



## REWARDS AND SANCTIONS

### Recognising good behaviour

People respond well to being told they have done the right things and therefore it is right that students are recognised for behaving well on a regular basis. Students will be told individually and collectively (as a teaching group, form group or year group) when they have met the academy standards for good behaviour. We want them and their parents to know they are doing what is expected of them. Good behaviour will be recognised both informally and formally. The basic unit of reward is a **merit**.

### What we recognise and celebrate formally

Effective praise specifies the particulars of the achievement and is given in recognition of noteworthy effort or success. Each term we will formally recognise students through the end of term assembly in the following areas:

- Academic excellence (high standards)
- Progress made (improvement)
- Performance related achievement (sport, music, drama, art)
- Exceptional contribution to the academy (going above and beyond)
- Consistency (following academy expectations every day)
- Leadership (taking responsibility and initiative)
- Full attendance

### When can we celebrate success?

<b>Aspect</b>	<b>Lesson</b> <i>(merits)</i>	<b>Weekly</b> <i>(assemblies, texts home, postcards home)</i>	<b>Half Termly</b> <i>(postcards home, special assemblies, awards, letters)</i>
<b>Academic</b>	√		√
<b>Progress</b>	√		√
<b>Performance</b>	√	√	√
<b>Contribution</b>	√	√	√
<b>Consistency</b>	√	√	√
<b>Leadership</b>	√	√	√
<b>Attendance</b>	√	√	√



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### What are merits given for?

Merit stickers are awarded by members of staff to acknowledge achievement, effort or contribution, either in lessons or in the wider life of the school. For example, a merit may be given for an outstanding piece of work, for helping at a school production or taking part in a community project in the local area.

Merits are given at the discretion of a member of staff, but underlying any decision to give a merit must be that it is given for meeting or exceeding the standards set.

If a pupil receives no negative e-portal logs during the school week they automatically receive two merits. This ensures the majority of pupils that *'do the right thing'* on a regular basis are not missed.

The merit sticker is a 19mm self adhesive sticker. All staff will be given a set of stickers they can issue.

### How are they recorded?

When a member of staff awards a merit it must be recorded on in the relevant area of e-portal. The merit stickers should be placed in the pupil's exercise book and signed and dated by the teacher.

If the merit is awarded for something not related to a piece of work in a book the sticker should be placed on the merit page in the student planner.

### How are they reported and used?

Form tutors should access the automated reports regularly to allow them to talk to their tutees about their successes.

Form tutors should talk to their form at least weekly about the overall picture of merits awarded in the last week.

Comparative data will be sent to form tutors automatically at least weekly.

### How are significant achievements recognised?

Success will be celebrated formally through form time, year, key stage, whole school and end of term assemblies.

Once a pupil receives a certain number of merits they will formally be recognised by means of letters, certificates, badges and trophies in special assemblies. This is monitored in the first instance by form tutors and the Head of Standards in each key stage. The milestones are outlined in the Awards Ladder.

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## The Awards Ladder

Merits	Reward	Who by and when
30	Letter from form tutor	Form tutor to write to parents
60	Bronze certificate	Year assembly and presented by Head of Standards
100	Bronze badge	Key Stage assembly and presented by Vice Principal
200	Bronze trophy (discretionary award)	Termly awards assembly Presented by Principal
250	Letter from Head of Standards	Head of Standards writes to parents
300	Silver certificate	Year assembly and presented by Head of Standards
400	Silver badge	Key Stage assembly and presented by Vice-Principal
500	Silver trophy -discretionary award	Termly awards assembly Presented by Principal
600	Gold Badge	Key Stage assembly and presented by Vice Principal
700	Gold Trophy-discretionary award	Termly awards assembly Presented by Principal

## Commendation Postcards

A commendation postcard is awarded by staff to acknowledge outstanding effort or work by a pupil and is complementary to merit stickers. It is given in addition to a merit sticker when the student has produced something 'above and beyond' and is given at the discretion of the member of staff.

The member of staff logs the commendation on e portal. The commendation postcard is posted home to parents with a comment from the member of staff.

Once a pupil receives five Commendation Postcards they bring them back into school and give them to the relevant Head of Key Stage Standards. One of the five commendation postcards needs to be awarded for an activity that contributes to the life of the academy or wider community, such as helping out at a concert, parents' evening or project in the local area. Another of the five postcards needs to be for extra -curricular participation such as sport, art, music and drama.

For each multiple of 5 commendation postcards the student receives one entry into a half termly raffle in a year assembly.

