



READING BLUE COAT

Behaviour, Rewards and Sanctions Policy

The School aims to promote high standards of behaviour, self-discipline and learning, as also underpinned by the DfE guidance: Behaviour and Discipline in Schools (2016)

- a. The two main methods for promoting high standards are:
 - The recognition and appreciation of achievement in all aspects of school life and character
 - The application of a fair and consistent system of sanctions.
- b. The following expectations of pupils apply:
 - Pupils should be properly and fully equipped for all lessons at all times.
 - Pupils should respectfully stand, in silence, when any member of staff enters a classroom, only sitting down when told to do so.
 - Pupils, where applicable, should wait outside a classroom before a lesson. They should conduct themselves in an orderly manner.
 - Pupils should remain in their chairs at all times unless told to move by the member of staff.
 - All pupils should raise their hand when they wish to ask a question etc., and wait to be asked to speak before they do so.
 - No pupils should speak or be communicating with fellow pupils when a member of staff or a fellow pupil is addressing the class.
 - Pupils should follow all instructions given to them from a member of staff at all times – an instruction does not require an oral response.
 - Unacceptable behaviour in lessons should be dealt with by the teacher in the first instance. The Tutor may need to be informed, but should not be expected to deal with disciplinary problems unless they become serious or a pattern emerges. The Tutor and Head of Year must then become involved.
 - Where a pattern of poor work or unacceptable behaviour is seen to be emerging, Tutors must act (even if this simply means a student interview in the first instance) and not wait and see whether things get worse. Tutors will make contact with parents as soon as they recognize that a situation requires it. Communication with Heads of Year and HoD is also an important element when monitoring academic progress.
 - Poor behaviour outside the class should be dealt with by the teacher who comes across it, and the School's disciplinary system can be invoked as necessary.

Use of Rooms

Form Rooms: are the joint responsibility of the Tutor and the subject department who use them for teaching.

Unless designated by the Second Master, rooms must not be used out of lesson time without the specific authorisation of the Tutor. When such permission is granted the conditions set out under Common Room areas below apply.

Pupils should normally wait outside a room before a lesson until the teacher arrives. The teacher should normally be the last to leave, ensuring as he or she does that the room is left tidy and the board cleaned for the next class.

Common Room areas may be used during out of class times under the following conditions:

- Pupils must use the room allocated to them by the Second Master.
- Pupils should be reasonably quiet and orderly, sitting on chairs, either working, reading or talking. No shouting, running or playing is allowed.
- Do not write on whiteboards or noticeboards without authority.
- Only alter the position of the window blinds if told to do so by a teacher.
- Chairs and tables must be tidy at all times.

Break and Lunch Times

Pupils should not eat in classrooms or in the corridors or when walking around the School site. Sandwiches, crisps etc., should be eaten in the Dining Hall or in Common Rooms. Outside picnic tables may also be used when the weather is suitable.

The School shop (The Wharf) is open at morning break and at lunch break. At morning break the shop is only for Lower School pupils, but is open to all pupils at lunch break.

Pupils may play in the area designated to them by the Second Master.

Bags

School bags should not be left where they may cause a safety hazard. Where possible they should be left in lockers or bag drops. Sports bags should not be brought into corridors or classrooms but left in lockers or bag drops. Pupils should not leave bags out overnight.

Property

No pupil may open the locker or borrow the property of another, without permission from the pupil whose locker or property it is. Pupils must report any damage or breakages for which they are responsible to the Second Master.

Movement between Lessons

Walk, keeping to the right of corridors and stairways. When waiting to enter a room, line up in single file outside the room on one side of the door only. If permission to enter a room is not needed, sit quietly at your desk and be prepared for the start of the lesson.

1. The Recognition and Appreciation of Achievement

The School aims to ensure that pupils realise that their teachers are first and foremost interested in their achievements and interests, rather than looking for deficiencies in behaviour. Before even reaching the classroom a teacher can influence the behaviour of pupils by ensuring that the lesson is well prepared and interesting. Differentiation in the classroom is important as it gives all pupils the opportunity to be successful. Teachers will look for opportunities to praise and encourage pupils during the course of a lesson or an

activity. This may be given verbally or as part of the marking process. Positive behaviour is also promoted by the commendation system, which is done through the use of online software to add “plus points” to a pupil’s record. E-mails home to parents, or a card to the pupil, or many other ways, all work to encourage the pupil and bring out the best in them. When they know their efforts are being recognised and appreciated, they will continue to strive and develop positively.

