

# St George's School Windsor Castle

## Behaviour, Rewards and Sanctions Policy



This policy is a whole school policy and also applies to the Early Years Foundation Stage. This policy should be read in conjunction with the school's Anti-Bullying Policy and the Pupil Code of Conduct.

The Boarding House operates an additional Rewards and Sanctions policy which is relevant to the boarding community (see Section 5 of the Handbook and/or the 'Staff Guide to Boarding' document).

The policy describes how we establish and maintain good behaviour at St George's in a positive and consistent way.

### Introduction

At St George's School we aim to develop happy and confident children who learn successfully by providing a secure and stimulating learning environment. St George's is a place where each individual is valued and respected within the whole school community regardless of race, gender or ability and offered the maximum opportunities for personal achievement.

We provide an environment in which every pupil can develop to the full: intellectually, spiritually, morally, creatively and physically, within a school with a strong Christian ethos. We seek to recognise effort as well as achievement. Equally, in seeking to provide a high quality of education where we continue to strive to enhance our academic standards, pupils are expected to behave in a considerate and responsible way to all members of the school community.

The behaviour policy at St George's School is based on personal responsibility and accountability. We seek to engender a sense of pride among the pupils, developing and maintaining good manners and courtesy within every pupil. It is a policy based firmly on rewards and praise by developing and promoting each pupil's self-confidence. The policy also recognises that there is, on occasions, a need for sanctions and these are clearly set out.

### What we mean by good behaviour

Good behaviour means that everyone in school is:

- considerate and kind;
- polite and friendly;
- helpful to and supportive of each other;
- hard-working and focused;
- respectful of other people's property;
- respectful of the school environment.

The guiding principle for all of us at St George's School is that all members of the community should work together in a considerate and responsible way at all times, showing mutual respect.

## **School Rules**

Within the Pupil Code of Conduct, which outlines routines and expectations, there are a number of school rules to which pupils are expected to adhere. These rules are also clearly set out in the School planners. These rules are set out in two sections:

- i) Whole School Rules
  - Walk along corridors on the left;
  - Move along corridors sensibly with due care and attention for others.
  
- ii) Respect for teachers, visitors, support staff and others:
  - Hold doors open for others;
  - Listen to teachers and follow instructions;
  - Line up outside classrooms sensibly and quietly, ready for the next lesson;
  - Do not touch or use other people's property without their permission;
  - Be polite and courteous at all times.

## **Classroom Rules**

It is important that all pupils and Class Teachers/ Form Tutors discuss a range of straightforward rules at the beginning of each academic year to ensure that good behaviour is understood by all. These will be printed and displayed in each classroom, in a place where they can be easily referred to.

The rules are:

1. Always listen and respond to the instructions of the teacher.
2. Always raise hands to ask/answer questions; never shout out.
3. Only leave your seat with good reason.
4. Always have correct equipment with you.
5. Never stop other pupils from working.
6. Always line up for lessons quietly.
7. Never touch or use other pupils' property without their permission.
8. Always keep your classroom/ form room tidy.

## **House System (and House Points)**

On entering Reception, each pupil is allocated to one of the four Houses. Each House is vertically structured to enable pupils to feel 'at home' within a smaller body of pupils in the school. Pupils develop strong bonds with their House through a series of competitive and other events, thus developing their sense of belonging to the House. The House point system, where pupils can gain points for academic work and for good behaviour, whatever their ability, reinforces the unity of each House and enhances the excellent discipline within the school.

## Rewards for good behaviour and good effort

At St George's School we work to reinforce good work habits and good behaviour through appropriate forms of praise and by our careful monitoring of pupils.

In the **Upper School** we reward good behaviour and effort by:

- immediate verbal praise;
- writing comments in books and awarding pluses;
- showing work to the class;
- using pupils' work in displays;
- showing pupils' work to Head;
- sharing and reporting pupils' work to parents;
- highlighting successes/personal achievements in prep diaries.
- Highlighting successes/personal achievements in Assemblies.

The behaviour monitoring and rewards system includes awarding pupils House points, called **PLUSES**, which contribute to the total number of points which accrue to their House. At House meetings, which occur every other week, Heads of House will further comment on good work completed, and will always encourage children in their endeavours. Heads of House, in supporting the work of the Form Tutors, are supported by a team of House Tutors who assist in monitoring pupils' achievements, successes and behaviour, and by House Captains, Deputy House Captains and Prefects in Year 8.

In the **Lower School**, good behaviour is always rewarded immediately.

