



BEHAVIOUR, REWARDS AND SANCTIONS POLICY

We believe that children develop best in a structured environment in which everyone, adults and children, know what is expected of them. Pupils must be free to develop their play and learning in a relaxed atmosphere but with clear parameters of acceptable behaviour. They should not be in fear of being hurt, mentally or physically, and should be able to develop self-discipline and self-esteem through mutual respect and encouragement.

At Rookwood, we emphasise the need for praise and rewards to reinforce positive achievements and good conduct but we are also aware that sanctions may be necessary and there is a clear procedure to guide this process. Throughout the school, pupils are expected to follow the school rules and maintain high standards of behaviour.

Consistent to the importance the school places on the close working relationship between staff and pupils, this policy emphasises the role of individual members of staff in the process. Staff are encouraged to respond to individual situations and give both verbal praise and verbal reprimands as the occasion demands. Senior staff will support colleagues where appropriate within this process.

We understand that children of different ages respond differently to rewards and sanctions and therefore our procedures are tailored to the different areas of the school. However, all cases of serious misbehaviour must be reported to the Headmaster as these may require a major sanction. Staff should refer to the Whole School section at the end of this policy for further guidance.

Corporal punishment will not be used in any part of the school and the purpose of any sanction employed will not be to humiliate the pupil in front of others.

If unacceptable behaviour is deemed to be bullying, then the school's Anti-Bullying Policy will be followed.

This policy should be read in conjunction with the Exclusions Policy.

SENIOR SCHOOL

Rewards

1. Teachers are encouraged to make use of informal opportunities including postcards home to praise and reinforce good work.
2. In Key Stage 3 pupils are awarded *Housepoints* for good pieces of work, for effort or for examples of good behaviour/helpfulness around the school. These are recorded in pupil homework diaries and totalled regularly, with the House Cup being awarded to the winning House each term.
3. Alongside Housepoints, in Key Stage 4 pupils are awarded Merit Slips for major pieces of work. Pupils are able to hand these in to enter a termly draw to receive a voucher or prize.
4. *Merits* are awarded for example, for larger pieces of work, for sustained effort over a period of time and for consistent improvement in either work or behaviour and are worth 20 Housepoints. When a pupil has received 100 Housepoints, they will be countersigned by the Headmaster or Head of Senior School. The pupil will be awarded a Commendation Certificate by the Headmaster and parents will be sent a card to notify them of their child's success.
5. At the end of each term, the pupil from each class who has been awarded the most Housepoints receives an *Achievement Certificate* at the final assembly of the term. At the end of the year, the pupil with the highest number of Housepoints will be awarded the Merit Cup which is presented at Prizegiving.

Sanctions.

1. Sanctions are given for unacceptable behaviour, disobedience, insolence, rudeness to others, and failure to complete work satisfactorily. Individual teachers respond to the initial incident with appropriate verbal warnings.
2. A teacher may send a pupil out of the room for a 'time out', but should look to integrate them back into the lesson as soon as possible, with an additional verbal warning. If an extended removal from a lesson is required, then this can be done internally by department or a member of the SLT will be called to remove the pupil. This will be recorded on Day Book.
3. Repeated incidents or single incidents of greater concern are dealt with by appropriate departmental based sanctions such as lunchtime or break-time detentions.
4. More serious incidents or repeated poor behaviour or unsatisfactory academic performance may result in an issuing of a subject or target based report card, which is checked daily by the tutor or Head of Key Stage. This results in a phone call to parents explaining the reason for this action. Additional sanctions, including after school detentions can be issued.
5. All incidents where a pupil has had a time out from lessons or a detention issued will be recorded on Day book and monitored by Key Stage leads, so that patterns of behaviour can be tracked.

Lower School

Rewards

1. Teachers are encouraged to make use of informal opportunities including postcards home to praise and reinforce good work.
2. Housepoints are used to reward pupils for excellent work, consistent good effort, helpfulness, kindness and to reinforce good practice. The points are then collected and counted by Mrs Holder on a Monday morning. In assembly on Wednesday, Bronze, Silver and Gold badges are awarded when the children have reached these house point milestones and the weekly and termly total for each house is announced. At the end of each term, prizes are given by the Senior House Captains to those pupils who have performed particularly well. The Housepoint Shield is awarded to the House with the most points.
3. A range of stickers and stamps is also used at the discretion of the teacher to reward good work.
4. Respect cards are given to children who are seen showing respect to their learning, to each other or to the environment. These are then awarded in assembly on Wednesday morning.
5. In Key Stage One, every week one pupil in each class is nominated for the Achievement Award and for the Good Citizen Award – their names are kept in a file and read out in the weekly Achievement assembly.
6. In the final assembly of each term, a Merit Certificate is presented to the pupil from each class in Key Stage 1 who has excelled either in terms of achievement, effort or improvement and six other awards are also presented and kept for one term – the Carley Certificate for Hard Work, the Pugsley Cup for achievement, the Langley cup for good citizen, the Sports shield, the Creative cup and the Handwriting cup. At the end of the year there is also a 'Reception Superstar' trophy for the child who has made the most progress throughout their first year of school.

