



**THE  
CHORISTER  
SCHOOL**  
DURHAM CATHEDRAL

**REWARDS DISCIPLINE  
AND SANCTIONS  
POLICY  
2018**

**Policy on Website**

**INTRODUCTION**

Although the bulk of this policy is concerned with discipline and sanctions, all staff recognise that rewards play a vital role in the education and welfare of pupils.

All schools have the legal right to impose reasonable sanctions if a pupil misbehaves. DfE guidance (Behaviour and Discipline in Schools: Advice for Headteachers and School Staff January 2016) advises that sanctions that a school might use include: a reprimand, removal from a class or group, loss of privileges, confiscation of a possession that is inappropriate in the classroom, detention, or exclusion (physical punishment is, of course, illegal). Exclusion, whether temporary or permanent, is a last resort. Permanent exclusion should be used only in the most serious circumstances.

**REWARDS**

At The Chorister School we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment. Our system of rewards include:

- Verbal praise and written praise for good work;
- Academic merits for both effort and achievement;
- Annual subject and year group prizes;
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the school's website, so that the community can celebrate success;
- Reports to parents;
- Book of Academic Excellence: names of Prep School pupils are entered into the book for any piece of outstanding work;
- Pluses: given for good work, good effort, 'good citizenship' e.g. polite / helpful behaviour (totals kept by Head of Pastoral Care);
- Middle School Cup: awarded to a pupil in Form 1 or 2 for outstanding achievement;
- Golden Time: children in Pre-Prep have a 20 minute session of Golden Time at the end of each week as a reward for following 'The Golden Rules' as below

1. be honest
  2. be kind and helpful
  3. be gentle
  4. listen to people
  5. work hard
  6. look after property
- Golden Time consists of a variety of enjoyable activities chosen by the children. Please see the 'Behaviour Management Policy' for more details;
  - Purple, Silver and gold classes can earn tokens towards enhanced Golden time. These are earned through good behaviour and work, following the Golden Rules.
  - Stickers are awarded in Pre-Prep for a piece of work which shows extraordinary effort or achievement. In such cases the child will present this piece of work to each teacher in Pre-Prep who will fix a small sticker on to a card and when the child has been awarded five excellent stickers he or she becomes a 'Sparkler'. Their name and photograph is displayed on the Sparklers board for all to see;
  - Pre-School Class children are rewarded by attractive stickers and praise to consistently applaud positive behaviour, as well as keeping to the previously mentioned Golden Rules. The children also have a 'lunch and snack time sticker chart' which rewards effort in keeping to the Pre-School rules, as well as eating healthily, trying something new to eat, having good table manners and walking to lunch sensibly. Once they have filled in their charts with ten small stickers they receive a special lunchtime sticker from the Pre-School staff and are applauded by their class peers;
  - The address given by the Headmaster in Morning Assemblies to the whole of the Prep School will frequently highlight the achievements of the previous week. These include the results of the sporting fixtures, musical performances, individual achievements as well as praise for effort in the face of adversity, good manners, kindness and concern for all;
  - Promotion to a position of responsibility (Head of School, Prefects, monitors, team captains, house captains, librarians etc);
  - Colours are awarded to pupils in Forms 5 and 6 for outstanding academic and music results, and also outstanding sports players;
  - House System rewards pupils. Prep School pupils become 'Stars of the Week' for every net 50 pluses they accrue. The pupil with the highest score in each house at the end of term is presented with an outstanding achievement award.
  - Outstanding Achievement Awards. These are also presented at the end of term Final Assembly to selected Prep School pupils for any exceptional achievement nominated by a member of staff;
  - Certificates for keeping the Golden Rules are given to Pre-Prep children in the Final Assembly at the end of each term, highlighting the Golden Rule that they have been best

at keeping;

- Informal rewards that members of staff will be making all the time

Positive comments on marked work

Positive verbal feedback on work

Praising pupils for their efforts in any field, whether academic, sporting, musical, theatrical or social

Stickers and stamps are used widely especially in Pre-Prep and Pre- School.

