

Secondary Rewards and Sanctions Procedure



King's College School
The British School of Madrid
La Moraleja

Rationale

The King's College Rewards and Sanctions Procedure exists in conjunction with the Behaviour Policy and in line with the school's Code of Conduct. The overarching principle for the creation and application of this policy is the establishment of clarity and consistency for the School as a community of pupils, staff and parents in regard to how rewards and sanctions can, and should, be used to positively reinforce desired behaviours and to negatively reinforce inappropriate behaviour.

Aims

- To celebrate the success of the students in all aspects of school life
- To promote the Core Values highlighted in the Code of Conduct
- To support the staff to ensure teaching and learning can take place in a positive working environment.
- To encourage good behaviour by publicising success
- To give clear guidelines to pupils as to the sanctions available and at which level they are working at on the Discipline Steps.

Rewards

Without exception, success is to be celebrated at all levels and teachers should use verbal praise as much as possible, wherever and whenever it is appropriate.

Rewards should be given to students for good work, good behaviour and good citizenship. On ISAMS "Positive Comments" should be emailed to parents at regular intervals giving praise for good work and behaviour which can be sent at any time

HPL Merit points, certificates and prizes

In Years 7 to 11, full use should be made of the HPL Merit Points system. (See below)

Letters of praise will be written to the parents of those students who have scored consistently high grades on formal reports or whose grades have significantly improved since the last report. This is based on the report analysis completed by the Head of Key stage 3 and 4.

Special certificates are to be awarded to those students who do particularly well in public examinations.

HPL Prize Giving Awards: one for excellence and one for effort per subject .

One overall subject prize is given in both the Upper and Lower Schools, along with one award to be given per year group for 'adherence to the schools core Values'. There are also prizes awarded by each Head of House for contribution to house activities.

HPL Merit points and house points

Students will be awarded a HPL certificate for reaching milestones during the school year.

30 Merits gained	-	HPL Bronze award
60 Merits gained	-	HPL Silver award
100 Merits gained	-	HPL Gold award
150 Merits gained	-	HPL Platinum award

As stated within our Code of Conduct, we at King's College believe the values listed below to be at the very heart of achieving success, in all its forms. As such we would like to reward pupils that demonstrate these qualities and those pupils that lead and assist others in developing them:

Merit Points may be awarded to pupils of all ages. The purpose of awarding Merit Points is to reinforce behaviours that we would like to encourage. It is important that Merit Points are used in conjunction with clear targets and goals, some of which will be academic and others behavioural, adapted appropriately for different year groups throughout the school.

Below, by way of example, are behaviours that may result in the awarding of Merit Points:

VAA		Examples:
Empathy	Collaborative	Working well with others in groups (leading / listening to ideas, building on ideas) Presentation work (tailored to audience, confidently delivered) Team work (sports, practicals)
	Concerned for society	Demonstrates 'British values', respect for others and celebrating difference Considers wider consequences of issues and actions, Work with the wider school community Shows an awareness of current affairs, world issues etc
	Confident	Articulate and justify ideas, beliefs, opinions Public speaking in front of others Takes on challenge work
Agile	Enquiring	Engagement in research tasks Identify between relevant and irrelevant information Ask thought provoking questions Hypothesise and seek evidence to support their ideas
	Creative and enterprising	Display originality in class work Take on new approaches or ideas to solving tasks Come up with new, unique ideas to current issues / problems
	Open minded	Display an awareness of other people's beliefs, opinions and ideas (both academic and cultural) Reason with others about their ideas Change mind about their own beliefs based on what they have learnt from others
	Risk-taking	Take on new learning experiences / challenges Not being afraid to fail and learn from their mistakes Being willing to contribute answers to challenging questions when no one else is
Hardworking	Practice	Demonstrating revision of work on a regular basis Answering questions from prior knowledge using notes / work from previous lessons Improves on work each time revisited
	Perseverance	Sets targets of what they want to achieve and how they will achieve it Show an understanding that mistakes are inevitable and can be learnt from Accepts when a task is too much, inaccessible and asks for support
	Resilience	Independent when attempting new and challenging tasks Avoids distractions when completing work Strives to complete all work despite challenges faced