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## Consequences of poor behaviour

Poor behaviour is a choice made by a student. We will be intolerant of poor behaviour and will not accept any excuses for it. The consequences of poor behaviour stem from not following the academy's code of conduct.

A student can choose to behave appropriately or inappropriately. When a student decides not to follow the school's expectations and a lesson or activity cannot continue as planned there will be a swift consequence to ensure that a teacher's planned lesson and the learning of other students is not disrupted or compromised.

A number of consequences follow poor behaviour using the 5 step system outlined below:

Step	Behaviour	Consequence
1	Distraction Talking out of turn Not following classroom/corridor instructions Mobile phone is seen or heard in the building	First reminder Reminder of expectations Verbal warning Confiscation of phone, 30 minute detention
2	Second incident of talking out of turn Second reminder to complete work to required standard Continued lack of following instructions in classroom or corridor	Demerit logged on CMIS and name on board Teacher to see the student after the lesson to resolve the issue 2 demerits in one day: 30 minutes detention 3 demerits in one day: 1 hour detention Parents sent text informing them of detention
3	Consistent refusal to follow instructions in classroom or corridor	Logged on CMIS Detention: 1 hour Parents sent text informing them of detention
4	Repeated disruption of lesson and/or others Several incidents of not following instructions in classroom or corridor Severe behaviour incident	Removal from class by 'on call' Discretionary by Heads of Standards and SLT Daily internal exclusion 2 hour Friday detention
5	Exceptional incident including: Swearing at a teacher or another student Aggression Violence Theft / drugs Sexually inappropriate behaviour False allegation against a member of staff	Internal exclusion Fixed term exclusion (only by agreement with Principal, referred by Head of Key Stage/SLT) Managed move Sharing Panel referral Permanent exclusion

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## Detention

All detentions are served on the same day they are issued. Exceptions to this can only be agreed by members of the Senior Leadership Team.

Teachers must not race through these steps: the principal aim is to ensure students' learning is uninterrupted. The purpose of the steps is to make sure students are clear on what will happen if they choose not to follow academy expectations and to ensure that as adults we deal with poor behaviour fairly and consistently.

## Lateness to school or lessons

If a pupil is late to school they will receive a same day 30 minute detention.

If a pupil is late to a lesson they will receive a same day 30 minute detention.

If a pupil does not complete homework to the expected standard they will receive a 30 minute same day detention.

Parents will be informed of the same day detention by text or phone call.

## 'On Report'

In order to monitor the behaviour of individual pupils and for them to have a reminder of being monitored, they may be placed 'on report'. Pupils are put on report at the discretion of the relevant member of staff as defined by the four levels of report below:

1. Form Tutor report
2. Pastoral Manager report
3. Head of Standards report
4. Senior Leadership Team report.

Prior to going on report parents will be informed of the targets, timescale and consequences.

A pupil will be on report for at least five days and will collect it at the start of every day from the relevant person overseeing their report.

A pupil will take their report home every evening for their parent to sign and will return it the next day to the member of staff monitoring their behaviour.

If a pupil is not successful on report at a particular level then he/she will be placed on report to a more senior member of staff with an increase in consequences.

At each stage parents and pupils will be informed of progress made and the next steps being taken.

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## Exceptionally poor behaviour

When a student fails to respond to the lower level sanctions set out above then a more formal set of processes will be set in train. These will be considered on a case by case basis and only agree by either one of the Heads of Standards or a member of the Senior Leadership Team.

The following sanctions will be used:

- **Internal exclusion:** where it is deemed that a pupil needs a period of time away from timetabled lessons in order to re focus. **The decision to place a student in internal exclusion is discretionary.**
- **Isolation:** where it is deemed that a student will continue to be disruptive to the learning of others or shows insufficient willing to behave appropriately in lessons. **The decision to place a student in internal exclusion is discretionary.**
- **Fixed term exclusion:** where a student is in severe breach of the school's code of conduct. Where a student is excluded for a fixed period of time:
  - the student and their parents will be informed on the day of the incident of the decision to issue a fixed term exclusion.
  - a formal letter will be sent to parents confirming the reasons for the fixed term exclusion – this will be placed in the student's personal file.
  - return to school will be agreed through a reintegration meeting on the first day of return. A student will not be allowed back in lessons unless this meeting has taken place.
  - on return to school, the student will be placed on a behaviour contract and 'on report' for at least one week. The behaviour contract has to be agreed by the school, student and parent.
- **Behaviour Support Service (BSS)**
  - BSS support is provided to those pupils that have received a number of fixed term exclusions and after other supportive strategies have not proved effective.
  - BSS input to be at weekly 1 to 1 meetings with pupils on a short-term placement at Wake Green or Oakdale, or in-class support.
  - Pupils are referred to BSS on a case by case basis, following discussions at weekly Access Meetings. The level of support is decided following meetings with school, BSS, pupils and their parents/carers.
- **Managed move to another school**
  - If a pupil has received a number of fixed term exclusions and the strategies put in place to support this pupil have not been effective, then it may be appropriate to arrange a 'managed move' with another school. The referral procedure is through weekly Access Meeting, reported by Vice Principal to SLT/ Principal.