Staff communicate regularly with Form Teachers and pass on good news.

All pupils appreciate members of staff showing an interest in what they do. Members of staff make the effort, wherever possible, to attend sports matches, concerts, plays etc. and to congratulate and praise pupils for whom they may have a special responsibility.

## SANCTIONS

### Communication

- When a sanction is given, staff ensure that the pupil is left in no doubt what it is for and what is required for it not to be repeated.
- Members of staff talk to Form Teachers about pupils who are cause for concern. It may be appropriate, too, to keep all staff informed by discussing the matter at Pupil Briefing. In some cases it may be appropriate to inform the pupil's parents.
- We believe in a partnership between home and school, parents and staff. We value the importance of communication when concerns arise.

### Sanctions for breaches of discipline that do not merit exclusion

When poor behaviour is identified sanctions are implemented in line with The Chorister School's Behaviour Policy. We have a range of disciplinary measures which include:

- A verbal reprimand from a member of school staff;
- Reports to parents (which are always worded to be as constructive as possible);
- Repeating unsatisfactory work until it meets the required standard;
- The setting of written tasks as punishments, such as writing lines or essays; this is rarely given;
- Loss of privileges;
- Missing break time;
- School detention (Prep School pupils) including during lunch-time, after school and at weekends; any pupil who has been given 5 minuses will be given a detention by their Form Teacher. The aim of the detention is to spend time analysing the reasons for the receipt of the minuses and how to avoid this behaviour in the future. The Head of

Pastoral Care will provide the names of the staff who have given the minuses to ensure this discussion is productive. A Form Teacher detention lasts approximately 15 minutes; a lunchtime detention will run for 30 minutes for those pupils who have gained 10 minuses. This detention will be held by the Head of House and they will discuss the effect the adverse behaviour has had on the house and the impact on the Wild Cup Competition if such action continues. In addition, the pupil will be expected to fill in a detention sheet in silence;

- After School detention (Prep School) is used if a child persists in their behaviour that has led them to being in a lunchtime detention. This will run after school hours for 45 minutes and is arranged and supervised by the Head of Pastoral Care or the Deputy Head. Parents will be contacted in advance of the detention;
- Thinking Time is an instant system used in the Pre-Prep and Pre-School. Children's unacceptable behaviour is handled in ways appropriate to their ages and stages of development. For example, if unacceptable behaviour persists after being given a warning, we will use strategies of distraction, discussion or withdrawal of the child from the situation. Children are encouraged by staff to think about how their behaviour might be improved and become more positive;
- School-based service or imposition of a task - such as picking up litter under the supervision of a member of the pastoral team;
- Regular reporting and being identified for behaviour monitoring – Report Card; this may be in response to persistently poor work or behaviour in lessons. A pupil carries a card for a week or two which must be signed by each teacher he/she sees during the day. Teachers add comments on work and behaviour.

The aim of maintaining good discipline is to ensure a happy, safe and productive environment for the whole school community. Rules are devised in every case to promote sensible and civilized behaviour.

All members of staff play an active role in maintaining good discipline. Often this means no more than having a quiet word with a pupil (and where possible and appropriate the light touch is preferred), but sometimes a more formal response, involving some form of sanction, is more appropriate and effective.

Lateness or lack of attendance at lessons, meetings, practices or any other event, missing and late work and other classroom-related indiscipline are dealt with by the class teacher. It may warrant the sanction of a minus.

Detentions are given in response to pupils receiving 5 or more (see above). More serious misdemeanours are reported to the pupil's Form Teacher/Tutor and Deputy Head, and may lead to the withdrawal of privileges for a designated period, usually up to three days, such as use of the Library for sixth formers or the pupil having indoor supervised break time.

The school will report to the police any activity which it believes may amount to a criminal

activity which takes place either within the school grounds or outside the school grounds. Drugs and weapons will be confiscated immediately and held for the police as potential evidence. If the school believes a pupil may have taken drugs then the school will seek immediate advice and may involve the police.

