

Durston House

Rewards and Sanctions Policy

Junior School, Middle School and Upper School

Aims of the Policy

- to create a workable, understandable system for rewarding and sanctioning pupils, within the context of the positive ethos of Durston House
- to reflect statutory and non-statutory advice

Objectives

- to establish an effective, consistent system of rewards and sanctions which encourages positive, appropriate pupil behaviour and work
- to provide suitable tools with which staff may promote such behaviour and work
- to clarify the system of rewards and sanctions for pupils, staff and parents
- to complement all relevant school policies and procedures found on the Durston House Operations Tree, including the **Pastoral Care** and **Safeguarding Policies**
- to complement all further procedures, guidelines and risk assessments introduced and implemented to manage the school during the COVID-19 pandemic

Introduction

In all that is done at Durston House, the **positive is emphasised** so that pupils behave and work well, helping to build up a happy and successful school. This is especially important at times of unforeseen difficulties for the school community and its operation, such as the COVID-19 pandemic. Further measures have been put in place to make pandemic control measures effective, which all pupils must understand, cooperate with and adhere to. When they recognise and understand the benefits of the boundaries that have been set for them, pupils prosper. They like to be rewarded. It is acknowledged, though, that there are times when pupils go beyond those boundaries. They must understand the sanctions for doing so and be encouraged to accept responsibility for what they have done, or not done.

What is stated in this policy is the approach of the whole school community to rewarding and sanctioning the pupils at Durston House. The Durston House **Rewards and Sanctions Policy (Junior School, Middle School and Upper School)** is a discrete document, which emanates from the school's **Behaviour Policy** and **Work Policy**. **The Rewards and Sanctions Policy (Junior School, Middle School and Upper School)** reflects the guidance from the DfE, as stated in the document, **Behaviour and Discipline in Schools 2016 (updated 2020)** and acknowledges the school's duty to take into account the needs of SEND pupils when rewarding or sanctioning pupils (**Equality Act 2010**). This policy applies to all pupils in the Junior, Middle and Upper Schools at Durston House. Given the age of the pupils in Pre-Prep, the system of Rewards and Sanctions is adapted to suit their needs. A complementary **Rewards and Sanctions Policy (Pre-Prep)** is in place, which applies to all pupils, including those in Reception (EYFS).

When the need arises for confronting inappropriate behaviour or work, or imposing sanctions, Durston House acknowledges that teachers and non-teaching staff have statutory authority to act. They may do so at any time a pupil is in school, or elsewhere under their charge, in accordance with

this policy. This includes the confiscation of property, if necessary. However, at no time is corporal punishment permitted.

Physical intervention, that of reasonable force, is permitted at Durston House, if a member of staff must act to prevent pupils injuring themselves, or others, or damaging school property; such reasonable force may be necessary when a pupil continues to compromise good order and discipline. In the event of such force being used, the member of staff involved records it on Engage (the school's Management Information System – MIS), which informs other appropriate staff, and then, in consultation with the Deputy Head, contacts the parents of the pupil to inform them that such action has taken place.

It is unlikely, but not impossible, that a pupil, or a group of pupils at Durston House make malicious accusations against a member of staff, which prove to be unfounded. In such an event, the pupil or pupils involved would be sanctioned according to Stage Four of Sanctions, at the discretion of the Headmaster, in consultation with the Chairmen of the Governors.

There may be occasions when the usual application of Sanctions fails to amend a pupil's unacceptable behaviour or approach to work. In discussion with the Head of Junior School, the Deputy Head or the Headmaster, the Head of Learning Support may be asked to liaise with outside agencies, such as educational or behavioural psychologists/therapists, or the Headmaster may contact the local authority Safeguarding Officers, from whom additional support might be sought in helping a pupil manage his behaviour or work at Durston House.

As this policy involves the recording of personal data, Durston House (the data controller) handles such data in accordance with the Data Protection Act 2018 (DPA), and only uses it for the purpose for which it was collected and only shares it with third parties where it is necessary for the school to do so, and the law allows it. A copy of the school's Privacy Notice is available on the Durston House website, www.durstonhouse.org.

