



## Ripon Grammar School

### Positive Behaviour and Rewards Policy

#### 1. Policy

##### 1.1 The Behaviour and Rewards Policy is central to the Values of RGS:

- Moral Integrity
- Kindness and Care for others
- Curiosity
- Aspiration
- Empathy
- Equality and Inclusivity
- Community Focus

##### 1.2 The Behaviour and Rewards Policy is central to the Vision of RGS:

- We establish a safe and secure school environment for both boarding and day students
- We recognise that physical and emotional wellbeing are the basis of success and individual flourishing
- We consistently pursue high academic performance within the context of a selective grammar school, including outstanding literacy, numeracy and oracy
- We provide a stimulating and world class educational environment- both curricular and co-curricular
- We ensure positive outcomes for life after school through our academic results, an emphasis on personal student development and supportive careers advice
- We value mutual and strong relationships between students and staff  
We recognise that all can play a role through individual leadership in whatever capacity We are a community school who see ourselves rooted in the local community and value strong links with our parent body
- We believe membership of the Ripon community is for life through a strong Old Riponian network

##### 1.3 Specifically, this policy aims to:

- Maintain a disciplined and caring environment in which teaching and learning can take place by publishing a school-wide standard of expected behaviour and a common behaviour pathway.
- Encourage students to take responsibility for their own actions and learning.
- Ensure that a system of rewards and sanctions is consistently applied by students, staff, and support staff.
- Maximise quality learning time, creating a culture where achievement is valued.
- Ensure that managing behaviour is the responsibility of all school staff who have responsibility for students
- Provide a safe and secure environment in which bullying (cyber-bullying), and peer on peer abuse is dealt with swiftly and effectively so all students are able to thrive both academically and socially.

#### 1.4 **Provision for SEND:** special educational needs and disability (SEND) code of practice

- RGS recognises its legal duty under the Equality Act 2010 to prevent learners with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the learner, in addition the school employs teaching assistants to support learner behaviours and interventions across the school.
- The school's Special Educational Needs Co-ordinator will evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.
- When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. (For example, Early Help, Social Care CAMHS, Education Psychology etc.)
- RGS will work with parents to create the support plan and review it on a regular basis.

## 2 Procedures

### 2.1 The Behaviour Pathway

The Referral System reinforces examples of good behaviour by challenging in an assertive but non-confrontational way the behaviour of the student.

Stage	Level	Examples [not exhaustive]	Actions
<b>S0</b> <i>All Staff</i>	<b>Verbal Reprimand</b> <i>'Ask, then warn'</i>	Student off-task or minor distraction in class  Failure to complete work Late to lesson  Minor uniform infringement  Poor organisation  Poor manners	<u>Staff to challenge student. No record on BROMCOM required.</u>  <ul style="list-style-type: none"> <li>Staff should quietly reprimand the student, explaining what is wrong with the behaviour and suggest a more appropriate behaviour to the student.</li> <li>Staff to state that a repeat of the misbehaviour will lead to a formal warning and sanction being imposed.</li> </ul>
<b>S1</b> <i>All Staff</i>	<b>Formal Warning</b>	<u>Repeat of S0 behaviour</u>  Disruptive behaviour  Poor work  Repeated S0 behaviour after an informal warning  Poor behaviour directed at another student (s) either face to face or online	<u>Staff to issue a Formal Warning and record as S1 on BROMCOM</u>  Staff may use the following impositions:  <ul style="list-style-type: none"> <li>Verbal Reprimand</li> <li>Move student in class</li> <li>Staying behind after class to discuss the incident</li> <li>Confiscation of item causing distraction</li> <li>Teacher to detain student at break or lunchtime</li> <li>Piece of writing – a reflection re: inappropriate behaviour</li> <li>15-minute report back to teacher</li> </ul>
<b>S2</b> <i>All Staff</i>	<b>Departmental Detention</b>  <b>HOY detention during school day</b>	<u>Repeat of S1 behaviour</u>  More serious disruptive behaviour  Very poor/no work  Repeated poor behaviour directed at a fellow student (s) –either face to face or online  Indiscriminate and casual use of language which causes offence e.g. swearing.	<u>Staff to issue a Detention and record as S2 on BROMCOM</u>  <ul style="list-style-type: none"> <li>Teacher to inform/consult with HOD</li> <li>Departmental detention</li> <li>Departmental progress report</li> <li>Contact with parents- in consultation with HOY and record of contact entered on Bromcom</li> <li>In the short term a student can be placed in an adjacent room or the HODs room. In case of extreme disruption SLT can be utilised- contact reception.</li> <li>Placement in alternative teaching group for a fixed period</li> </ul>

