



Behaviour and Rewards Policy

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1. Introduction

1.1. Elizabeth College is a vibrant, civilised and courteous environment in which all members of the College community must feel respected and safe. All College students have the right to come to school every day knowing that they will be able to enjoy their day without someone else making their life unpleasant. They also have the right to enjoy their lessons without another student distracting the teacher from what he or she is trying to do.

1.2. The Behaviour and Rewards Policy aims to promote these two rights through the effective use of education, rewards and sanctions. Students are expected to be fully aware of the high standards of the College and to take full responsibility for their actions. Students learn most effectively in a well-structured environment where there are clear and high expectations of behaviour and clear consequences for unacceptable behaviour or poor work habits. These expectations are explained in the College Code of Conduct. Teaching staff must also be aware of the school systems and to use them effectively. It is the responsibility of all staff to promote good behaviour.

2. Rewards

- 2.1. The primary purpose of the reward system is to acknowledge effort and to communicate this to parents.
- 2.2. The second purpose is to develop intrinsic motivation. Students must not be dependent in rewards to work hard but should learn that working hard is beneficial in its own right.
- 2.3. There is also a degree of flexibility to reward the student who surprises or impresses with a good deed or excellent contribution and would benefit from recognition.
- 2.4. The reward system for Years 10 upwards will be different from the system for Years 7 to 9. In order to maintain a positive culture, it is expected that staff will devote more time issuing rewards than they do administering sanctions.



3. Summary of Rewards

1. Verbal praise, email, or postcards	<ul style="list-style-type: none"> For good work or considerate behaviour
2. Merit Awards	<ul style="list-style-type: none"> Acknowledge effort in all areas of College life To reward the student who surprises or impresses with a good deed or excellent contribution
3. Commendation Certificates	<ul style="list-style-type: none"> For students who produce outstanding examples of individual or sustained work These may be accompanied by a letter from the HoD to inform parents Presented in assemblies Grading commendations for improvement or sustained excellence in gradings Includes Sixth Form Commendations
4. Colours	<ul style="list-style-type: none"> Awarded in sport, drama and music in recognition of contributions over a sustained period of time and for particular achievements
5. Academic Prizes	<ul style="list-style-type: none"> Awarded in September in respect of the previous year's performance

3.1 Verbal praise, email or postcards

Verbal praise to reinforce good behaviour should be integral to good teaching. If you wish to communicate with home, phone calls, emails or postcards to parents are an effective way of encouraging students.

3.2 Merit Awards (Years 7 to 9)

Merits are awarded to acknowledge effort and to communicate this to parents. Merits need to be earned and must not be awarded for things that we expect our students to do as a minimum. Please use your professional judgement to determine levels of effort. To ensure a level of consistency and to maintain their value, it is important that all staff operate within the following guidelines.

- To ensure the currency is not devalued, a hard working student should be able to earn up to 10 merits per term per subject. This is not a hard and fast rule but is designed to give guidance to their value.
- You must never award a whole class with merits for good behaviour in a lesson; this is something we must expect of a class.

3.3 Administration of merits

- Subject Merit stickers are issued to teachers from the Vice-Principal's office.
- Non subject-specific stickers are also available for conduct that goes beyond the expected.
- Teachers should place a sticker in the student diary on the space for that day or in the teacher comment section for that week and initial or sign. It is suggested that teachers keep a record of who has received a merit, in order to monitor their fair distribution. Students should keep a running total of merits in the space provided each week in their student diaries.
- On achieving 10 merits, 25 merits, 50 and 100 merits students will receive a certificate and parents notified. On reaching each landmark, tutors verify the signatures and record this on iSAMS. They should alert the VPA's secretary, in order to receive a certificate.



Certificates are awarded as follows:

Bronze	10	Tutor records on iSAMS, Academic secretary organises certificate
Silver	25	Tutor records on iSAMS, Academic secretary organises certificate
Gold	50	Tutor records on iSAMS, letter home from VPA
Platinum	100	Tutor records on iSAMS, letter home from Principal

Heads of Year may wish to make a competition between the tutor groups in their year.

Each merit earns money to be presented to a charity of the year groups' choice. Bronze certificates and silver are awarded in HoY assemblies. 50 and 100 credits merit whole school recognition and winners are presented with a certificate by the Principal in the final St James Assembly of each term.

Years 10&11

Please focus as the main form of praise, although merit stickers may still be used if you wish. The merit stickers will not be used to work towards a certificate. Departments are encouraged to use commendations and to devise their own systems of reward. Contacting home using email or postcards is encouraged. Effort should be more intrinsic as the students are working towards their own goals.

3.4 Commendations (Years 7 to 11)

- For students who produce outstanding examples of individual or sustained work. They must not be given out to whole groups, for example, as a reward for finishing a project.
- Year 10 and 11 students should be particularly targeted for Commendations as the extended nature of the work in KS4 is often more appropriate for this reward.
- Commendations must be entered on iSAMS. The Academic Secretary will then produce the certificate to be signed by the tutor and HoY. HoY will present these in Year Assemblies.
- Heads of Department may send letters or cards home to reward exceptional work.

