Behaviour, Rewards and Sanctions Policy

Applies to:	All pupils
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Introduction

Leicester High School sets high standards in all areas of School life. Positive behaviour supports student welfare and enables the smooth and orderly management of the school. An environment of positive behaviour supports the elimination of bullying and unkindness, neither of which are ever tolerated at this School.

Our vision is that **every girl is known, valued, and inspired to be her best.** This policy reflects that vision by setting out expectations for behaviour which ensure all pupils are able to flourish academically, socially, and personally in a safe and supportive environment.

This policy aims to create the environment where the use of sanctions and infringements of rules are minimised. This will be achieved through strong relationships, clear and robust systems, and excellent communication.

All members of the school community, including staff, are expected to set a positive example to pupils in their own courtesy, dress, punctuality, and conduct. Mutual respect between pupils and staff is critical to our School's ethos.

Statement of Intent

Positive behaviour and excellent relationships come from an engaging academic and enrichment programme in school, and through a strong Pastoral Care structure. These are the foundations which enable every pupil to be known, valued, and inspired to achieve her best.

Leicester High School rejects the use of corporal punishment and does not administer, or threaten, corporal punishment during any activity within or outside the School premises. This prohibition applies to all members of staff, and even when acting in loco parentis.

The School explicitly rejects the use of sanctions which may humiliate or degrade pupils.

Our Behaviour, Rewards and Sanctions policy aims:

- to ensure that all staff, pupils, and parents are aware of the aims and expectations of the School in terms of behaviour.
- to encourage good, orderly behaviour and self-respect, as well as respect for others and the environment, based on a recognition of rights and responsibilities agreed by the whole school community
- to provide consistent and effective support for staff and pupils
- to promote a positive attitude to learning and to provide a learning environment that is attractive and stimulating so that pupils are able to realise their potential.

- to support pupils in achieving success and encourage patterns of good behaviour through a range of rewards.
- to deal as promptly as possible with incidents of unacceptable behaviour with appropriate sanctions
- to ensure that all pupils are treated equally and fairly with regard to rewards and sanctions.
- to support the schools anti-bullying policy, creating an environment where all are respected, welcomed, and valued.

Pupil Code of Conduct

Respect for Learning:

- Attend each day and arrive on time for School and lessons.

Respect for Self:

- Act responsibly and with self-discipline both towards themselves and others.
- Take pride in themselves and their appearance, their achievements, and the achievements of others.

Respect for Others:

- Treat everyone politely and courteously, in the manner we would wish to be treated ourselves.
- Accept and appreciate differences of ethnic background, religion, skin colour, ability etc.
- Be sensitive to the needs of others.
- Respect the property of others.

Respect for the School:

- Give of their best in every area of School life
- Respect the School premises and equipment.
- Obey the uniform and jewellery regulations when representing the School.

If all pupils observe the Pupils' Code of Conduct, effective teaching and learning can take place in a safe, well-ordered environment. Every pupil will then be able to achieve their full potential in all areas of School life.

Relationship to other policies

This Policy has significant links with:

- The School's duties under the Equality Act 2010, including the Equal Opportunities policy and issues related to SEND pupils (see SEND policy and procedures), liaison with parents and other agencies.
- Pastoral Care Policy
- Anti-Bullying Policy (Pupils)
- Pupil Equal Opportunities Policy
- Drugs Policy
- ICT Acceptable Use Policy – for Pupils
- Safeguarding and Child Protection Policy and procedures.

Rewards and Sanctions

Rewards

The Leicester High School staff feel that it is important to frequently praise and reward pupils for their achievements. Doing so supports the positive culture which defines our school. Staff should seek opportunities to recognise excellent effort, high-quality work and behaviour which supports a positive atmosphere.

Rewards include:

1. verbal praise and written remarks about good work
2. An effort-based reward system, using stickers which are placed on a Rewards Card. A completed card is handed in to the School Office to be recorded on SIMS and for a message to be sent to parents praising their child.
3. Recognition of outstanding academic work, including the prizes and signing the Excellence Book
4. Public commendation of success in the School community, such as through assemblies
5. Enrichment awards for those engaging fully with the enrichment programme.
6. Opportunities to display work and perform.
7. Regular communication of pupil contribution, engagement, initiative, and achievement to parents, via social media, the School website, regular newsletters.

House Points

Recorded as 'House Point' on SIMS

House Points should be regularly given to reward **effort** and achievement. The School employs a reward card and house points system to acknowledge and reward positive behaviour and achievements of our pupils. The system involves staff members awarding stickers on the reward card to acknowledge good behaviour, with completion of the card involving the accumulation of 20 house points and the dissemination of a celebratory message to the pupil's parents. Additionally, we

award house points for participation in events and activities, which incentivizes pupils to take an active role in school life and fosters a positive and supportive learning environment.