<p><b>S3</b> <b>Head of Year</b></p>	<p><b>Report/After School [Thursday] Detention</b></p>	<p><b><u>Repeat of S2 behaviour</u></b>          Breaking School Rules          Behaviour that is dangerous towards themselves or others          Bullying - refer to anti- bullying policy          Failure to attend a departmental detention</p>	<p><b><u>HOY to issue a Detention and record as S3 on BROMCOM</u></b></p> <ul style="list-style-type: none"> <li>• Issue a weekly progress report. Contact the student’s parents. If necessary, arrange a meeting to discuss issues</li> <li>• Withdraw the student from lessons for an agreed period, with the permission of a deputy head teacher</li> <li>• Place the student with a senior member of staff</li> <li>• Draw up a pastoral support programme – seeking external agency support.</li> <li>• Take advice from DH Pastoral on internal exclusion</li> </ul>
<p><b>S4</b> <b>Deputy Head</b></p>	<p><b>After School [Friday] Detention</b></p>	<p><b><u>Repeat of S3 behaviour or after 2<sup>nd</sup> HOY detention</u></b>          Serious forms of disruptive behaviour          Fighting or violence towards another student          Defiance of a member of staff          Serious disruption to lesson          Serious bullying online or face to face          Theft          Missing a number of lessons without a valid reason          Bringing the school into disrepute          Use of racist/sexist/homophobic language/ terms [not directed at an individual]          Failure to attend a Thursday HOY Detention</p>	<p><b><u>DH to issue a Detention and record as S4 on BROMCOM</u></b></p> <ul style="list-style-type: none"> <li>• HOY communication with parents in consultation with Deputy Head (Pastoral)</li> <li>• Issue behaviour contract and meeting with parents</li> <li>• DH to consult with Headmaster re: internal exclusion</li> </ul>
<p><b>S5</b> <b>Headmaster</b></p>	<p><b>Fixed or Permanent exclusion</b></p>	<p><b><u>Repeated S4 behaviour</u></b>          Serious incidents of poor behaviour          Unprovoked assault          Possession/dealing/distribution of illegal drugs.          Being in possession of an offensive weapon          Racist/sexist/homophobic language directed at members of the RGS community          Verbal abuse of staff</p>	<p><b><u>HM to issue Exclusion and record with NYCC and notify governors</u></b></p> <ul style="list-style-type: none"> <li>• HOY to collect report forms, witness statements and other evidence. Contact external agencies if required</li> <li>• Relevant documentation must be issued to parents. All parents have an automatic right of appeal to the governors.</li> <li>• The Governors’ disciplinary panel will be involved for exclusions of 15 days or more.</li> <li>• Heads of School, Heads of Boarding Houses and SLT are sanctioned to confiscate inappropriate items.</li> <li>• Please refer to the document “Screening, Searching and Confiscation advice” ref Feb 2014 DFE</li> </ul>

## 2.2 Guidance on Dealing with Behaviour Matters

### 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 Year .
- The student must report to the HOY before leaving school in order to collect the confiscated item.
- Students found smoking or using e-cigarettes should be sent to the appropriate HOY