Promotion of this Policy

The **Rewards and Sanctions Policy** is promoted regularly throughout the school year, through the Form and House systems, at Assemblies, Final Assemblies, as well as at points of transition, from one Form to another, and from one section of the school to another. The system for Rewards and Sanctions is published in the Pupil Diaries of all pupils in Junior, Middle and Upper Schools. At the beginning of the school year, all pupils and their Form Teachers go through the policy, using it as a resource for discussion, in such a way that is appropriate to the age and year group of the pupils. It is highlighted in Assembly, early in the school year. Pupils are clear about the Rewards they can receive and the repercussions for them if they do not meet the accepted standards.

In the Summer Term before any new school year, before pupils make the transition from one section of the school to another, meetings are held for parents and appropriate senior members of staff to discuss all aspects of a pupil's transition, so that it is made as seamless as possible. In such meetings, the tenets of the **Rewards and Sanctions Policy** and the **Behaviour Policy** and **Work Policy**, as they apply in respective sections of the school, are discussed and clarified.

The **Rewards and Sanctions Policy** is available on the school's website.

Rewards

Informal Reward

Much of the reward received by pupils is informal – a word of praise or thanks given by a member of staff for some behaviour or work that is positive, or a moment of recognition that signals interest and acceptance. This happens on a daily basis and is not recorded but has an indelible effect on the pupil and the life of school. Staff are encouraged to seek the positive, expecting behaviour and work that fit the ethos of Durston House and are appropriate for the ages of the pupils.

Individual teachers may adopt their own discrete informal rewards, such as the use of stickers and stamps, or notes to parents in the Pupil Diary. This allows each teacher to adapt his or her unique style, within the context of a whole-school approach to Rewards and Sanctions. Departments may choose to use informal rewards in the same way, adopting techniques that suit the work of that particular subject area. For example, some departments might adopt a postcard system that lets parents know of extraordinary achievement in their subject area. Any of these informal rewards are approved by the Deputy Head as reflecting the school's ethos and complementing the formal rewards of the school.

At Assemblies, when the school, or parts of the school gather as one, opportunities are taken to emphasise to all the pupils the basic expectations of behaviour and to acknowledge their having achieved them. Exceptional behaviour is identified and praised and acknowledged as an example to all. The principles and expectations of pupil behaviour are set out in the **Behaviour Policy**.

Formal Reward

Plus Points

Boys receive a Plus Point for any positive behaviour or piece of work over and above the normal performance of a boy.

For good behaviour or a positive contribution to life at school, a Plus Point is noted down by a member of staff in the appropriate section of the Prep Diary, and initialed. For good, positive work, the Plus Point is shown by use of an asterisk on the piece of work. It is then noted by the teacher on Engage (MIS). Form Teachers monitor the distribution of Plus Points to their Forms.

The staff are encouraged to give Plus Points judiciously, for that which exceeds the usual expectations of behaviour and work. Plus Points cannot just be reward for good marks gained, since, for some pupils, this is an easy achievement. Though they tend to receive fewer, pupils in Upper School should continue to receive Plus Points, as many as possible. All staff, especially the Form Teachers of these year groups, should actively encourage the older pupils in their pursuit of Plus Points.

Plus Point Certificates

Pupils who have achieved a certain number of Plus Points are awarded **Certificates** at the end of each term. A **Bronze Certificate** is awarded for **60 Plus Points**, a **Silver Certificate** for **120 Plus Points** and a **Gold Certificate** for **180 Plus Points**. Some are presented at the final House Assembly of the term. The highest achieving certificate winners are acknowledged at Final Assembly where their certificates may be awarded.

Plus Point Totals

Pupils accrue Plus Points, which are counted in the totals for each House, leading to a winning House for each term and for the entire year. The House Plus Points Totals are published at the end of each term, at Final Assembly, when a cup is presented to the House Captain. House Plus Points Totals are included in the calculation of House Points for all House Competitions, which decide the winning House for the term and the award of the coveted House Shield, the ultimate award made at Final Assembly.