Excellence Book

Recorded as 'Excellence Book' on SIMS
To recognise outstanding achievement a student can be invited to see the Head Teacher to sign the Excellence Book. A postcard will also be sent home by the School Office. Give the student a slip to take to the School Office to make their appointment. There are no fixed criteria, students can be rewarded in this way by for personal achievements e.g. speaking in assembly, an exceptional piece of classwork or any other action which is particularly notable.

Sanctions

The School's system of sanctions is designed to ensure that pupils understand and adhere to the standards that are set out in the Pupils' Code of Conduct. Staff will seek to ensure that pupils are made aware of the reasons for applying a sanction.

An acknowledgement of being in the wrong and a genuine undertaking not to re-offend is always preferable, where possible, to a strong sanction - which may result in a resentment and lose focus on reflection.

Sanctions should always be appropriate to the offence and support improving behaviour and attitudes.

Order marks

Where a pupil commits a minor offence. An order mark is recorded on a pupil's SIMS profile. Where students pick-up multiple order marks or patterns of poor behaviour occur, further sanction may result.

Detentions

Given for poor behaviour, repeated offences etc. Usually at lunch time with the member of staff who has set the detention.

Other sanctions

Staff may issue other sanctions, as deemed appropriate to the offence. For example, a student may be kept behind to tidy a classroom where they have been responsible for making a mess or have their social time privileges removed for a set period when they have behaved poorly at lunch. These sanctions can be given using the member of staff's judgement to resolve the issue.

Communication with home

Leicester High School is committed to working in partnership with parents/carers. Parents must support the steps taken by the school to manage behaviour and create a positive culture.

Parents should contact the child's Head of Year at once if they consider that their child has. been unfairly treated.

Use of Mobile phones, iPads, and other Smart devices #

- **Junior Department and Year 6:** Mobile phones, music listening devices, and smart watches are not permitted.
- **Years 7–13:** Mobile phones, iPads and other smart devices must not be seen or used during the school day without the explicit permission of a member of staff.
- **Years 7–8:** Pupils must hand in their devices during form time each morning. Devices are returned at the end of the school day.
- Devices may only be used for educational purposes when directed by a teacher.
- Any device used without permission will be confiscated. Repeated confiscations will result in the device being returned only to a parent/carer.
- Photographs, videos, or recordings of any member of the School community may not be taken without their permission, and must never be used inappropriately, including on websites or social media, without informed consent.

Procedures for Permanent Exclusion

Persistent failure to respond to management and support at the earlier stages may eventually lead to a pupil being asked to leave the School, or to permanent exclusion.

If this is the case, parents will be kept informed and involved at all stages, and both pupil and parents will receive clear warnings that such a step may be taken. It is possible that severe individual cases of verbal or physical aggression against members of staff or other pupils, or extreme antisocial behaviour (including malicious damage or criminal acts), could also lead to permanent exclusion.

Although a pupil's individual needs and circumstances will be borne in mind when any decision about exclusion is made, these will be balanced against the needs of the School community as a whole. Every effort will be made to reach a fair decision.

The Head Teacher will consult the Chair of Governors before issuing a permanent exclusion.

Searching and confiscation

The school follows the current guidance set out in *Searching, screening*.

and confiscation. Advice for headteachers, school staff and governing bodies July 2022 https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching__Screening_and_Confiscation_guidance_July_2022.pdf

Physical intervention
The school follows the current guidance in: *Use of reasonable force. Advice for headteachers, staff and governing bodies July 2013* *https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools* and https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

The right amount of force to use in each situation is the least amount possible. All steps should be taken to reduce or remove the need to use force. The safety of those involved in a situation is paramount. Reasonable force may be used to prevent a student harming themselves or others.

Recording incidents

Where force is required to restrain a child or control their behaviour, it is important that there is a detailed written report of the incident. Immediately following any such incident, the member of staff concerned should tell the Head of Juniors or the Head Teacher and provide a written report as soon as possible afterwards.

That report should include:

- The names(s) of the pupil(s) involved.
- When and where the incident took place
- The names of any other staff or pupils who witnessed the incident.
- The reason that force was necessary.
- How the incident began and progressed
- The pupil's response and the outcome of the incident
- Details of any injuries or damage to property

Monitoring and Evaluation

Successful implementation of this policy will be monitored by the Deputy Head working with the Heads of Key Stage. This policy will be reviewed annually at a meeting of the Pastoral Committee.

If all pupils observe the Pupils' Code of Conduct, effective teaching and learning can take place in a safe, well-ordered environment. Every pupil will then be able to achieve her full potential in all areas of School life.