### Form Tutor

#### Registration

- Registration should be a positive experience. This is an opportunity to praise the contributions of students.
- Please ensure all students are properly dressed and they sit and behave in an orderly manner.
- Tutors should ensure registration is properly conducted and follow guidance in the staff handbook.
- The tutor, who may wish to take advice from the HOY, should deal with minor pastoral problems.
- The form tutor should monitor behaviour and rewards on Bromcom.
- The form tutor must engage and offer support to their tutees in modifying poor behaviour. When necessary, form tutors may refer the student to the HOY. For example:

Receiving more than three lunchtime detentions in a half term period

Receiving multiple complaints about homework/classwork from staff

Repeatedly causing disruption to the teaching and learning of other students

Continually not wearing uniform correctly or wearing inappropriate jewellery

### Head of Department [HOD]

The HOD will deal with incidents within their department/teaching groups and ensure all departmental behaviour issues are recorded using Bromcom

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

Inappropriate use of computers during lessons

Report the use of sexist, racist and homophobic language

Report sexual harassment and inappropriate behaviour towards peers

HOD may be remove student(s) from a lesson and place the student in a colleagues' classroom

If the student is causing significant disruption and their behaviour has a negative impact on others.

### Department Detentions [S2] Guidelines

- The behaviour of students in lessons and the quality of work they produce are initially the responsibility of the HOD.
- Students may be detained by departments at break, lunchtime or at 4.00pm. Parents should be informed of their child's detention by a note in the student's planner/email on Bromcom.
- If a student is detained after school, parents must be informed – a minimum 24 hours written notice must be given to parents.
- Whole-class or group detentions should be avoided.
- Record of a departmental detention must be made on Bromcom and agreed by the HOD.
- If a student fails to attend a department detention on two occasions, the HOD must consult with the HOY.
- There is an expectation that departments will organise and run their own lunchtime/after school detentions.
- The RGS Behaviour Pathway should be followed and ***only HODs, in consultation with HOY, can authorise a student to attend 'After School Detention' on Thursday.***

### Head of Year [HOY]

The HOY 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 follow the school's safeguarding policy. The HOY – will deal with a wide variety of referrals and will monitor behaviour on Bromcom in consultation with form tutors and HODs and will/may:

- Contact the parents by letter or phone and /or arrange a parental meeting
- Place student on whole school progress report
- Place in pastoral lunchtime detention
- May contact outside agencies
- Withdraw from lessons with permission from Headmaster and in his absence a deputy head teacher

- For serious incidents the HOY will conduct investigation, ensure witness statements are collected/written by the student themselves, as soon as possible after incident and ensure a report form is completed

#### **After School Detention (Thursday) Guidelines**

- The HOY has authority for 'After School Detention' and their agreement must be sought prior to a student being issued with an 'After School Detention'. 24 hours' notice must be served to the parents.
- 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 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 HOY 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.

#### **2.21 Guidance on RGS' approach to Restorative Justice**

- **Relationships** – the relationships between students, staff and students, school and home form the foundations of a positive and supportive community in which all students thrive.
- **Responsibility** – students have responsibility to contribute to their community and engender a sense of community amongst students. All students play an important role in creating Ripon Grammar School 21<sup>st</sup> century – a compassionate and caring community, in which all individuals are valued, able to learn, develop and thrive. The community must be committed to supporting one another irrespective of differences.
- **Repair** – we acknowledge that all people make mistakes but what is important to the community is that we acknowledge and learn from those mistakes. Students learn to accept responsibility and aim to rectify those mistakes. Reconciliation and reparation is an essential part of the behaviour policy. When an individual makes a mistake, we challenge the individual and by a process of education, endeavour to ensure the person understands why their behaviour is unacceptable to the community and the consequences of that negative behaviour on individuals and the community.
- **Reintegration** – the individual or group of perpetrators - must aim to reach out to their community and accept responsibility for their actions and endeavour to right the wrong.

