephone, followed by a letter written by SHP or DHT.

***The DHT can be called upon to offer assistance at any stage in an investigation***

**Examples of more serious sanctions**

- Boarder is required to report to the Deputy Headteacher and work on the administration corridor between 4.15pm - 5.30 pm.
- Boarder is 'gated' i.e. not allowed to leave the school premises for a set period of time. Report to a member of staff at timely intervals.
- Exclusion from boarding – for a set period to be determined by the Headmaster/Deputy Head in consultation with the Senior Houseparent.
- Exclusion from the day school – refer to relevant policies
- Confiscation of inappropriate items; only the Headteacher may determine who has the power to search a student for inappropriate items. Please see the document "Screening, Searching and Confiscation advice" ref Feb 2014 DFE

## **Rewards Policy**

### **Principles:**

Scheme should be used to:

- To promote a culture of learning
- To promote high expectations of behaviour
- To acknowledge high standards of work or behaviour
- To foster a calm ethos
- To recognise significant progress
- To motivate students
- To encourage more effective target setting

Scheme should be transparent, easy to administer and complement the existing practice of commendations within the school.

### **Rewards in the Lower School**

#### **Practice:**

- A merit system whereby each member of staff will be encouraged to award merits for good work or significant achievements.
- Teachers who run extra-curricular activities may also issue merits for significant contributions and achievements.
- A merit will take the form of a stamp of the school crest. Each teacher will be issued with a self-inking stamper with a designated number identification.
- Merits should be stamped by teachers onto the merit cards issued to students by the Lower School Office.
- Certificates will be awarded - bronze, silver, gold and platinum. 10 merits for bronze, 25 merits for silver, 50 merits for gold certificate, 75 for platinum.
- Students claim their certificates from relevant Head of School. Certificates to be awarded at an appropriate assembly.
- Award of certificates should be recorded on school record card at end of term/year, and also will be recorded on SERCO information system.
- Letters will be sent to parents to inform them of the achievement of their child, once a certificate is issued.
- Additional merits can be achieved through form activities and form competitions.

#### **Criteria for award of merits**

Merits could be awarded for work, behaviour, significant progress or for outstanding contribution to extra-curricular activities.

Staff should be wary of awarding merits to students who routinely misbehave simply for behaving correctly. The merits though could be used to motivate such students by setting targets over a period of time (e.g. 5 lessons) to show sustained improvement.

### **Links with existing commendations system**

It would seem that the system of **merits** being proposed above would complement our **commendation** system in that whilst the merits are rewarded throughout the school year and can be related to behaviour and extra-curricular activities as well as for work, the commendation system is a **SUMMATIVE** assessment of the effort of all students across all areas of the academic curriculum. At the end of each reporting period, forms are awarded additional merits in proportion to the number of commendations received.

### **Rewards Policy in the Upper School**

#### **Practice:**

- Students will be awarded **achievement** badges bearing the school crest to celebrate high academic performance throughout the school year.
- Students will be awarded **endeavour** badges bearing the school crest to reward a consistently high level of effort throughout the school year.
- Badges to be presented by the Headmaster following the publication of the end of year reports.
- Co-curricular achievements (representing the school or performing as an individual in either a sporting or cultural capacity, or as a volunteer, in the wider community) will be acknowledged through the award of a certificate
- Award of badges and certificates will be recorded on Bromcom/SIMs information system.
- Students can be awarded with a 'Headmaster's Commendation' to celebrate exceptional work in individual subject areas.
- Headmaster will write to those students who did particularly well in external examinations (GCSE).
- Headmaster will write to students after reports issued to praise exceptional achievement/ attainment and effort.

## Sixth Form Practice:

- Commendation certificates are awarded to students at each examination point (three times a year) where effort grades are outstanding (all 1 grades) or very good (one 2 is acceptable alongside 1 grades for effort elsewhere.) Letters of congratulation are sent home to keep parents informed.
- The Headmaster meets with students whose performance in reports is outstanding to congratulate them.
- The Headmaster will write individually to students who have done particularly well in AS and A Level examinations.
- The Headmaster's Commendation is occasionally awarded for pieces of work which are identified as outstanding by subject departments.
- As in the other Key Stages, school colours are awarded by various departments to recognise and reward outstanding commitment and contribution (e.g sport / music / drama / technical etc.)
- 6<sup>th</sup> form privileges (*permission to sign out of school at lunchtime (U and L6<sup>th</sup> form); permission to go home after afternoon registration if there are no further lessons that day (U6); dedicated common room and social facilities including drinks machines (U and L6<sup>th</sup>)* are awarded on the presumption of high standards of work and behaviour (and can be rescinded on occasion where this is not the case.)
- Appointments to the post of School Prefect, Head Boy or Head Girl and Deputy Head Boy or Head Girl, as well as Head Boy and Head Girl in the boarding houses, are made during the summer of the Lower 6<sup>th</sup>, recognising leadership, commitment, reliability and contribution to the community.
- Outstanding performance at GCSE and at A level is rewarded by the presentation of book tokens at the annual 6<sup>th</sup> Form Prizegiving, alongside trophies or prizes for various subjects and extra-curricular activities – such as sport, music and drama, as well as for contribution to the community etc. Likewise, progress over time is recognised by Progress prizes which use ALPS information as evidence.
- Nominations for the Rank Foundation Scholarship arranged by Headmaster (for students who have been disadvantaged by circumstance.) which will be done whilst student is in the fifth form.
- A celebration evening is held for Upper 6<sup>th</sup> form students and their parents just prior to leaving to share a final farewell, and to celebrate their achievements and contribution to the school.



## **Rewards for students who are Boarders- merit system**

- Each evening, the houseparent on duty is able to award 3 merit marks to those students whom have made a positive contribution to the boarding house community.
- Merits will be recorded on a chart which is displayed in each house.
- At the end of each term, the 3 students with the maximum number of merits will be awarded an 'I tunes voucher' first place £20, second place £15 and third place £10

## **Whole School Celebration Events**

### **Lower School Boarding Prize**

In order to acknowledge the contribution that individual boarders make in each of the boarding houses, it is proposed that a prize be allocated to each of the boarding houses, girls and boys. The prizes would be awarded to those students who have made a sustained contribution to the boarding house community throughout the academic year.

### **Senior School Boarding Prize**

In order to acknowledge the contribution that individual boarders make in each of the boarding houses, it is proposed that a prize be allocated to each of the boarding houses, girls and boys. The prizes would be awarded to those students who have made a sustained contribution to the boarding house community throughout their time in the upper school (KS4)

### **Sixth Form Boarding Prize**

All sixth form students have the opportunity to apply for the post of 'House Prefect'. There are two prizes allocated to those students who have led the prefect teams in the boarding houses and made an outstanding contribution to the boarding community.

Prize for the Head Boy at School House

Prize for the Head Girl at Johnson House

References:

Behaviour and discipline in schools - Advice for headteachers and school staff - January 2016

Searching, screening and confiscation - Advice for headteachers, school staff and governing bodies - February 2014

Use of reasonable force - Advice for headteachers, staff and governing bodies - July 2013

Equality Act 2010 in respect of safeguarding and in respect of pupils with special educational needs

Policy reviewed by: Miss M J Murray

Last reviewed: June 2018

To be reviewed: Annually

