ROYAL ALEXANDRA & ALBERT SCHOOL

REWARDS AND BEHAVIOUR MANAGEMENT POLICY

The Governors and staff at The Royal Alexandra and Albert School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the well-being of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all pupils and staff within the community.

The policy applies to **all** staff & pupils

Governors' Committee Responsible: Pupil Matters Committee
Governor Lead: Chris Green; Chair of Pupil Matters Pastoral
Nominated Lead Member of Staff: Mark Skidmore; Deputy Head – Pastoral & Boarding
Status & Review Cycle: Three years

Last Action	Approved by Governors	6 November 2018
Next Action	Review	November 2021

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1. Introduction

1.1 The Principles

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. The Governing Body seeks to create a caring and learning environment in the school by:

1.1.1   Promoting good behaviour and discipline;

1.1.2   Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;

1.1.3   Ensuring fairness of treatment for all;

1.1.4   Encouraging consistency of response to both positive and negative behaviour;

1.1.5   Promoting early intervention;

1.1.6   Providing a safe environment free from disruption, violence, bullying and any form of harassment;

1.1.7   Encouraging a positive relationship with parents/guardians to develop a shared approach to involve them in the implementation of the school's policy and associated procedures.

1.2 The Gatton Aims

At Gatton we aim to:

- **Take ownership** of our lives
- **Respect** ourselves, others and the environment
- **Aspire** and **persevere**
- **Be courageous** and **honest**
- **Contribute** to our community and society

1.3 Roles and Responsibilities

1.3.1   **The Governing Body** will establish in consultation with the Headmaster, staff and pupils the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to staff, pupils and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour. The Governing Body will also follow any appropriate documentation or guidelines from the DFE.

1.3.2   **The Headmaster** will be responsible for the implementation and day-to-day management of the policy and procedures.

1.3.3   **Staff** including teachers, support staff and volunteers, will be responsible for ensuring that the policy and procedures are followed and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headmaster on the effectiveness of the policy and procedures. They also have responsibility, with the support of the

Headmaster, for creating a high quality learning environment, teaching good behaviour and implementing the agreed policy and procedures consistently.

1.3.4 **The Governing Body, Headmaster and staff** will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

1.3.5 **Parents/guardians** will be encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour and will have the opportunity to raise with the school any issues arising from the operation of the policy.

1.3.6 **Pupils** will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

1.4 Procedures

The procedures arising from this policy will be developed by the Headmaster in consultation with the pupils, parents and staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents. The procedures will be consistently and fairly applied and promote the idea of personal responsibility and that every member of the school has a responsibility towards the whole community. As many different strategies as possible will be used in order for the pupils to achieve their best in all areas of school life.

1.5 Rewards

A boarding school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise, both informal and formal, to individuals and groups.

1.6 Sanctions

Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.

1.7 Training

The Governing Body will ensure that appropriate training on all aspects of behaviour management is provided to support the implementation of the policy if required.

1.8 Links to other policies

This policy links to the following School policies:

- Safeguarding
- Alcohol, Tobacco, Drug and Substance Abuse
- Inappropriate Sexual Behaviour
- Physical Restraint and Intervention
- Guidance of searching a pupil and their belongings
- Cyberbullying
- Anti-bullying
- Health and Safety
- Uniform and Appearance
- E-safety
- Confidentiality

1.9 Involvement of external agencies

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

1.10 Review

1.10.1 The Headmaster, in consultation with the pupils and staff, will undertake systematic monitoring and conduct regular reviews of the policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent. The Headmaster will keep the Governing Body informed.

1.10.2 The Governing Body will regularly review this policy and associated procedures, to ensure its continuing appropriateness and effectiveness. The review will take place in consultation with the Headmaster.

2. Rewards

2.1 Philosophy

The school has a system of rewards which aims to motivate and encourage pupils. This is an important aspect of the ethos of the school in that the achievements and successes of pupils, at whatever level, are noted and given due worth.

We believe that, if pupils are to benefit from education; punctuality, regular attendance and good behaviour are crucial. As a school, we will do all we can to reward such positive attitudes.

Our school will give a high priority to recognising and rewarding success involving pupils in 'striving for excellence'.

We recognise that parents have a vital role to play in promoting a positive attitude to school and together with the school, celebrating achievement at all levels and in all areas of school life.

2.2 Principles

The school is committed to providing and encouraging a safe disciplined learning environment that will enable individual success to be encouraged and rewarded.

The school aims to strike the right balance between rewards and sanctions by rewarding both consistently good behaviour and improved behaviour, whilst reprimanding poor behaviour.