#### **2.22 The RGS approach to the purpose of detention**

In order to ensure that students understand the consequences of their behaviour and the impact on others, detentions are utilised for the purpose of ensuring that the perpetrator understands why their behaviour is unacceptable and the impact of their behaviour on others. Students are presented with a range of work/ bespoke materials which encourage them to reflect on their behaviour. The member of staff supervising the student (s) will work with the student and discuss their responses to the materials. The aim is to ensure that the student is equipped with the knowledge and understanding to ensure that their negative behaviour is not repeated. We accept that all young people make mistakes; we want our students to learn from their mistakes and not repeat them.

## 2.3 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 HOY will investigate and if deemed necessary, impose a relevant sanction on the students concerned.

## 2.4 The Power to use Reasonable Force and other physical contact

### 2.4.1 Definitions

- 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. Reasonable force covers broad range of actions that involve a degree of physical contact with students. Force may only be used either to 'control' or 'restrain'. 'Reasonable in the circumstances' means using no more force than is needed.
- Types of 'reasonable force' are:
  - Passive Physical Contact* e.g. standing between students or blocking a student's path
  - Active Physical Contact* e.g. leading a student by the arm out of a classroom.
  - Restraint* e.g. physically bringing a student under control - 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.

### 2.4.2 When reasonable force can be used

- All members of staff have the legal power to use reasonable force to prevent students from hurting themselves or others, damaging property, or 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.

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

- Removal from a classroom after all other sanctions have been employed and student refuses
- 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
- Restrain a student at risk from harming themselves through physical outbursts.

### 2.4.4 Procedure if reasonable force is used:

- 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, followed by a written statement regarding the use of reasonable force as soon as reasonably possible to the time of the incident. 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
- SLT/HOY to obtain a written statement of what happened prior to the member of staff intervening
- If other students were present when the incident occurred, SLT/HOY 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 HOY or member of SLT and a decision regarding the student's welfare made. This may involve the use of a sanction, if appropriate.

#### 2.4.5 Procedure for a Student Complaint regarding use of reasonable force

- All complaints should be thoroughly and speedily 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.

#### 2.4.6 Staff Training:

- House tutors 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.

### 2.5 Positive Behaviour in the Boarding School

The principles of the Positive Behaviour Policy apply in a similar way in boarding: Ask, Warn, Sanction. Fairness and consistency between team members is the 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.

#### 2.5.1 The Boarding Behaviour Pathway

Stage	Level	Examples [not exhaustive]	Actions
<i>BO All Staff</i>	<i>Verbal Reprimand 'Ask, then warn'</i>	Late to roll call  Untidy room  Not following instructions	<u>Staff to challenge student. No record required.</u> <ul style="list-style-type: none"> <li>• Staff should quietly reprimand the student, explaining what is wrong with the behaviour and suggest a more appropriate behaviour to the student.</li> <li>• Staff to state that a repeat of the misbehaviour will lead to a formal warning and sanction being imposed.</li> </ul>

<b>B1</b> All Staff	<b>Gating/additional duties etc.</b>	<b>Misbehaviour</b> <b>Repeat of B0 behaviour</b>	<ul style="list-style-type: none"> <li>• Reporting to the houseparent at a timely interval (e.g. every 15 minutes)</li> <li>• Restricting access to the television/games station</li> <li>• Tidying dormitory</li> <li>• Gating – i.e. not being allowed out in ‘free time’</li> <li>• Helping to clear up at the end of the meal/tidying the games/TV room</li> <li>• Removal from an evening activity</li> <li>• Assisting a member of staff whilst on duty</li> </ul>
<b>B2</b> Housemaster/ Housemistress	<b>Gating/removal of activities</b>	<b>Persistent Misbehaviour</b> <b>Repeat of B1</b>	<ul style="list-style-type: none"> <li>• Gating on consecutive evenings in a week plus</li> <li>• Removal of the privilege to participate in off-site activities e.g. rugby training or on-site extracurricular/boarding activity.</li> <li>• The Housemaster/Housemistress 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.</li> </ul>
<b>B3</b> Head of Boarding	<b>Exclusion from boarding</b>	<b>Serious misbehaviour</b> <b>Smoking, drinking,</b> <b>Bullying,</b> <b>Absent without leave</b>	<ul style="list-style-type: none"> <li>• Exclusion from boarding 1-3 days</li> <li>• Confiscation of inappropriate items; only the Headmaster may determine who has the power to search a student for inappropriate items. Please see the document “Screening, Searching and Confiscation advice” ref January 2018 DFE</li> </ul>
<b>S5</b> Headmaster	<b>Exclusion from school</b>	<b>Behaviour in the boarding setting which is regarded so serious as to merit an exclusion from the school community – see S5 for examples</b>	<ul style="list-style-type: none"> <li>• Fixed or permanent exclusion</li> </ul>

