

Kingsmead

Rewards & Sanctions Strategy



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1. Aims

At Kingsmead we have developed a range of rewards used to reinforce and praise outstanding behaviour shown through our key values of resilience, innovation, mindfulness and employability (RIME). Should a pupil's behaviour not mirror our expectations, then sanctions are in place to correct this behaviour and give the pupil an opportunity to adjust their behaviour to meet our high expectations.

This policy aims to:

- › Provide a **consistent approach** to behaviour management
- › **Define** what we consider to be unacceptable behaviour, including bullying
- › Outline **how pupils are expected to behave**
- › Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- › Outline our system of **rewards and sanctions**
- › Ensure that every possible strategy of support and intervention available to the school is implemented to reduce the chance of a student becoming excluded, whilst maintaining high expectations of attitude and behaviour.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- › [Behaviour and discipline in schools](#)
- › [Searching, screening and confiscation at school](#)
- › [The Equality Act 2010](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online
- › This policy complies with [JTMAT behaviour policy](#) and articles of association.

3. Definitions

Through this policy we aim to develop student's abilities to modify their own behaviour through pre-emptive action from staff, self-reflection, sanctions and support mechanisms. Students will be given the opportunity to modify their behaviour by being given time to reflect and make the correct choices before having it escalated further.

Students' behaviour will be categorised as **personal behaviour** and **learning behaviour**. Learning behaviour is the responsibility of the all staff and will have an impact on progress. Should behaviour be categorised as personal behaviour, then it will be the responsibility of the Progress Team to issue sanctions, possible coaching or mentoring and provide further support.

Learning behaviour is defined as:

- › Non-completion of classwork or homework
- › Poor attitude during classwork
- › Low level disruptive behaviour during a lesson that is not conducive to learning

Personal Behaviour - misbehaviour is defined as:

- › Repeated breaches of the school rules (persistent disruptive behaviour)
- › Repeated number of PREP sanctions
- › Any form of bullying
- › Defiance towards staff
- › Swearing
- › Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour (intolerance)
- › Possession of any prohibited items. These are:
 - Knives, weapons or items to be used as a weapon
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

- Any article a staff member 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)

4. Abusive Behaviour and Bullying

Abusive behaviour can happen to pupils in schools and outside settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Types of abuse:

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role-play, upskirting, to sexually touching another or sexual assault/abuse.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in the Kingsmead anti-bullying strategy.

5. Roles and Responsibilities

5.1 The Governing Board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

No behaviour policy covers all eventualities as pupils have many complex needs and issues. The Head of School reserves the right to use discretion in making executive decisions regarding a student's behaviour and impose further sanctions where necessary..

5.3 Staff

It is essential that all staff follow the procedures in place. For example, de-escalation of a student's behaviour will have a high impact on their self-reflection, and therefore their learning within the lesson. Staff will receive CPD on de-escalation strategies to be used with Kingsmead students.

Staff are responsible for:

- › Implementing the behaviour policy consistently
- › Modelling positive behaviour
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Recording behaviour incidents using Go for Schools

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- › Support their child in adhering to the pupil code of conduct
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the Progress Team promptly

6. Pupil code of conduct

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other at all times
- › In class, make it possible for all pupils to learn
- › Move around the school following the 'kind corridors' policy
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given without question

- › Refrain from behaving in a way that brings the school into disrepute. This includes when outside of the school site in and around the local community. This includes any student bullying or intimidating members of the community, antisocial behaviour or participating in any activities associated with a gang. “Gang” as used in this policy means two or more individuals who associate frequently with each other for criminal, disruptive or any other activities prohibited within the community.

7. Rewards and Sanctions

7.1 List of rewards and sanctions

At Kingsmead we value the work and progress made by our students and we recognise that rewards are an essential motivational tool in this process. We believe that by acknowledging, encouraging, supporting and rewarding the key values shown by our students, we will promote and develop the characteristics our students require for their future successes. It is essential that all staff within Kingsmead praise students and rewards are used appropriately. Everyone has a responsibility to reward students for meeting and exceeding our expectations.

When issuing rewards, staff will give pupils XP (experience points) based on the 4 Kingsmead values RIME using Bromcom. The number will range from either 1, 5 & 10 and will accumulate throughout the year. The number of XP gained during the year will unlock various rewards designed to promote the value of learning and develop a pupil’s intrinsic motivation to succeed. Further XP gains will allow pupils to unlock various events during activities week. There will also be other half-termly rewards given to pupils achieving the top number of XP in each year group.

Learning Behaviour within Lessons – PREP

Exhibiting the correct learning behaviour is key to the progress that students make in lessons. If students are working hard and applying themselves in lessons, including the appearance of their books, they will make good progress. If they are not, they will be given the opportunity through PREP to develop better learning behaviours, habits, or a better work ethic.