Acknowledging Achievement and Success Outside the Curriculum

At Durston House the achievement and success of pupils outside the curriculum are acknowledged and celebrated. It is recognised that these are a part of the overall development of pupils, complementing all that they might do within the curriculum at school. Such achievement and success could be sporting, cultural, musical or curriculum enhancement (Maths Challenges, Spelling Bees, General Knowledge Competitions). Assemblies are a good time to inform the school community of the achievements of some of its members, and if appropriate, to have those pupils demonstrate their success. Staff, parents or pupils inform the school about these, and arrangements are made with SMT to use Assembly time to make them known. The SMT member leading Assembly records the achievements on Engage (MIS).

Congratulations Board

There is a Congratulations Board in Junior School and Middle/Upper School, on which a visual record of significant achievement, in and outside school, can be acknowledged. This could be work related, sporting, cultural or musical. The Congratulations Boards are located in places where they are seen by the school community and visitors to the school. Items for the Congratulations Board are given to the Head of Co-Curriculum, the Head of Junior School, who arrange for their display.

Social Media

The Durston House Facebook Page is another place where the success of pupils, in and outside school, can be acknowledged publicly. The positive achievement of pupils in school activities and those outside school is updated regularly by the Head of Co-Curriculum.

Sanctions

It is normal for a member of staff to use his/her professional skills to amend unsatisfactory behaviour or work. If positive discouragement is unsuccessful, a member of staff must admonish the pupil. After several occasions where 'verbal persuasion' has been exhausted, the member of staff might seek help from the Deputy Head or the Head of Junior School for verbal reinforcement. His or her involvement would not be to diminish the authority of the member of staff, but to enhance it and support it. If the unsatisfactory behaviour or work persists, the following sanctions are applied.

Informal Sanction

Recording Behaviour or Work Issues

Incidence of Behaviour or Work that have not met basic Durston House expectations, and require intervention from staff, beyond the usual class management and discipline used by teachers, is recorded on Engage (MIS) by him/her, so that an individual pupil's failure to meet those expectations can be tracked and monitored by staff members, the Form Teacher and the Deputy Head or Head of Junior School. Engage (MIS) allows all concerned to be emailed automatically. This is done over the pupil's time at Durston House, allowing all staff to be made aware of the

nature of a pupil's behaviour and for appropriate action to be taken, when required. The Behaviour or Work of an individual can be assessed in relation to that of other pupils in his Form, his year group or his House. Such information can be used in any correspondence or meeting with parents about the pupil. The member of staff may also have recorded the inappropriate Behaviour or Work in the pupil's Pupil Diary, informing parents.

Restriction of Break Privileges

It may be necessary to deal with an issue of inappropriate Behaviour and insufficient Work immediately. It may require a pupil to miss some of his time at Castlebar Break, by being removed to the pavilion to consider his words or actions. The pupil can regain the privilege of play at the staff member's discretion. A pupil may be detained at school, missing Castlebar Break, for closer reflection or further work, but only with the consent of the Deputy Head or the Head of Junior School.

Formal Sanction

Stage One

Conduct Cards (Yellow Cards)

If further sanction for unsatisfactory behaviour is necessary, a **Conduct Card** is issued by a member of staff. It is a means of sanction for the pupil, as well as a means of communication with the parents. The Conduct Card is used sparingly. The fewer times it is issued, the greater its value, in the eyes of both pupils and parents.

Conduct Cards are issued after several warnings have been given and the pupil in question has had sufficient time and opportunity to make amends. The pupil may have repeated behaviour that had been noted on the database previously. It may be that a Conduct Card is issued after the staff member has consulted the Deputy Head or the Head of Junior School. There are times when an immediate Conduct Card is necessary, when behaviour has been unacceptable and a potentially difficult situation has been diffused. On such occasions, the problem should be such that it requires the member of staff to inform the Deputy Head or the Head of Junior School as soon as possible after the Conduct Card has been given.