### 2.5.2 Guidance for Boarding Staff

<b>House Tutors</b>
<ul style="list-style-type: none"> <li>• House tutors have the responsibility of ensuring that the student fulfils the sanction.</li> <li>• All sanctions must be recorded on the Sanctions Spreadsheet shared on OneDrive by the member of boarding staff issuing the sanction</li> <li>• If a boarder is given a sanction by a member of staff and continues to misbehave staff should refer the student to the Housemaster or Housemistress who will decide on an appropriate sanction.</li> <li>• Any sanctions requiring a suspension from boarding must involve Assistant Head teacher [Boarding]</li> <li>• 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.</li> </ul>

- The children must not be allowed to communicate with one another whilst writing their version of events.
- The house tutors should read each of the statements prior to speaking to individual students and if necessary, request assistance in interviewing students.
- House tutors must reflect on what they find prior to allocating an appropriate sanction. It may be necessary to consult with the Housemaster/Housemistress prior to issuing a sanction.
- The House master/mistress must be kept informed and made aware of any sanction.
- 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.

### Housemaster/Housemistress

- Housemaster/Housemistress and/or Deputies to conduct an investigation
- Boarders involved in incident to write statements – ensure no collaboration
- HSM/DHSM to interview students involved with assistance from house tutors (s) on duty.
- HSM to consult with AH [B] or HM – 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 HSM .

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

## 2.6 Rewards

### 2.6.1 Rewards are used:

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

### 2.6.2 Rewards in Years 7-9

- 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 HOY 7-9
- 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 HOY. 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 BROMCOM.
- 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.

### 2.6.3 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.

### 2.6.4 Rewards in Years 10-11

- 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
- 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.

### 2.6.5 Rewards in Year 12-13

- 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 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.)
- 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 Year 12 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 Prize giving, 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 Year 11.
- 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.

### **2.6.6 Rewards for students who are Boarders**

- Merits will be recorded on The Rewards spreadsheet available on Sharepoint
- Students receive a £10 Amazon gift card if they accumulate 10 merits in one term. Merits are reset each academic term.
- Whole school Prize giving- 6 prizes for boarders who have made a sustained contribution to boarding at Year 7-9, 10-11, 12-13 boy and girl. Prize for Heads of House.

## **3 Responsibilities**

### **3.1 Headmaster**

- Overall policy formulation and procedure
- Decisions regarding S5 Sanctions
- Awarding of commendations
- Awarding of School Officer positions

### **3.2 Deputy Heads**

- Implementation of policy
- Decisions regarding S4 sanctions

### **3.3 Assistant Head Boarding**

- Boarding Policy and procedure
- Decisions regarding B2-3 sanctions
- Awarding of boarding rewards/prizes

### **3.4 Heads of Department and Heads of Year**

- Decisions regarding S2-3 Sanctions
- Awarding of subject prizes
- Awarding of certificates and badges

### **3.5 All staff**

- Vigilance and application of S0 interventions
- Decisions regarding S1-2 sanctions
- Awarding merits

**Policy last reviewed 10/01/2022**

## Appendix 1

**This policy is based on advice from the Department for Education (DfE) on:**

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 – January 2018

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

Supporting learners with medical conditions at school

Timpson Review May 2019

Special educational needs and disability (SEND) code of practice