- Stickers and House points are given by class teachers;
- Weekly assemblies to celebrate excellent work and behaviour using a termly theme, eg 'Praise Tree' or 'Golden Book';
- Every opportunity is taken to reward children's efforts and successes;
- Excellent work is shown to the Assistant Head (Lower School);
- Each class follows the Golden Rules which are displayed in every Lower School classroom.

In addition to this, pupils in the Lower School are encouraged to gain bronze, silver and gold standards in the Kindness Code.

## Sanctions and Punishments

There will be occasions when sanctions and punishments need to be applied. These will always be used fairly and consistently.

Sanctions may be applied for:

- not following the classroom rules or the Pupil Code of Conduct;
- not following the instructions and/or expectations of staff;
- poor and/or disrespectful behaviour at any time;

- persistent lateness to lessons;
- not following the school dress code;
- bringing unsuitable items to school;
- any kind of bullying, verbal or physical. (Please refer to the Anti-Bullying Policy)

## Specific Sanctions

These include:

- a verbal warning;
- giving a short detention during a break time supervised by the member of staff awarding the sanction;
- giving a 'minus' for poor behaviour or consistently poor effort, which counts against House points;
- a school detention - Wednesday afternoon after games - see below for 'Detention Procedure';
- a pupil being placed on a Report Card specifically for behaviour (green), organisation (lilac), effort/academic progress (blue) or uniform (yellow).
- Serious misbehaviour/ conduct will result in a direct referral to the Deputy Head. This referral may result in the Deputy Head sanctioning an 'internal suspension'. This means that as a result of very poor behaviour, a pupil may lose break and lunchtime privileges and/or be sent to work away from their form with a member of staff for a half or full day.

These sanctions and strategies apply to pupils in the Upper School, but under the Equality Act (2010) we are mindful of the need to apply reasonable adjustments to children with special educational needs/disabilities.

The form tutor is responsible for the general discipline within his or her form. In line with legislation, the school does not permit in any form the use of corporal punishment and does **NOT** allow any employee, whether teacher, classroom assistant or member of support staff, to impose or threaten any form of corporal punishment. On the very rare occasion that a member of staff needs to restrain a child, they may **ONLY** do so when:

- A pupil is in danger of physically harming another child/ teacher;
- A pupil is in danger of physically harming themselves.

Any restraint used must be a proportionate response to the likelihood of harm being suffered/ inflicted. (Please refer to the statement on restraint published by RBWM on their website). Should a teacher/ member of support staff need to restrain a pupil, the incident should be reported to a member of the SLT as soon as is practicably possible and this will be logged in the Restraint Register (held in the Head's office). In the event of a child having to be restrained, the parents will be informed as soon as possible.

## Detention Procedure

- For lesser offences, a break time or lunchtime detention will take place, under the supervision of the member of staff who awarded the detention;
- For more serious or persistent offences, a pupil will be placed in an after school

detention held on a Wednesday afternoon from 4.15pm to 5.15pm. This will be supervised by a senior member of staff.

- A record is kept of the name of the pupil and the reason for his or her being in detention and the reason for any minutes given. Parents are contacted about an after school detention at least 24 hours prior to the detention being completed. The after school detention letter will be signed by either the Head or the Deputy Head.

## **Suspension**

Should a pupil commit a more serious offence or not respond to any of the above sanctions, the Head, or the Deputy Head in their absence, has the right to suspend a pupil from school for a period of time. This will only be applied after consultation with the Chair of Governors or other appointed Governor, and parents, wherever possible, will be present at the suspension interview.

## **Exclusion**

The Head may use the sanction of exclusion in extreme circumstances, once all other sanctions, including suspension, have been exhausted. Exclusion will be for a fixed number of days. Parents will always be present for such a meeting when this sanction is imposed. Some instances of exclusion may happen suddenly, when for example the behaviour of a particular child is seen to threaten the moral or physical wellbeing of other pupils in the school. In very exceptional circumstances a child may be excluded permanently from school. Any decision to exclude a pupil will only be taken following consultation with senior colleagues and with the agreement of the Chair of Governors.

It must be stressed that, whilst these sanctions are in place, suspensions and exclusions are extremely rare.

## **Record Keeping**

Reports on poor behaviour are recorded in the incidents section in the Pupils Daybook on the school server (P:). Verbal evidence is also collected at staff meetings or in other meetings with relevant colleagues and will be recorded electronically in the pupil's Daybook.

There is regular communication between teaching staff/form teachers and senior staff at all times regarding pupil behaviour.

**Last reviewed: Sept 2016**

**Next review: Sept 2017**