

REWARDS AND SANCTIONS

Praise, Recognition and Reward Systems

Praise and rewards can be a key factor in motivating students with their learning and they also recognise the positive contributions that students can make to the Academy. Achievements and positive contributions will be recognised in a variety of ways.

Typical Rewards for learning activities will be:

Level 1: Verbal praise

Written comments on students work

Level 2: Written feedback in planners

Subject sticker/ commendation

Level 3 : Postcard/letter home to parents

Level 4: Subject nomination to Team Leader/AST as part of periodic award cycle

Level 5: Referral to Headteacher as part of periodic award cycle

In addition, students who achieve the following will be recognised with formal rewards:

- Attendance above 97% for a term
- Achieving 100% meeting target grades on end of term reports
- Achieving above target grades for three or more subjects on end of term reports
- Exceptional Attitudinal Grades on end of term reports
- Exceptional levels of service to the Academy on a termly basis

These outcomes will be recognised with awards, certificates, gift vouchers, letters and prizes.

Sanctions

Classroom teachers and support staff will manage behaviour in their classroom by the setting of appropriate expectations, values and appropriate teaching and learning activities. They will be supported by Academy Team Leaders, Team Leaders and AST's to create a positive atmosphere for learning.

Classroom teachers and Team Leaders/AST's will use the full range of sanctions available: Detentions, removal from lessons, letters/phone calls home and meetings with parents/carers. If this proves ineffective and the inappropriate behaviour continues, Pastoral Managers will become involved.

The Pastoral Managers will identify the most appropriate response. These will include being placed on report, referrals for more severe detention, internal exclusion/isolation, requesting ECM involvement and the recommendation of pastoral support plans/ learning contracts being activated by the appropriate Headteacher.

In cases where students have not responded to the Pastoral Manager intervention, the relevant Headteacher will become involved and escalate the level of sanction which could lead to exclusion, either temporarily or permanently from the Family Unit.

For extreme bad behaviour, immediate referrals will be made to either the Pastoral Managers or the Headteachers.

The Sanction Line:

Level 1: Class Teacher (roles and responsibilities)

1. Verbal warnings
2. Written warning in planner

3. Kept after class for “catch up” or discussion around inappropriate behaviour
4. Referral to Academy/Team Leader if no improvement in behaviour or attitude to learning.

Level 2: Team Leader including AST’s (roles and responsibility)

1. Parental contact via letter/phone call
2. Student placed in Department detention
3. Student placed on Subject Report for a specified length of time
4. Removal from subject lessons to another classroom for a specific length of time
5. Referral to Pastoral Manager if no improvement in behaviour or attitude to learning

Level 3: Pastoral Managers (roles and responsibilities)

1. Student placed on Pastoral Manager report if required
2. Meetings with parents/carers
3. Referral to, and involvement of, ECM team if required
4. Removal from lessons and internal isolation. This may be via “call out” for serious incidents
5. Referral to appropriate Headteacher if no improvement in behaviour or attitude to learning.

Levels 4 & 5 Senior Staff

1. Academy detention
2. Headteacher report
3. Meeting with parents/carers
4. Use of Pastoral Support Plans
5. External temporary exclusion for up to 5 days
6. Extended fixed term exclusions, more than 5 days
7. Referral to appropriate Executive Headteacher or Principal
8. Possible police involvement
9. Permanent exclusion

Behaviour for Learning Guidelines

The following is a guideline on the types of behaviour(s) a student may exhibit within the Academy Sanction Line. This list is not exhaustive, however it does provide a framework for responses.

Level 1 Incidents that remain the responsibility of the class teacher

- Refusal to follow reasonable instructions
- Talking persistently and disrupting learning
- Low level defiance
- Late to lessons
- Use of mobile phone/MP3 player in class (unless with explicit teacher approval)
- Chewing, eating or drinking in class
- Failure to complete tasks set, including homework
- Incorrect uniform
- Inappropriate language directed towards staff and fellow students

Level 2 Incidents which require Academy/Team Leader/AST involvement, parental contact via phone/letter and departmental detention

- Repeated level 1 behaviour despite class teacher strategies
- Refusal to follow any level 1 sanctions

Level 3 Incidents which may involve use of a “call out” removal of student, Pastoral Manager report, ECM involvement where required

- Continuous level 1 behaviours despite Academy/Team Leader /AST involvement
- Level 1 behaviours being exhibited in a number of subject areas

- Threatening actions or name calling towards staff/students
- Bullying and verbal abuse

Level 4 Incidents which may lead to Academy detentions, fixed term exclusions and Headteacher report

- Continuous level 1 behaviours despite Team Leader and Pastoral Manager involvement
- Smoking on the Academy site
- Swearing or inappropriate language towards a member of staff
- Fighting
- Repeated bullying and verbal abuse
- Racial abuse
- Malicious vandalism to the building or personal property
- Refusal to attend a level 2 detention

Level 5 Incidents which may lead to extended fixed term exclusions, police involvement and /or permanent exclusions

- Continuous level 1 behaviours despite Team Leader, Pastoral Manager and Headteacher involvement
- Possession of a weapon
- Possession of an illegal substance
- Unprovoked assault on another student or member of staff
- Serious “one off” offence e.g. arson
- Theft
- Bringing the Academy into disrepute