ACP		Example
Meta thinking	Meta-cognition	Applies different strategies / thinking skills to completing tasks Evaluates their approach to a task and changes thinking to reflect this Articulates the skills required to complete a task
	Self-regulation	Recognising own mistakes when answering questions and improves own answers Responds to feedback regarding improvements in an effective manor Tries to independently improve their own work
	Strategy planning	Breaks down a task and puts in a plan to answer questions Effectively chooses the correct approach to answer a given task
	Intellectual confidence	Uses evidence to present their own ideas and viewpoints Justifying their answer using knowledge and evidence Can argue personal beliefs while taking on board the opinions of others
Linking	Generalisation	Use patterns and trends / data to make predictions Making comparisons including similarities and differences Can make connections and apply similarities from one situation to another
	Connection finding	Connects prior knowledge and facts to a current task Transfers knowledge from one subject to another
	Big picture thinking	Links learning to 'real life' scenarios Asks and answers questions using a big picture stimulus Can link a big picture to current learning
	Abstraction	Applies knowledge to more complex questions (eg analysis, suggest questions) Evaluate different ideas using knowledge taught in lessons
	Imagination	Questions situations and content taught in class to explore more ideas Links together knowledge to create new ideas and solutions to problems Suggest alternate solutions to a problem or task using knowledge
	Seeing alternative perspectives	Suggests how information given may be interpreted in a different way Can question and evaluate given evidence - is there enough? Is it reliable? Recognise the validity of different viewpoints, ideas and arguments

Creating	Intellectual playfulness	'Bends' rules, adapting and modifying an approach or instructions Moves away from rigidity when completing work, to find a new solution
	Flexible thinking	Identifies different solutions to a problem Uses evidence or new learning to change their mind or ideas Takes on board new ideas to develop or change an idea or answer
	Fluent thinking	Effectively brainstorms ideas Actively looks for more information to help them complete a task or find a solution Generates multiple solutions to a problem Shares unique solutions with others
	Originality	Identifies a new solution or possibility that others may not have thought of Creates something new or unique based on ideas of others
	Evolutionary & revolutionary thinking	Completes work or answers a questions in a completely unique and original manor Conceives something or creates something entirely new and original
Analysing	Critical or logical thinking	Can evaluate evidence effectively Can make predictions independently based on prior knowledge Can answer questions based on information provided
	Precision	Uses key terminology, symbols, skills effectively
	Complex and multi step problem solving	Breaks down a task into a simpler way to structure an answer Can use different approaches to solve problems
Realising	Automaticity	Can recall facts from prior learning without prompts Can use key skills effectively, without support or active thinking
	Speed and accuracy	Can complete work within a given time frame correctly

To be effective, Merit Points should be awarded regularly and publicly, and pupils should be fully aware of what they have done to deserve the award. That way, their peers will also be aware of what they need to do to follow suit. Clearly, Merit Points will be awarded differently for, say, Primary students as opposed to Year 11 students; however, the positive impact they can have cuts across all ages. Excellence, in any format, should always be rewarded.

Merit Points can become devalued if they are given to whole classes or to various students at the same time. Staff should avoid over-generosity, whilst making the potential attainment of points a realistic possibility, and *avoid giving out multiple points for one positive activity*.

Reward processes

Level 4

Prize Giving - Excellence throughout the year

Can be given by Head of Department, Head of Secondary, Deputy Head of Secondary, Heads of Key Stages, SLT

Level 3

Certificate or letters home - Consistent excellence of performance, Adherence to Core Values, Contribution to school life

Can be given by Class Teacher, Head of Secondary, Deputy Head of Secondary, Heads of Key Stages, SLT

Level 2

HPL Merit Points - Adherence to Core Values, Excellent Contribution in class, Excellent Academic Performance

Can be given by Class Teacher, Admin staff, Head of Secondary, Deputy Head of Secondary, Heads of Key Stages, SLT

Level 1

Teacher Comment

Behavioural Sanctions and Levels

Level	Examples of Behaviour	Sanctioned by
<p>Level 1</p> <p>Immediate Verbal Warning</p>	<ul style="list-style-type: none"> • Lateness • Disruptive behaviour • Chewing • Incorrect uniform as per the uniform policy including: banned jewellery items; earrings which are not single stud (girls); facial hair (boys) • Not following instructions • Lack of equipment, HMK or exercise book, Chromebook not charged • Not speaking the appropriate language for learning • Inappropriate or misuse of HMK diary • HMK diary not signed • In the school building before the start of school, break or lunchtime without permission 	<p>Form Tutor Subject Teacher Head of Secondary Deputy Head of Secondary Heads of Key Stages SLT</p>
<p>Level 2</p> <p>On the day Area of Concern sent home to parents on Isams</p>	<ul style="list-style-type: none"> • Repetition of Level 1 behaviour • Offensive language including swearing • Misuse of equipment,resources and Chromebook • Failure to hand in HMK on time to the required standard without a note from home • Insufficient work produced in lessons 	<p>Form Tutor Subject Teacher Head of Secondary Deputy Head of Secondary Heads of Key Stages SLT</p>
<p>Level 3</p> <p>15 minute lunch time detention with the Head of KS3 or KS4</p> <p>The teacher giving the detention to send Area of Concern home.</p> <p>Form Tutor report for repetition of Level 2 behaviours</p>	<ul style="list-style-type: none"> • Repetition of Level 2 behaviours • Use of mobile phone - Phone confiscated and given to Head of Secondary. • Damage to property of others • Graffiti • Using classroom or facilities without permission • Unkind behaviour to others (including disrespecting any member of staff) 	<p>Form Tutor Subject Teacher Head of Secondary Deputy Head of Secondary Heads of Key Stages SLT</p>