3.5 Sixth Form Commendations

Either exceptional individual pieces of work or for sustained work above expectations of judged ability e.g. each half term.

3.6 Grading Commendations (Years 7 to 11)

Up to 10 awarded in any KS3 or KS4 year for marked improvement to their previous grading based largely on the criteria judgements but also grades in relation to ability.

3.7 Colours

These are awarded in sport, drama and music in recognition of contributions over a sustained period and for particular achievements. Criteria for this award are listed separately.

3.8 Academic Prizes

These are usually awarded at the end of the Trinity Term in respect of the whole year's performance. Departments must be able to justify their choice by clear criteria. Prizes should not be split between students.



4. Sanctions

4.1 All staff should expect to teach and work in a civilized environment. This requires students to behave in a cooperative manner and respect the school rules. If this is not the case, then there may be a need for sanctions in order to encourage a particular student to reflect on their conduct and to change their behaviour. Tutors, teachers and HsoY must discuss the underlying causes of poor behaviour and support the student in bringing about an improvement.

4.2 Students must always understand why a particular sanction is used. Setting short-term targets should play a central role in seeking to change behaviour. Students need to know what they have to do in terms of improvement and be regularly guided toward this.

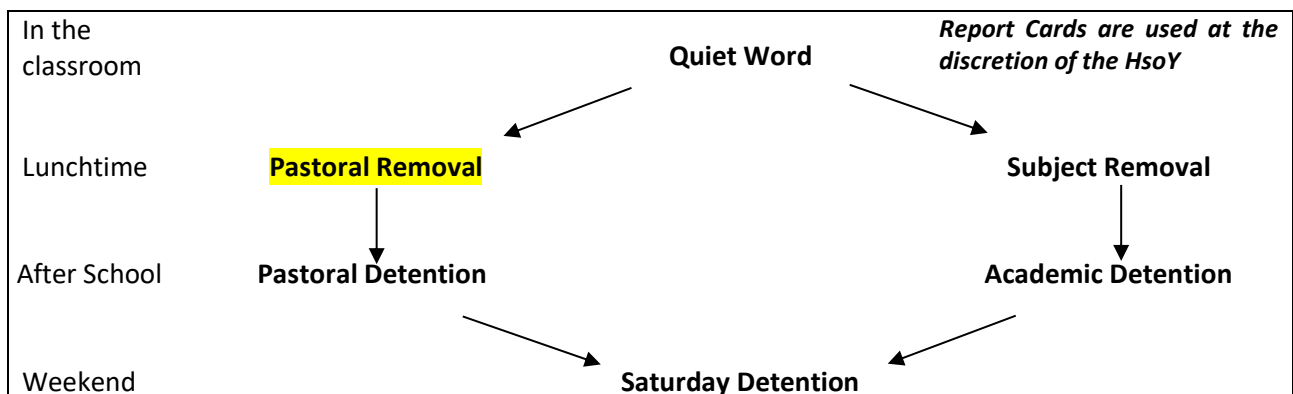
4.3 Report Cards

In certain situations, it may be necessary to place a student on Daily Report Card to closely monitor behaviour or to act as a supportive measure. In most instances it will be used to reinforce positive behaviour. Each Report Card will have 2 or 3 specific targets with a clear consequence (a Departmental or after-school Removal) if they are not met. There are two levels of Report Cards and parents will be informed at all levels. If a Head of Year Report does not lead to improved behaviour then the student may be placed on a Vice-Principal report, at the discretion of the HoY & Vice-Principal. Further failure to improve will be referred to the Principal.

1. Head of Year Reports
2. Vice-Principal (Academic or Pastoral) Report

4.5 Summary of Sanctions

Consistency is clearly important in applying the sanctions and it is recommended that teachers discuss any areas of doubt with the relevant HoY, HoD or the Vice-Principals. The framework below outlines the disciplinary sanction guidelines.



If a student is making it difficult to teach your lesson, even after a sanction has been issued, you may send a student to the front office. The front office will then inform the HoY and ensure that the student is supervised in the AJP Room. Ideally you send work for the student to complete. You must check with the office that they arrived. The HoY will follow this up and in most cases a student will be given an after school detention for causing disruption to learning. **There is always flexibility to address an individual's needs and special circumstances, outside of this framework.**



Please avoid repeated Daily Removals for the same offence. Instead discuss with your HoY or HoD alternative approaches. Often a different approach (report card, loss of lunchtimes altogether etc) is required if the threat of a Removal is proving ineffective.

4.6 Sanction Structure Years 7 to 11 (*The severity of an incident may result in entry at any level*)

This list is to serve as a guide for staff, students and parents. We recognise that this is far from exhaustive and encourage staff to gauge their actions according to their professional judgement, a “best fit” approach is recommended.