Praise and rewards may be appropriate for an individual pupil, whole class or year group. It is important that it is not always the same pupils who receive praise and rewards. Striking the right balance between rewarding pupils with consistently good behaviour and those achieving substantial improvement in their behaviour is important. Celebrating good pupil behaviour outside school may also help in ensuring that some pupils who do not usually receive praise in school are singled out for recognition.

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded.

A system of rewards is used also to recognise and congratulate pupils when they set a good example or show improvement. Rewards might include, for example:

- Credits
- 'congratulations' and departmental postcards home
- personalised letters / emails to parents
- certificates which recognise positive contributions to the school community
- celebration assemblies
- special privileges
- prizes
- celebration lunches

2.3 Parents

Parents can support the school's positive approach to rewarding success by:
- actively supporting all the school's policies
- ensuring regular and prompt attendance is maintained throughout the five years
- attending events aimed at celebrating individual and corporate success
- insisting upon high standards in all aspects of school life
- responding in a supportive way to all communications from the school
- providing suitable conditions for homework to be completed
- attending the annual parents' evening

2.4 Pupils

Pupils are expected to adopt a positive approach to the achievement of success whilst supporting the rules of the school and behaving in a polite and responsible manner towards all people.
Also by:
- attending school regularly and being on time
- keeping an accurate and up to date Planner completing all work to the best of his/her ability
- meeting deadlines for the completion of all school work

2.5 Awards

There is a range of awards available to pupils for academic effort and demonstrating behaviour that goes above and beyond.

The following are examples:

Credits awarded for academic effort or excellent work.

'Doing the right cards' awarded instantly for positive behaviour.

Gatton Awards presented termly, by the Headmaster, after nomination and review, to pupils and staff who embody one or more of the Gatton Aims.

Full/Half Colours presented termly to pupils who achieve the criteria in sport, art, music or drama.

2.6 House Status System

The House Status System is designed to reward responsible and trustworthy behaviour. Pupils begin on a status level appropriate to their age and then this is reviewed each half term should a pupil apply for an increase in their house status. Each higher level of status brings more freedom and privileges. Should a pupil demonstrate poor behaviour choices or untrustworthy behaviour then their status can be lowered. This system runs throughout years 7 – 13.

3. Behaviour

It is vital that this policy is viewed as a means of support for pupils. It is not just for "punishing". Although there will be occasions where a pupil does need to be punished, this must be used in conjunction with supporting the pupil in order to try and make sure that the same situation does not arise again. However, any instance of inappropriate behaviour should be challenged and likewise, any instance of behaviour considered above and beyond should be championed.

Pupils are expected to behave in a manner that allows them and others to learn and develop within the school community.

3.1 School Rules

There are three school rules:

- **READY**

- **RESPECTFUL**

- **SAFE**

This means your behaviour should demonstrate you are ready; your behaviour demonstrates respect to everyone and your actions are safe to you and others. This is the minimum expected from everyone and sits alongside the Gatton Aims.

Here are some examples, by no means exhaustive, of what Ready, Respectful, Safe means in practice:

3.1.1 Ready

- Arriving to lessons equipped and willing to learn.
- Completing prep by the deadline.
- Being punctual.
- Knowing what to do in an emergency.

3.1.2 Respectful

- Being tolerant of others and not stereotyping.
- Following staff instructions.
- Practising patience and assuming good faith
- Listening when someone is talking and not gossiping

3.1.3 Safe

- Not having prohibited items in school.
- Staying in bounds.
- Not putting yourself or others in danger

When dealing with behaviour issues, staff should use the language of RRS and point out where and why one or more of the three rules has/have been broken.

