



Kingsmead Rewards and Sanctions Strategy

Date of Last Review	September 2019
Date of Next Review	September 2020

Kingsmead Rewards and Sanctions Strategy

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 meet our high expectations of them.

Kingsmead Rewards Policy

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. 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.

Kingsmead School Behaviour Policy

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 classroom 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, coaching, mentoring and provide further support.

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.

At each stage the expectation is that:

- a. The behaviour is challenged, not the individual
- b. Instructions are clear and concise, with no rhetorical questions
- c. Reflection on pupil behaviour is key
- d. Staff deliver each stage in a calm and professional manner, which amends the pattern of behaviour.

Learning Behaviour within lesson - 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 or 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 10 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. 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
Movement – where possible students should then be moved/isolated within the classroom. If this is not possible, then the teacher should move another pupil to allow this to occur. This should be recorded on G4S as a FORMAL WARNING OF POTENTIAL REMOVAL
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 by the student in their knowledge planner and on G4S in the earliest possible slot. Below indicates an example of a script to be used by staff when issuing the Faculty sanction
 - a. *You were removed for.....*
 - b. *Prep will be on*

When recording PREP, it is essential that any further information regarding PREP is recorded so that the Progress team can intervene and allocate R & R should it be necessary.

During the removal stage, should a pupil fail to comply and refuse to leave, another pupil should 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.

Prep Sanction

- PREP will be run by staff from all faculties each evening.
- PREP will run from 3.00-3.50 for 45 minutes each night.
- Students are expected to attend PREP and register by 3.05. Failure to attend by the deadline could see the session increased to 2 sessions.
- Staff are to register the attendance of the students, then ensure they read the list of reasons why they are receiving a PREP support session and then complete the relevant work set by the member of staff.
- The member of staff who set the session must attend at the start to ensure the pupil completes the relevant work set and improves their learning habits to redress the incorrect behaviour from the lesson.
- Should the session not alter the student’s behaviour or they fail to complete the work to a satisfactory standard then this will be recorded on G4S and a repeat PREP session will be recorded for the next evening by the members of staff running the session.
- Should the student fail to attend a 2nd session, then this will result in an automatic 1-week session being issued to the pupil for the next week by the behaviour team.

- If a pupil receives 3 or more PREP sanctions in a week, or they fail to attend a reissued PREP session, then this will result in a 1-week prep session being issued to the pupil for the following week by the behaviour team.
- Students on PREP will be placed onto Tutor report at the discretion of the Progress team, as the behaviour needs to be closely monitored over a 1-week period. This may rise to a 2-week period should effort in lessons not improve
- Should PREP not alter the pupil's behaviour then the Progress team will have the option to further increase to another week of PREP or move to an R&R session. Contact with parents will be made by the Progress team, due to a change needed from learning to a personal behaviour issue.

R&R (Reflection and Reparation) for Personal Behaviour

R&R is the most severe session issued by staff and can be issued for any of the following behaviours: -

- Swearing / swearing at staff
- Violence
- Bullying
- Persistent disruptive behaviour
- Defiance towards staff
- Outside lesson behaviour not pertaining to the high standards of a Kingsmead Pupil
- Intolerance towards others

Should any of these behaviours occur then the following procedure is to be followed:

1. Staff are to issue PREP within the lesson and explain to the student how their behaviour is unacceptable.
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 session recorded in their organiser and work set.
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 G4S, text message or a phone call home.
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.
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 are to initiate a Tutor report for further monitoring over a 2-week period.
9. The session will be run in silence by the Progress team, or will involve the student making reparation through a pre-planned activity that gives back to the community that they affected through their behaviour.
10. The work set in an R&R will be at the discretion of the Progress team.
11. The session will be marked as complete on G4S only if the student follows all instructions set by the members of staff
12. Should the student fail to follow instructions or not complete the activity set to a satisfactory standard, then the will be increased at the discretion of the Progress team.
13. Should the session have to be increased from 3 to 5 days, then a phone call home will be made by the Progress Leader, if this escalates to 2 weeks after school then a meeting with the parents of the pupil will be made at the discretion of the Progress leader.
14. Should the student's behaviour not improve then the Key Stage Leader will make recommendations to SLT regarding further actions.

Cycles of support

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 and various agencies. 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.

SLRS – Senior Leader for Rewards and Sanctions

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

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:

Parents/carers are informed of decisions at all stages and are invited to attend Support Cycle meetings throughout.

Early intervention – this is the first stage in the cycle process. Students are placed on a Progress Tutor report. 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.

Support Cycle 1 – The Progress Leader places the student on to Cycle 1 at the agreement of the 'STRAT team'. 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.

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' is repeated. Further intervention work is also recommended by the 'STRAT team' should the pupil be placed onto Cycle 2.

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. During this stage the SLRS will liaise with the progress team about a possible managed move if this is an option and report to the DIP.

Support Cycle 3 – The student is placed on a 'Support Cycle 3' report with the SLRS / SLT member at the recommendation of the STRAT team. The report lasts for two weeks with an additional four weeks of monitoring by the Progress Leader and SLE. As with 'Support Cycle 2', the RSSL and Progress Team will review the interventions and support that has been provided for the student.

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 Go 4 Schools. 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 SLRS.

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
- 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.

Discretion

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 sanctions where necessary.