Staff members write the relevant details on the Conduct Card, giving reasons for its issue, fully explaining the nature of the behaviour. The greater the detail, the better informed the parents are. The incident and the Conduct Card given are recorded by the member of staff on Engage (MIS); relevant staff members (SMT, Form Teacher, Head of House, Consequence Time Supervisor) are automatically informed by email, from Engage (MIS).

Pupils are expected to take the Conduct Card home and have it signed by a parent. In this way, parents are informed about what has occurred and can help the boy and the school in developing better behaviour. The Conduct Card is returned, in person, to the Deputy Head or Head of Junior School, the next day, and is kept. The content of the Conduct Card is discussed with the pupil and his general behaviour reviewed.

Work Cards (Blue Cards)

If further sanction for unsatisfactory work is necessary, a **Work Card** is issued by a teacher. Like Conduct Cards, Work Cards are issued after several warnings, including a note in the Pupil Diary, and adequate time has been given to the pupil to complete or improve his work. On these cards the teacher notes, in detail, the problem related to the academic work and what needs to be done to rectify the situation. If a pupil has not done his prep after several days, and proffers an inadequate

excuse, or has done a piece of work which is well below his capability, a Work Card is issued. It is recorded by the member of staff on Engage (MIS), which records the unacceptable work and that a Work Card has been given; relevant staff members (SMT, Form Teacher, Head of House, Consequence Time Supervisor) are automatically informed by email, from Engage (MIS).

Durstun House employs a system of monitoring the use of school uniform by boys. Boys found to be wearing or using non-regulation items of uniform or kit (including sports bags) are given a Kit Mark and are asked to acquire the correct items. **Kit Marks** are given out to boys who persistently fail to have the correct school or PE/Games uniform, as stated in the Uniform Policy. **Late Marks** are given to boys who do not change within the designated time limit. Kit Marks and Late Marks are recorded by the teacher, in the appropriate section of the Pupil Diary, accompanied by the teacher's initials. Three Kit Marks or Late Marks in a month result in a Work Card. The usual further Sanctions will apply once this has occurred.

Like the Conduct Card, the pupil takes the Work Card home and has it signed by a parent, thereby keeping the parents abreast of the standard and attainment of his work in a particular subject area. The Work Card is returned to the Director of Studies or the Head of Junior School, in person, the next day, for consultation. He or she records this Formal Sanction on Engage (MIS).

Stage Two

Consequence Time

Any pupil receiving a **Conduct Card** or a **Work Card**, will automatically be required to attend **Consequence Time**, which occurs at a timetabled break every week in each of Junior, Middle and Upper Schools. This is run by a teacher, the Consequence Time Supervisor, in each section of the school. The pupils will be given written work to do, which will reflect the nature of the Card received. Attendance at Consequence Time takes priority over all other sporting or cultural commitments.

Stage Three

Detention

Pupils who receive 3 Conduct Cards in one term, and have attended 3 sessions of Consequence Time, subsequently receive a **Detention**. As well, it may be the case, in matters of a pupil's severe misbehaviour, after consultation with a member of staff, that the Deputy Head or the Head of Junior School issues a direct Detention. This will be decided at his or her discretion. Detention is a serious sanction. It occurs infrequently. A pupil who receives further Detentions will have more grave sanctions applied.

A formal letter is sent to parents at least 24 hours prior to Detention, setting out in detail the nature of the pupil's failure to meet the school's expectations of behaviour. The parents are asked to counsel their son, assisting the school in amending his behaviour. The letter is placed on the pupil's file and is recorded on Engage (MIS), with the relevant staff informed. Detention is run by the Deputy Head or the Head of Junior School. It occurs after school, from 4.00 p.m. - 5.00 p.m., and takes precedence over all other commitments, both in and outside school. In Detention, a boy will be given the opportunity to reflect, in writing, on how he has behaved. The written reflection is kept on file.