4 Behaviour Management Guideline Matrix

LEVEL	STATUS	EXAMPLE OF INCIDENT	ACTION BY	GUIDELINE SANCTIONS	PERSON RESPONSIBLE	WHO TO INFORM	HOW IS THIS INFORMATION SHARED
1	MINOR	• Lack of effort in class work. • Failure to obey straightforward instructions or procedures. • Late for a lesson. • Lack of equipment. • Unacceptable Uniform.	MoS	• Reprimand • Repeating of class work. • Repeating of punishment.	MoS	N/A	Referral via SIMs, House diary
2	REPEATED ACTIONS OR DISRUPTION	• Repeats of Level 1. • Late for curfew. • Failure to "sign in or out"	MoS	• 1 or 2 warnings given in the lesson • Detention given by the Classroom Teacher. • Repeat the class work. • Confined to House – 1 day with extra duties	MoS	Head of Dept, Head of Year, KS Co-ordinator, Head of House	Communication to parents. Logged on SIMS.
3	REPEATED DISRUPTION. DISOBEDIENCE. FAILURE TO RESOLVE THE PROBLEMS AT LEVEL 2	• Failure to attend Class Teacher detention. • Accidental damage to school property • Use of any offensive or inappropriate language to others (not inc. staff). • Disruption at bed time.	Head of Department / House Duty Staff	• Detention by Head of Department • Withdrawal of privileges eg ICT usage. • Confine to House 2 days with extra duties • Early bed and/or curfew 2-3 nights • Community Service 2-3 days • Change in house status	Head of Department / House Duty Staff	Head of Year, KS Co-ordinator & Head of House	Communication to parents. Logged on SIMS.
4	FAIRLY SERIOUS	• Continuation of Levels 1, 2 or 3. • Failure to comply with basic house rules/expectations	HoY or HoH as appropriate	• 3 warnings and then possibly taken to the Social Inclusion Area • Confined to House 3 days with extra duties • Community service 3-5 days • House Detention • Change in house status	Head of Year or Head of House	Head of Year or Head of House	Communication to parents. Logged on SIMS.
5	SERIOUS	• Repetition of Level 4. • Rudeness to staff. • Fighting or any inappropriate actions towards other pupils. • Failure to attend HoD detention	HoY or HoH as appropriate	• Social Inclusion Area / SLT Detention • Yellow Report • Yellow House Report • House Confinement / Gating Card including extra duties • SLT detention • Change in house status	Head of Year or Head of House	Head of Year, KS Co-ordinator & Head of House	Communication to parents. Logged on SIMS.

6	**VERY SERIOUS**	• Repetition of the Level 5 • Blatant disobedience • Unsatisfactory Yellow Report Card. • Missing lessons without permission. • Wilful damage to school property or deliberate misuse of school property. • Bullying (any form), discrimination or Inappropriate Sexual Behaviour	HoY, HoS, HoH or DoB as appropriate	• Social Inclusion Area • Red Report Card • Red House Report • Pay for damage • Change in house status • Inappropriate Sexual Behaviour or Bullying may involve a form of exclusion which could be permanent • (school behaviour will also be taken into account)	Head of School or Director of Boarding (Headmaster for FTE)	Head of Year, KS Co-ordinator, Head of House, Assistant Head & Deputy Head – P&B	Communication to parents. Logged on SIMS.
7	**EXTREMELY SERIOUS**	• Repetition of Level 6. • Failure to attend SLT detention • Theft. • Repeated refusal to accept school / house discipline. • Out of Bounds or off site without permission. • Serious fights or inappropriate actions towards other pupils • Use of offensive language or threatening behaviour to staff • "Visiting" other Houses at night, • Drug related incidents • Having prohibited items in the boarding house/possession • Bringing the School into disrepute	MoS, HoY, HoS or HoH inform HoS, DoB, Assistant Head or Deputy Head	• Social Inclusion Area. • Internal Exclusion. • Fixed Term Exclusion. • Alcohol, Tobacco, Drug and Substance Abuse sanctions • Boarding Internal Exclusion. • Full Internal Exclusion • Fixed Term Exclusion from boarding	Relevant SLT member (Headmaster for FTE)	Head of Year, KS Co-ordinator, Head of House, Assistant Head & Deputy Head – P&B	Communication to parents. Logged on SIMS
8	**PERMANENT EXCLUSION**	• Repetition of Level 7 • Repeated use of short Fixed Term Exclusions. • "One off" incidents of extreme poor behaviour. • Extreme violence. • Distribution of drugs. • Any incident which endangers the Health and Safety of staff and/or pupils.	Headmaster (or the most senior teacher if the Headmaster is absent)	• Permanent Exclusion • Permanent Exclusion from boarding	Headmaster	Head of Year, KS Co-ordinator, Head of House, Assistant Head, Deputy Head – P&B and LEA	Communication to parents. Logged on SIMS. PEx letters to LEA.

5 Social Inclusion Area (SIA)

5.1 The Social Inclusion Area is for use in exceptional circumstances for disruptive pupils who cannot be dealt with quickly within the existing procedures or for any pupils who get 3 warnings in a lesson.

6 Bullying

6.1 Our vision

We are committed to creating an ethos that will support a consistent approach to the promotion of good relationships within the school. We place a high value on caring and mutual respect between everyone in the school.

We regard a consistent approach as essential and consider that any level of bullying is unacceptable and does not fit in with our vision.

For further information about our procedures concerning Bullying, please refer to the Schools Anti-Bullying Policy.

6.2 Youth Produced Sexual Imagery (Sexting)

Sexting is a very serious issue that has wide-ranging consequences for all and is covered in depth in the Safeguarding Policy.

Appendix 1 – Prohibited Items

Prohibited items include:

knives or weapons

alcohol

illegal drugs

stolen items

tobacco and cigarette papers

e-cigarettes

fireworks

pornographic images

any illegal items

any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence,

or to cause personal injury to, or damage to the property of, any person (including the pupil).