Sexual offences will be reported immediately to appropriate authorities, and the alleged victim's parents will also be informed immediately of the incident and told that the relevant authorities have been informed.

### Suspension

The Headmaster may suspend a pupil, for a period of between one or two days up to several weeks, for serious and persistent misbehaviour. The Headmaster decides when and for how long a pupil is to be suspended, in consultation with the Custos, the pupil's Form Teacher, the Deputy Head and other members of staff as appropriate. Every effort is made to contact parents or guardians as soon as the decision to suspend a pupil has been made, and the reason for the suspension is given. While suspended a pupil must stay with parents or a guardian. A pupil is usually allowed to return to school during suspension to sit external exams.

Parents are advised that they may appeal, to the Governing Body, against the decision to suspend their child, under the Complaints Procedure. If suspension is ineffective, the school may be forced to exclude the pupil or require him/her to leave the school under the procedure described below under 'Breaches of School Rules Requiring Exclusion'.

Examples of behaviour that may lead to suspension include: bullying, racist or homophobic abuse, verbal abuse, violent or threatening behaviour, persistently defiant and disruptive behaviour.

### Breaches of discipline outside the school grounds.

The school takes the conduct of its pupils outside the school grounds extremely seriously. The Behaviour Management Policy and Rewards, Discipline and Sanctions Policy apply both on the school premises and offsite, to such an extent as is reasonable, where pupils are supervised by our school staff.

Subject to the Behaviour Management Policy teachers may discipline pupils for misbehaving when the pupil is

- Taking part in any school-organised or school-related activity or
- Travelling to or from school or
- Wearing school uniform or
- In some way identifiable as a pupil at the school

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school or

- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher may only discipline the pupil when on school premises or when the pupil is under the lawful control of the teacher.

#### Breaches of School Rules which merit exclusion

This is a rarely used sanction. It is only implemented where the continued attendance of a pupil is seen as detrimental to the good order of the school and to the well-being of other pupils. It is the Headmaster, in consultation with the Custos and the Chairman of the Governing Body, who makes the decision to expel a pupil.

A non-exhaustive list of the sorts of behaviour that could merit permanent exclusion includes the following:

- Physical assault against pupils or adults;
- Verbal abuse/threatening behaviour against pupils or adults;
- Bullying;
- Abuse on grounds of race, religion/ belief, disability, Special Education Needs (etc.);
- Sexual misconduct;
- Drug and alcohol misuse;
- Damage to property;
- Theft;
- Unsubstantiated allegation of physical or verbal abuse; pupils found to have made malicious accusations against staff;
- Persistent disruptive behaviour
- Unreasonable or otherwise inappropriate parental behaviour.

Please note that exclusion may also be imposed by the school as a sanction for a series of minor misdemeanours.

#### **RECORDING SANCTIONS**

The Head of Pastoral Care keeps a central file of sanctions given to pupils.

A separate record of suspensions and exclusions is kept in the Headmaster's Office.

All suspensions and exclusions are reported to the Governing Body.

#### **APPEALS AGAINST EXCLUSION**

The Chorister School will always offer the right of appeal to any pupil excluded from the school. Any appeal against exclusion will be dealt with under Stage 3 of the School's Complaint Procedure, and should be made in writing to the Headmaster within one week of the pupil's exclusion.

## **RELATED POLICIES**

This Policy should be read in conjunction with the following Chorister School Policies:

Safeguarding Policy

Anti-Bullying Peer to Peer Abuse Policy

Behaviour Management Policy including EYFS Positive Behaviour Management

Complaints Procedure

School Rules and Regulations

## **REFERENCES**

This policy has been written with reference to the following:

Human Rights Act 1998

ISI Handbook for the Inspection of Schools, Regulatory Requirements, September 2017

Behaviour and Discipline in Schools: Advice for Headteachers and School Staff DfE January 2016

ISBA Guidance on Discipline and Exclusions Policy August 2017.

## **REVIEW**

This policy will be reviewed in October 2018.