Work Referral

Boys who receive 3 Work Cards, and have attended 3 sessions of Consequence Time, subsequently receive a **Work Referral**. As well, if the Director of Studies considers that a work problem is sufficiently serious to warrant a sanction, a direct Work Referral is given. It may be considered that

because a boy has fallen behind so much, or that his work is so poor, and improvement is unlikely, a set, supervised time in which to do it is necessary. Work Referral allows the boy the chance to rectify the situation. Work Referral is a serious sanction. It occurs infrequently. A pupil who receives further Work Referrals will have more grave sanctions applied.

A formal letter is sent to parents at least 24 hours prior to Work Referral, setting out in detail the nature of the pupil's failure to meet the school's expectations of academic work. The parents are asked to counsel their son, assisting the school in amending his approach to his academic work. The letter is placed on the pupil's file and is recorded on Engage (MIS), with the relevant staff informed.

Work Referral is run by the Director of Studies or the Head of Junior School. It occurs after school, from 4.00 p.m. - 5.00 p.m., and takes precedence over all other commitments, both in and outside school. In **Work Referral**, a boy will be given the opportunity to rectify the problems with his work, and to reflect in writing on how he has been working. A copy of the work done is kept on file.

Stage Four

Saturday Morning Detention

If the problem/s of behaviour or work cannot be resolved satisfactorily, and every other attempt has been made to do so through Stages One to Three, a boy receives the further sanction of a **Saturday Morning Detention**, which is supervised by the Headmaster, with a parent in attendance. Likewise, very serious incidents of misconduct warrant an immediate Saturday Morning Detention. This is a very serious step, involving the Headmaster directly in the efforts to help a boy amend his behaviour or work. Such a sanction is decided by the Headmaster in consultation with the Deputy Head.

Headmaster's Letter

In certain circumstances, the Headmaster may require parents to remove a pupil from school for one or two days in order to diffuse a situation resulting from an instance of unacceptable behaviour. This is a sanction that will be imposed only in what are considered to be extreme circumstances, where it is felt that a pupil needs to be isolated from his peers while the school investigates the matter in question. Upon his return to school, the pupil and his parents are presented with copies of a **Headmaster's Letter**, which outlines the reason for the enforced absence, together with targets for immediate improvement.

Temporary Exclusion

It may be deemed necessary by the Headmaster to exclude a boy from school for a period of time. This would be used for the most serious cases of misconduct, at the Headmaster's discretion, making clear to a boy and his parents that his behaviour or attitude are not acceptable at Durston House and that immediate improvement needs to be made. The Chairmen of the Governors are informed of the sanction.

Permanent Exclusion

This is the ultimate sanction of the school. Parents are asked to take their son away from Durston House. Reference should be made to the school's **Exclusion Policy**, which complements this policy.

All Stage Four Sanctions are recorded on from Engage (MIS).

Complementing Stages One to Four

Weekly Report

To complement any of the work in Stages 1- 4 (see above), it may be necessary to put a pupil on **Weekly Report** to monitor his behaviour or work on a daily basis, lesson by lesson. A pupil carries his report form to each lesson and staff members are asked by him to comment and quantify his performance according to the specific criteria set out on the Weekly Report. The use of the Weekly Report is decided by the Deputy Head or the Director of Studies, in Middle and Upper School, or by the Head of Junior School. Each will have done so in consultation with the parents and the Form Teacher, establishing the criteria by which the pupil will be evaluated and an agreed time-frame for the use of the report and the review of its effect. The Form Teacher monitors the progress on a daily basis; it is taken home to be read and signed by a parent, and it is handed in, by the pupil, to the Deputy Head, the Director of Studies or the Head of Junior School at the end of the week, where, together, performance and progress are assessed. The Weekly Report is kept on file.