Staff will follow the bullet points below when issuing PREP to ensure consistency throughout the school. The only instances where the below procedure is not used is when issuing PREP for incomplete homework, or when a pupil is more than 5 minutes late without consent from a member of staff. In these instances, an automatic PREP session will be issued.

1. Silent non-verbal – this should be the initial course of action whereby a student is reminded that the staff member is in control and that their behaviour is being monitored. Typical examples are: *eye contact, facial expression, shaking of the head, a stare, etc.*
2. An informal warning – a discussion is had with the pupil whereby the behaviour is addressed and the example of what is expected given.
3. Formal Sanction – if the behaviour continues the pupil should be spoken to again, the behaviour challenged, and the pupil told of the possible escalation to PREP if it continues. Where possible the pupil should be moved within the class. This will then be recorded on Bromcom.
4. PREP and removal – as a last resort the student should then be removed from the lesson and sent to the sector call out room within the faculty with work to complete. All belongings should be left with the teacher for collection by the student at the end of the lesson. PREP will be recorded on Bromcom and the pupil given the time and date of the sanction when they return to the class at the end of the lesson.

During the removal stage, should a pupil fail to comply and refuse to leave, another pupil will be sent to the nearest Key Stage HUB and the code “level 1 callout” used. The Progress team will then deal with this as personal behaviour rather than behaviour for learning.

R&R (Reflection and Reparation) for Personal Behaviour

Should any of the behaviours listed in section 3 occur, then the following procedure is to be followed:

1. Staff are to issue R&R within the lesson and explain to the student how their behaviour is unacceptable and the Progress Team emailed.
2. The student is to be removed from the lesson and sent to sector call out within the Faculty.

3. Upon return they are to have the date of the sanction given to them.
4. The issue will be reviewed by the Progress Team that day and the session allocated appropriately.
5. Parents will be informed of the decision via Bromcom.
6. For a 3-day R&R session a phone call home will be made by the Assistant Progress Leader. If a 5-day R&R session is given then the call will be made by the Progress Leader. The allocation of these sanctions will be discussed with the Assistant Headteacher for Rewards and Sanctions.
7. Each R&R session is for one hour and over a period of days allocated by the Progress Team.
8. When R&R is allocated to a student the Progress Team can initiate a Tutor Report for further monitoring over a 2-week period.
9. The R&R session will be run in silence by the Progress Team/Mentor and will involve the student making reparation through a pre-planned activity that gives back to the school/subject/staff that they affected through their behaviour.

Cycles of Support

At Kingsmead we understand that some pupils find it challenging to meet the high expectations of the school. It is our intention to support these students to modify their behaviour and realise their potential. As such, Kingsmead School have adopted a process of '**Cycles of Support**'. This process is outlined below:

1. Parents/carers are informed of decisions at all stages and are expected to attend Cycles of Support meetings throughout.
2. Early Intervention – this is the first stage in the cycle process. Students are placed on a Progress Tutor report having been brought to STRAT. This will last for a duration of two weeks. The Progress Leader will make the decision to place a student on report in liaison with the Progress Tutor. The expectation is that the Progress Tutor monitors the report. Should a student fail the Progress Tutor report, the Progress Leader has the option to extend the report or the student would be recommended at the **STRAT** meeting to be placed on to Cycle 1 should the student's behaviour warrant further action. The **STRAT** team will discuss various interventions to be put in place to aid the pupil in making reparations and altering their behaviour.
3. Support Cycle 1 – The Progress Leader places the student on to Cycle 1 at the agreement of the 'STRAT team'. The STRAT team is made up of all staff within the school with the expertise to avoid the behaviour of the child escalating. At this point, the student is on report to the Assistant Progress Leader/Progress Leader. The report lasts for two weeks and is followed by four weeks of monitoring. If a student passes the support cycle, tracking continues through the Progress Team.
4. If not, the STRAT team review the student profile and make a decision about increasing the levels of support to 'Support Cycle 2' or if 'Support Cycle 1' should be repeated. Further intervention work is also recommended by the 'STRAT team' should the pupil be placed onto Cycle 2. Parents are informed that support is increasing.
5. Support Cycle 2 – The student is placed on a 'Support Cycle 2' report with the Progress Leader and the interventions recommended by the 'STRAT team' are put in place.
6. Support Cycle 3 – The student is placed on a 'Support Cycle 3' report with the Senior Leader for their key stage at the recommendation of the STRAT team. Intensive support is put in place from the school and the local management group including mentoring from the local behavior team at the Bridge. The report lasts for two weeks with an additional four weeks of monitoring by the Progress Leader and Key Stage Leader. As with 'Support Cycle 2', the Assistant Headteacher for Rewards and Sanctions and Progress Team will review the interventions and support that has been provided for the student. The pupil will then be placed onto the DIP register to gain further support from local management group.
7. If there is a danger that the student will fail Cycle 3 then a Governor Behaviour Panel is called as a final attempt to support a change in behaviour. If after this there is not an improvement, a managed move will be offered as a final intervention before moving to a permanent exclusion.