Level One

Warning – no immediate sanction

- Arriving late to class
- Lack of classroom equipment (Including BYOD)
- Incorrect uniform (no note of explanation)
- Talking in class
- Out of seat or not using it properly
- Running/pushing in corridors
- Offensive language aimed at other students in a non-aggressive way
- Missing homework deadline
- Talking in a test

Level Two

Pastoral Removal

- Repetition of low-level poor behaviour despite warnings
- Defacing or damaging exercise book
- Questioning staff decisions
- Interfering with others’ property

Subject Removal (Until work is complete)

- Poor quality work or little work produced
- Negative attitude towards lesson

Level Three

School Detention

- Offensive language in presence of staff
- Defacing or damaging a text book
- No work produced
- Gaining an unfair advantage in a test
- Challenging or arguing with staff (failure to follow instruction)
- Truancing from a lesson, tutor period or assembly
- Leaving school without permission
- Fighting
- Spitting
- Inappropriate internet search (proven)
- Misuse of Electronic device
- Serious misdemeanours or behaviour that prevents the class from learning when students need to be removed from the class and sent to the AJP Room.

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School Detention will also be given for any student receiving 3 or more Removals in any half term and will be set by the Heads of Year

Level Four

Saturday Detention

- Smoking
- Vandalism
- Truancy of more than 1 period

Saturday Detention will also be given for any student receiving 3 or more School Detentions in any half term and will be set by the Heads of Year

Level Five

Internal Suspension

- 3 serious misdemeanours or behaviour that prevents the class from learning when students need to be removed from the class and sent to the AJP in half a term
- Assault
- Dangerous behaviour
- Bullying of other students
- Verbal abuse of or offensive gestures to staff
- Theft

Any other offences that are judged serious by Heads of Year or SLT

Level Six

External Suspension

- Repetition of verbal abuse of or offensive gestures to staff
- Threatening staff
- Refusal to accept the discipline of the School
- Theft of school property
- Serious assault (including spitting)
- Persistent bullying
- Seriously endangering the health or safety of others
- Possessing or being under the influence of alcohol or drugs
- Possessing offensive items e.g. knives or BB guns

Any other offences that are judged serious by the Principal

Pastoral removal- 20mins

Subject removal- 20 mins (or until missed work is completed)

After school detention- single or double (30 or 60 minutes)

Saturday Detention- 1 hour minimum

4.7 Sixth Form Behaviour Management

On entry to the Lower Sixth every student signs a Sixth Form Contract. This details what is expected of them in terms of behaviour, work, appearance and punctuality. Should they fail to abide by the terms of this contract, the following escalating scale of actions will be applied:

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- Verbal warning
- Written warning to parents and possible attendance at a Saturday detention if persistent problems recur
- Meeting with student and parents, usually resulting in an Enhanced Contract
- Interview with Principal

The seriousness of the issue will determine which step of the scale is applied initially.

Failure to produce adequate work will normally result in loss of privileges, such as an increase in the number of Supervised Private Study Periods (Upper & Lower Sixth) or loss of Home Study (Upper Sixth). Failure to behave in the manner we expect of a Prefect would lead to the loss of that position. If appropriate a sixth former may be placed on a Report Card and the sanctions for Years 7 to 11 may also be applied.

Those students who consistently meet expectations will receive additional privileges such as fewer periods of Supervised Private Study or, for the Upper Sixth, Home Study.

5. Malicious accusations against a member of staff

The DfE's statutory guidance, 'Dealing with allegations of abuse against teachers and other staff' would provide the framework for dealing with instances of malicious allegations:

'Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).'

Appropriate support would be provided to the member of staff involved

Malicious, unsubstantiated or unfounded allegations must not be included in employment references.

6. Students with special educational needs/ disabilities

Allowances in the management of behaviour must always take into account a student's special educational needs or disability.

7. Support systems

7.1. There are a number of people in place to support students:

- tutors, Heads of Year, the College Chaplain, the School Librarian, the VPA and the VPP
- the School Nurse (with regular lunchtime drop-ins)
- the HUB (either via regular drop-ins in town or by appointment)

7.2. Welfare Concerns and Behaviour concerns list is update monthly by the Heads of Year and the VPP in order to monitor and support students.

7.3. Where appropriate, some students are allocated an adult member of staff as a mentor to act as an additional point of contact to their tutor.



7.4. Report cards (see parag. 4.3) are used to support students who are having specific behavioural or academic difficulties.

8. Liaison with parents & agencies

8.1. Parental communication is central to all issues of behaviour management. This is recorded through iSAMS.

8.2. Outside agencies also provide regular support. This includes the School Nurse service, the School Attendance Service, CAMHS and the HUB.

9. Transition

9.1. When students transfer to or from Elizabeth College, relevant pastoral and academic information is transferred.

9.2. The Head of Learning Enrichment attends the States SEND Transition days, liaises closely with the ECJS Learning Support Department and attends a special transition meeting with the Principal, Head of ECJS and the ECJS Head of Learning Support.

9.3. There is a close communication between the College and feeder primary schools and our own junior school with regards pastoral and academic issues. There is a transition day in June and also a parents evening to ensure the transition from Year 6 to Year 7 is as smooth as possible.

9.4. Heads of Year meet each June to discuss the transfer of students to a new Year group.