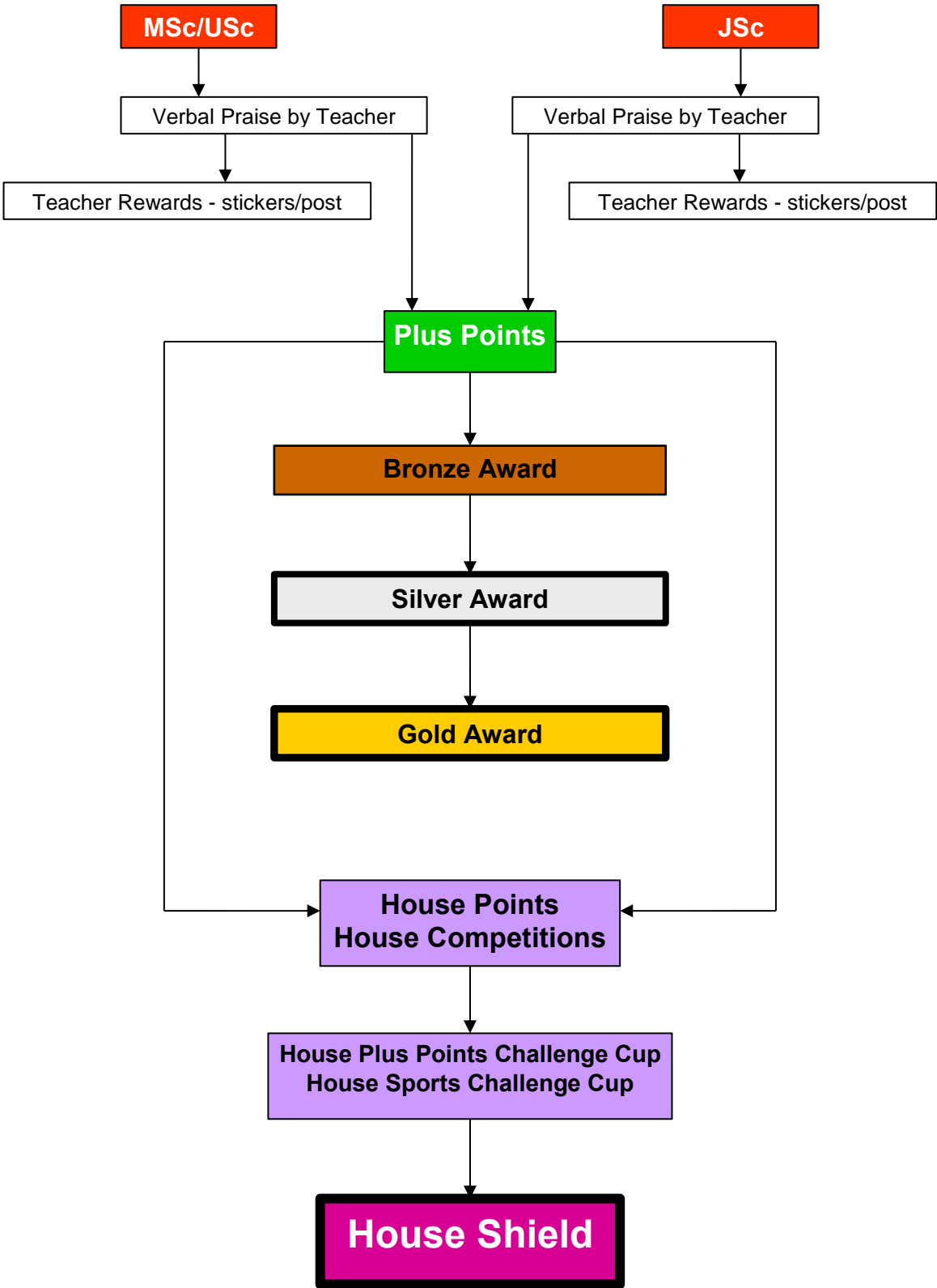
Evaluation of this Policy

This policy will be evaluated biennially by the school, amended where necessary and approved by SMT.

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Rewards and Sanctions Summary
JSc MSc USc

Rewards



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Sanctions