7.2 Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, or on the bus on the way to or from school. The school will use the sanctions listed previously depending on the severity of the behaviour. Sanctions will also be applied should a pupil bring the school into disrepute through actions that effect other pupils, staff, or the general public.

7.3 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

7.4 Exclusions

Fixed Term Exclusion

There are times when, despite every effort made by the school, it is necessary to implement the exclusion procedure. The Head of School is empowered to exercise their professional judgement in the use of exclusion. Whilst a student is excluded (fixed-term) the school has an obligation to ensure that the education of the student continues. For exclusions of between one and five days, the school will provide work which must be completed by the student at home. Parents will be informed about the exclusion. Initially the parents should be told by telephone and a follow up letter will state the reasons why; it will also be entered on Bromcom. Parents will be called for a reintegration meeting before the student can return to normal lessons. The meeting will be with the Progress Leader/Assistant Progress Leader. A record of this meeting should be taken and will be with the attendance of the Progress Leader/Assistant Progress Leader and Assistant Headteacher.

Permanent Exclusion

A decision to exclude a student permanently will only be taken as a last resort when a wide range of strategies for dealing with disciplinary offences has been attempted or if an exceptional 'one-off' offence has been committed. This could include incidents such as:

- Serious violence, actual or threatened, against a student or member of staff
- Supplying an illegal drug
- Carrying an offensive weapon
- Failing the cycle process
- Or any other one-off offence considered by the Head of School to be exceptionally serious.

Parents have the right to make representations to the Governing Body about exclusion and the Governing Body must review the exclusion decision. Where the Governing Body upholds a permanent exclusion, parents have the right to appeal the decision to an independent appeal panel. Schools are under a duty to provide suitable full-time education for an excluded student from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

8. Behaviour Management

8.1 Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally

- Challenging the behaviour not the individual
- Giving clear and concise instructions, with no rhetorical questions
- Allowing pupils to reflect on their behaviour
- Delivering each stage in a calm and professional manner, which amends the pattern of behaviour
- Highlighting and promoting good behaviour
- Using positive reinforcement

8.2 Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- › Causing disorder
- › Hurting themselves or others
- › Damaging property

Incidents of physical restraint must:

- › **Always be used as a last resort**
- › Be applied using the minimum amount of force and for the minimum amount of time possible
- › Be used in a way that maintains the safety and dignity of all concerned
- › Never be used as a form of punishment
- › Be recorded and reported to parents (see appendix 3 for a behaviour log)

8.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9. Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) focused on the school's RIME values. In addition, staff members hold transition meetings with year 6 teachers to discuss each individual student coming to Kingsmead, including any behavioural and/or engagement barriers to their learning.

This helps form the creation of a master tracker document for the transition cohort. This information is shared with relevant members of staff; progress leader, progress tutors, subject teachers, senior leadership team etc.

This ensures the right support is in place from the beginning of year 7 and that any behaviour issues are monitored effectively. This might include additional transition visits, parent meetings and strategic group placements for identified students. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full governing board every year. At each review, the policy will be approved by the Headteacher.

12. Links with other policies

This behaviour policy is linked to the following policies:

- › Kingsmead Anti Bullying policy
- › Kingsmead Safeguarding policy
- › Safeguarding whistleblowing policy
- › JTMAT behaviour policy
- › Running a sanctions policy
- › Kingsmead online safety policy
- › Uniform policy

Appendix 1: Written Statement of Behaviour Principles

- › Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: Terminology Explained

Support Cycles – Cycles are reports pupils are placed onto for monitoring purposes by the Progress Team

STRAT Team – The Strategy Team includes the Key Stage Leaders, Progress Leaders, The Senior Leader responsible for Behaviour, DSL, attendance leader, well-being mentor and various agencies including if possible representation from the local authority. The meetings held allow targeted individuals to receive the support they require to focus and get back to meeting our expectations.

Progress Teams – This includes the Progress Leader, Assistant Progress Leader, Progress (Form) Tutors

Key Stage Leader – The individual responsible for overseeing the running of the various key stages.

Managed move – An opportunity for pupils to move to another school over a 12-week period for monitoring and suitability for a permanent move to that school.

DIP – District Inclusion Partnership – Meetings where schools attend and voice concerns regarding pupils and arrange managed moves.