<p>Level 4</p> <p>30 minute after school detention with the Head of Secondary on a Friday</p> <p>Assistant Head of Secondary Report for consistent poor behaviour after Form tutor report</p> <p>Phone call home to parents and to be invited into school for a meeting, recorded on isams</p>	<ul style="list-style-type: none"> ● Repetition of Level 3 behaviours ● Failure to attend level 3 detention ● Repeated disruptive behaviour after detention given, or single serious incident ● Truencing 	<p>Head of Secondary Deputy Head of Secondary Heads of Key Stages SLT</p>
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<p>Level 5</p> <p>30 minute after school detention with the Head of Secondary on a Friday</p> <p>Head of Secondary Report for consistent poor behaviour after Deputy of Secondary report</p> <p>Phone call home parents to be invited into school for a meeting recorded on isams</p> <p>Internal or external suspension, or permanent exclusion at the discretion of SLT on the severity of the behaviour or incident, recorded on isams</p>	<ul style="list-style-type: none"> ● Repetition of poor behaviour after Assistant Head of Secondary Report ● Bullying including online or social media ● Theft or Extortion ● Abusing others ● Fighting ● Vandalism ● Racism, Homophobia, Sexism and derogatory Language ● In possession of dangerous items ● Possession / using / under the influence of inappropriate substances including drugs and alcohol 	<p>Head of Secondary Deputy Head Head Teacher</p>
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Communications and monitoring

Informing Pupils

- Code of Conduct and Core Values to be displayed in all classrooms and around school.
- Behaviour for learning procedure to be displayed in each classroom.
- Code of Conduct and Core Values is included in Homework Diaries and Teacher Planners.
- Pupils will be informed by the Head of Key Stage once they reach Stage 3 of the Behaviour for learning sanction ladder, if they will be going onto report and for how long they will remain there.

Informing Parents

- Standard and individual emails home for sanctions and praise via ISAMS.
- Information to be sent directly to parents via email using the ISAMS “Area of Concern” section.
- Notes from subject teachers / tutors in the Homework Diary.
- Parents will be informed via ISAMS by the relevant Head of Key Stage once they reach Stage 3 of the Behaviour for learning sanction ladder, if they will be going onto report and for how long they will remain there.

Informing School Management and Staff

- All incidents with a sanction imposed should be entered on ISAMS “Area of Concern” and emailed to parents, Tutors and Pastoral Coordinators.
- Areas of Concern on ISAMS System for departmental referral are sent to Heads of Department and relevant Heads of Key Stage.
- Areas of Concerns on ISAMS System for information purposes are sent to Tutors and relevant Heads of Key Stage.
- Homework Diary for optional passage of minor incident information to Tutor.
- Comments on ISAMS for direct referral to Head of Secondary in the case of high level incidents. Student records to be monitored by relevant Heads of Key Stage on ISAMS at least weekly.
- ISAMS System and email are used to inform relevant staff and subject teachers.
- Record of all high level incidents to be kept in The Head of Secondary office. This will include staff and pupil statements, related emails /information from parents and cover sheet.

Post problem target setting

We should endeavour to modify inappropriate behaviour. We must continually try to help our students to adjust their behaviour to conform to what is expected of them at King's College.

Strategies used should be centred on the use of rewards, praise and the positive reinforcement of desired behaviours. They should be re-evaluated if they are not succeeding.

Stages 1-3 sanctions administered by classroom teachers should be explained and targets must be set for the student to avoid being punished again. When pupil behaviour improves, these changes should be verbally praised.

Stages 4-5 sanctions should also be explained fully to the students and targets set in regard to behaviour rectification. Students placed on a Weekly Report and or contract should have specific written targets set and they should be praised if they achieve these targets.

Students that have been externally or internally suspended may be placed on a contract for one term following their return and an interview with their parents. Their targets will be agreed alongside the parents.

Students that have accrued a number of Stage 1-3 sanctions over a certain period of time may also be placed on a behavioural contract.