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- The purpose of a managed move is to give a pupil a 'fresh start' in a new school. This placement is then closely monitored by the home and host school. The aim is for the pupil to be successful with the managed move and to go on the roll of the new school.
- The managed move may be arranged with another school in the ARK network (e.g. St Albans) or with another local school. The need and referral for a managed move is done on a case by case basis and is agreed by SLT.
- **Sharing panel**
  - The Sharing Panel is a group of headteachers, BSS and South Area Network Inclusion Co-ordinator that represent 15 schools in the South of Birmingham (South Area Network).
  - The Sharing Panel meet monthly to consider the placement of those pupils that may be at risk of permanent exclusion. The Sharing Panel discuss each referral case by case and decides the most appropriate provision/ support.
  - For Key Stage 3 it may be a managed move to a new school within the network, placement at Oakdale or Wake Green (BSS), or a short term intervention programme that could be at Windsor House.
  - For Key Stage 4 pupils the Sharing Panel may arrange a managed move, college or South Network Alternative Provision (SNAP) based at Windsor House.
  - The decision and referral to the Sharing Panel is made on a case by case basis and would follow a number of fixed term exclusions or a serious one off incident that would mean the pupil could not return to ARK Kings Academy. Referrals are made through the Access Meetings with the Vice Principal reporting to SLT and Principal. The referral to the Sharing Panel is to avoid the need for a permanent exclusion.

### Use of reasonable force

Good personal and professional relationships between staff and students are vital to ensure good order in our academy. It is recognised that the majority of students in our academy respond positively to the discipline and control practised by staff. This ensures the well-being and safety of all students and staff in. It is also acknowledged that in exceptional circumstances, staff may need to take action in situations where the use of reasonable force may be required.

The Education and Inspections Act 2006 stipulates that reasonable force may be used to prevent a student from doing, or continuing to do any of the following:

- engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its students, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).
- self – injuring
- causing injury to others
- committing a criminal offence

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- Reasonable force will only be used as a last resort when all other behaviour management strategies have failed or when students, staff or property are at risk
  - positive handling uses the minimum degree of force necessary for the shortest period of time to prevent a student harming himself, herself, others or property.
  - the scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled, and the nature of the harm they might cause.

### Detention procedures

All detentions will take place in the school hall on the same day they are issued.

Only by exception and agreement by a member of the Senior Leadership Team or Head of Standards can a detention be delayed to another day.

Detentions are triggered in line with the academy's behaviour policy.

Pupils should sit where they are told by a member of staff on duty.

In detention students should:

- Complete homework.
- Read a book

In detention students should not:

- Talk to another student.
- Use computers
- Listen to music

If a pupil is disruptive in detention it is likely that the student will be internally excluded the next day and a letter sent home to parents outlining the action taken and the related reasons.

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## Internal exclusion and relocation procedures

Internal exclusion can only be decided by a member of the Senior Leadership Team or a Head of Standards.

Students will continue to follow their studies whilst placed in internal exclusion.

Length of time in the internal exclusion unit will vary according to the judgement made in relation to the incident that prompted removal from mainstream classes as well as the risk that reintegration into lessons would cause disruption to other student's learning.

Computers can be used but only to complete school work. Playing of games and accessing YouTube (or similar) is strictly forbidden.

Students will be supervised at all times of the day by the member of staff on duty, including for toilet and break times.

Students will not be allowed to talk to each other unless it is a structured part of a teaching session in the internal exclusion unit.

Staff will be made aware through daily briefing which students are internally excluded.

Subject teachers will be expected to provide and mark work for students in the unit.

If a pupil misbehaves whilst in internal exclusion a member of the Leadership Team will be called to take appropriate action.

An incident report should be completed. A decision will then be made about whether they should be removed and further action taken.

The behaviour policy continues to apply to students in the internal exclusion unit.

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