

Stoke Newington School & 6th Form

Rewards and Sanctions Policy

Our aim is that in our school everyone

- Enjoys learning and makes outstanding progress
- Has a strong sense of belonging both to our school and to the wider community
- Is empowered and equipped to become an active citizen who celebrates diversity and has a commitment to a shared and just future

The Rewards and Sanctions Policy exists to ensure consistency of use of rewards and sanctions across our school. Our learning and behaviour policies need to be supported by a system of rewards and sanctions applied fairly and consistently. In general we believe that the reward of learning is intrinsic but we use our rewards system to ensure features of good learning are praised for as many students as possible. In general we acknowledge that the vast majority of students behave very well both in the classroom and elsewhere. Sanctions do need to exist for the times when students overstep the behaviour policy.

Rewards

Rewards should be used consistently by staff and given for a specific reason. If rewards are given too easily they become meaningless. If used too infrequently, they lose their motivational effect and students' achievements go unrecognised.

Informal rewards to be used by all staff

Praise and positive comments should be frequently given.

Smiles and acknowledgement for good learning and work help to improve motivation.

Work should be displayed in classrooms and corridors in all departments to celebrate success and to model high standards.

Notes can be written in diaries to acknowledge success or improvements

Merits

- A merit can be given for good academic work, commendable effort, improvement in work etc. These are issued by staff. Please only give a maximum of 1 merit at a time
- Students are issued a badge and certificate after receiving 10 or a multiple of 10 merits. These will be issued in incremental colours of Bronze, Silver, Gold and Platinum.
- Merits are co-ordinated by the YCC with the assistance of form tutors.

We need to work towards greater consistency in the use of merits and so HoDs and YCCs will evaluate amount of merits given by different teachers and subjects.

Parental Communication

- It is vital for staff to communicate to parents how well their child is progressing in school. This can be achieved via giving merits to the student or more directly by a telephone call, a well done postcard or letter home, progress checks, use of planner or books going home routinely.

Assemblies

- Assemblies are an opportunity for students who achieve in class or in a supportive role around school to be publicly recognised both to show they are a role model as well as to celebrate their achievement. The expectation is that these will occur termly.

Class certificates and awards

- A class certificate can be issued where a whole class or group has shown improvement or worked well.
- These certificates can be displayed on the tutor room notice board or in the subject classroom.

Merits for the class can be totalled - the best tutor groups receive a framed record.

Subject Certificates

- Departments can give certificates for students who master or make progress in a subject specific skill or activity, or reach a particular level of achievement

Postcards

- There are good work postcards which can be obtained from Heads of Faculty and YCCs and not have to recognise achievement and effort

Attendance and Punctuality

- Certificates for 100% attendance are given termly in assembly
- Certificates are also awarded termly for 100% punctuality
- Prizes are awarded each year for 100% attendance through the year
- Merits can be given for improved attendance and punctuality

Students Award

- These are issued termly in the end of term assembly. These are decided upon by Student Voice and are issued to students who are seen to have overcome particular issues.

Governor's Award

- The Governing body will give vouchers as awards to students for outstanding progress/work or particular achievement or contribution to the school or community.

SANCTIONS

When imposing sanctions, the following points need to be considered:

- there has to be a deterrent factor;
- students need to learn how to resolve conflicts;
- Incidents of bullying behaviour may require additional support;
- parents should be informed /involved;
- whole-class punishments should take place only in exceptional circumstances and need to be reported to the line manager if they occur.
- students must not be punished for being unable to do a task or learning activity;
- parents must be given notice of detentions, which go on beyond 3:30pm.

SCHOOL DETENTIONS

- A school detention is a serious sanction and only given by a Head of Department or YCC after the student has failed to attend **two** subject /year detentions. School detentions are managed by a nominated member of the Leadership Team.

School Detention Information

In order to make sure School Detention is the effective support for departments and year team detentions.

Rationale

- School Detention is NOT a sanction in itself. It is the end of the line when departments and year teams have tried to detain students at least TWICE and they have repeatedly failed to attend.
- Students cannot be fast-tracked onto School Detention. They have to be given detentions in departments/year teams.
- School Detention is meant to be a support to department/year sanctions, not an alternative sanction.

Department / Year Detentions

You must ensure that students were present not only the day of your department/year detentions. Detention slips must be given to the student or posted home in advance of the school detention.

Procedures

- All School Detention forms have to be completed and handed into reception by end of the day Monday.
- The copies should be separated, the blue copy goes to LT member responsible for detentions and the white copy should be given to student/sent home by the referring dept/faculty/YCC.
- A provisional detention list will be emailed to all staff every Wednesday.
- Should students fail to attend the detention then they will be placed in IMPACT for 3 days.

Environmental Detentions

Environmental detentions are issued for chewing or dropping litter outside of the classroom. This will entail the students collecting rubbish after school supervised by a member of SLT. This is to ensure that students take pride in their learning environment.

EXCLUSIONS

There are three types of exclusion:

- Internal exclusion (Referral Room)
- Fixed term
- Permanent

Referral Room

Referral to the inclusion room can only be made by the Leadership team and the Lead Behaviour Mentor. Normally this will only happen if there is clear evidence of faculty and YCC strategies having been put in place previously, pending the outcome of an investigation or a uniform violation.

There are resources available in the inclusion that can be used, if needed teachers of students may be asked for work.

Students will have their lunch and break in the inclusion room.

The inclusion room will normally be used for short periods of time up to 3 days, or for longer periods if a student is withdrawn from a particular lesson.

Other students may be brought to the room to write statements or to be held until they can be processed.

The operation of this facility will be subject to annual review.

***Fixed term exclusions**

- Work must be provided for excluded students (co-ordinated by the YCC) if more than 5 days.
- A Head may not refuse to readmit a student on the grounds that parents do not co-operate in meeting with school staff
- A meeting of LEA and Governors is held to consider exclusions of more than 15 days. For exclusions of 15 days a pastoral support plan will be drawn up by the YCC. This is normally the final stage before considering a permanent exclusion. PSPs will also be produced for students who have more than 2 exclusions or 4 IMPACT referrals.
- The decision of this meeting is binding.
- A student may not be excluded for more than 45 days in any one year.

***Permanent exclusions**

- Only the Headteacher may permanently exclude students.
- A meeting of LEA and Governors is held. The head may invite any staff as witnesses.
- At the exclusion hearing we must provide evidence that a rule was broken and that the student was aware of this rule. We must show that exclusion is a last resort and that other action has previously been taken and support given. For these reasons all incidents must be carefully documented (see referral procedures).
- The student remains on role prior to the meeting and work must be provided.
- Parents have the right of appeal to an independent tribunal whose decision is binding.

Chairs signature: _____

Name: Caroline Stagg

Date: July 2013

Previous review date - Summer 2010

This review date - Summer 2013

Policy review date: Summer 2016