Sanctions

1. Sanctions are given for unacceptable behaviour, disobedience, insolence, rudeness to others, and failure to complete work satisfactorily. The children are given a reminder that the behaviour they are displaying is not acceptable, they are then given a warning if the behaviour continues and finally they are given a time out card if the behaviour does not stop. If a child receives a time out card, they will then miss a short period off the next playtime. If a child receives two time out cards in the same week they will be referred to the department head and their parents will be informed.
2. Up to Key Stage 1 there are far fewer formal sanctions. In most cases, it will be sufficient to give a verbal reprimand which includes an explanation to the pupil of the reasons why his/her behaviour is unacceptable
3. Repeated incidents or single incidents of a greater concern are dealt with by appropriate departmental based sanctions which include:
 - lunchtime or break-time detentions.
 - Loss of privileges
 - Referral to departmental head
 - Consultation with parents

4. More serious incidents or a repeated poor behaviour or unsatisfactory academic performance result in a meeting with the Head of School or her deputy and parents may be invited in to join these conversations depending on the situation.

BOARDING

Rewards

1. Boarding staff are always looking for the positives in the boarders' behaviour and attitude in and around the boarding house. Verbally praising them at the time and, where appropriate, in front of others.
2. A daily points system is in place for the tidiness of each bedroom, and our Housekeeper awards these points. At the end of each term, the room with the most points is awarded cinema tickets.
3. When a boarder goes above and beyond what is expected of them, for example in order to help a member of staff or another boarder, they may be awarded a 'Get out of jail free' card. This is something which can be cashed in and 'counter-act' a future minor misdemeanour.
4. Throughout the week boarding staff make note of good deeds, kindness, politeness, good manners, and anything else that promotes a positive image within our boarding community. These actions are then mentioned in the weekly house meeting in recognition of those individuals and the 'Star of the week' is awarded a reward, such as an extended bedtime, a movie treat or a 'Get out of jail free' card.
5. At the end of each academic year, the Boarding House Cup is awarded. The Boarding House Cup is prestigious and is awarded to somebody who has consistently made a positive contribution throughout the year towards boarding.

Sanctions

1. Sanctions are given for poor behaviour, disobedience, insolence, rudeness, dishonesty, failure to complete house chores, being 'out of bounds', prep not completed, and for not complying with other house rules. Where appropriate, a verbal warning will first be given.
2. Repeated incidents will be dealt with by relevant sanctions. This includes, but is not limited to: short-term confiscation of electrical items if used after lights out, earlier bedtimes if disturbing others after lights out, and additional house chores. All these incidents are then recorded in the boarder's 'passport'.
3. Persistent infringements, or more serious offences relating to house rules may result in missing out on house activities. These incidents are then recorded in the boarder's passport and parents are informed.
4. Should an individual offence, or repeated cases warrant further sanctions, the Headmaster/Deputy Head would be consulted prior to any outcome being reached.

WHOLE SCHOOL

Cases of serious misbehaviour or suspected serious misbehaviour should be investigated by a senior member of staff (e.g. Deputy Head or Head of School) and the Headmaster informed.

Serious misbehaviour includes (but is not limited to):

- Physical violence, especially when unprovoked
- Bullying, including cyberbullying
- Theft
- Vandalism
- Smoking, drug-taking, drinking alcohol or being under the influence of drugs or alcohol
- Possession of inappropriate, offensive or illegal material
- Serious breach of the Acceptable Use Policy, including hacking or attempting to hack the computer system
- Deliberate use of offensive or hateful, including racist, language
- Significant lying, rudeness or insolent behaviour
- Behaviour outside of the school which brings the school into disrepute
- Persistent, ongoing and defiant 'low-level' misbehaviour
- Academic dishonesty, including cheating and plagiarism

Some misbehaviour is sufficiently serious that permanent exclusion may be a possible sanction. In such cases, the Exclusions Policy must be followed. Examples of such misbehaviour can be found in the Exclusions Policy.

Each case of serious misbehaviour should be investigated before a decision is made as to the appropriate sanction. The investigation may be delegated to a member of staff with the relevant experience to understand the matter and the pupil(s) involved. Written notes must be made.

Once the investigation is concluded the Headmaster, in consultation with senior colleagues, will decide the appropriate action. Each incident will be considered on its own merit and with due regard to the age and previous behaviour/pastoral record of the pupil(s) involved and any mitigating circumstances. Potential action includes:

- No sanction
- A minor sanction (following the relevant school procedure above)
- A major sanction (see below)

In addition, there may be a request for restorative action. For example, requesting that a pupil apologises for their behaviour. However, such restorative action is not, in itself, a sanction.

Where a major sanction is considered, the parent(s) of the pupil(s) involved must be consulted at the earliest opportunity. This would normally involve a meeting with the Headmaster, a senior colleague and, depending on the individual circumstances, their child.

Major sanctions include:

- Significant withdrawal of privileges (such as removal of prefect status)
- Fixed-term internal isolation
- Fixed-term exclusion

Major sanctions should be initiated at the earliest opportunity. Parents should be informed that more serious sanctions may be considered against their child should similar serious misbehaviour reoccur.

The Headmaster must keep a record of all major sanctions in order to identify patterns and to ensure consistency of approach. Major sanctions should be reported to the governing body during the Headmaster's routine reporting process and the Chair of Governors should inspect the record of major sanctions annually.

In the event that a parent has a concern about a sanction taken against their child, the school will implement its Complaints Procedure.