All pupils with highlighted particular learning needs will be known by their teachers and suitable adjustments made for their needs. Details of pupils’ areas of need and suggested supporting strategies are found on the School’s Intranet.

For all pupils who require a little more support, staff are available to go through work at a variety of times, but particularly at lunch breaks, when some departments hold ‘clinics.’

Years 7 to 11

Positive behaviour can also be promoted by awarding plus points. These are given to pupils for pieces of work of excellence or considerable effort, for an accumulation of very high quality academic work or for exemplary conduct and character. Plus points are recorded by a staff member via the online system, which automatically notifies the Tutor, who can keep a record and feedback the praise again to their tutee. 15 plus points in a year, the pupil will be awarded a bronze certificate from the Headmaster. Similarly, after 30 plus points a silver certificate and after 50 plus points a gold certificate is awarded, alongside rewards given through the different Sections.

Pupils who obtain a gold certificate will receive this from the Headmaster in his study and are also sign the commendation book - a book kept by the Headmaster recording all the pupils who have been awarded a gold certificate.

There is no limit on the number of plus points a teacher can award in a given period, but giving them too lightly runs the risk of devaluing them and we must remember that there are numerous ways to encourage and praise students.

HoDs must ensure that there is a clear policy within their departmental handbook for the awarding of points and this can be guided by the information on plus points for all staff located on **sharepoint**. HoDs will be able to monitor easily the number of plus points awarded by members of their department.

Years 12 and 13

Plus points apply to the Sixth Form too.

Examples of excellent work ethic and independent learning should be communicated to the student, and when appropriate to parents and the Tutor. This might result in the pupils being granted a ‘lunch pass’, the opportunity to go to Reading for lunch, once enough points have been awarded. This is organised through the Sixth Form team.

Transition from another school to RBC

Where pupils join RBC, most notably in Year 7, their transition will be monitored closely by staff, but particularly their Tutors and Head of Year. With swift and open communication between pupils, teachers and, where appropriate, parents, difficulties can be overcome.

In the Tutor Group

The Form Tutor fulfils a crucial role and should have an excellent knowledge of all tutees, and so is in an excellent position to nurture and help develop. There should be plenty of scope for this ie:

- Congratulating pupils who, relative to their ability, receive good grades or full reports.
- Congratulating pupils who receive plus points.
- Congratulating pupils who achieve in extra curricular activities e.g., sport, music, drama etc.,
- Making reasonable time to support them in their endeavours outside of the classroom.
- Congratulating pupils who are involved in serving the community for others e.g., Year Council, School Council, Charity work etc.,
- The Tutor is often the first port of call in helping to support a pupil who is encountering difficulties of an academic or pastoral nature, acting as an advocate or point of liaison for staff and parents. Their aim is to ensure that any blockages to their Tutee's development are removed as swiftly as possible.
- It is the Tutor's responsibility to meet with their tutees regularly. The pressures of the day can make this hard, but even moments taken out of a day to touch base with a tutee can make all the difference to them, reaping great dividends and helping to develop this crucial relationship.

Whole School

Whole School assemblies are used to publicly reward achievement. These assemblies occur each week and there is an extended whole school assembly at the end of the term where achievements over the course of the term are recognised. Colours are awarded to pupils who have made a significant contribution to the co-curricular side of the School. Both Arts and Sports colours are awarded.

Prize Giving (Lower School Celebration for Years 7 & 8 and Prize Giving for Years 9-13) are the annual occasions in which we most publicly reward achievement in the School. Most prizes relate to academic achievement or effort but there are also prizes given for co-curricular activities and a number for service to the community.

2. Sanction Procedures

Inevitably there must also be sanctions for misbehaviour. The effective and consistent use of sanctions should ensure an orderly learning atmosphere is maintained. The School aims for consistency between members of staff in the sanctions given and that any sanction is in proportion to the offence. If a pupil feels that they have been awarded a sanction unfairly or unjustifiably then he/she should discuss the matter with his/her Tutor, Head of Year or the Deputy Head Pastoral.

The hierarchy of punishments is outlined below but they need to be interpreted carefully. A serious offence will not start at point 1 with a verbal warning. The hierarchy is therefore for guidance only. The appropriate sanction for an offence will be at the discretion of the member of staff or, in more serious matters in consultation with the HoD, HoY or Second Master.

As we give 'rewards' to pupils for their positive contributions, "minus points" can be used for recording work and behaviour that falls below the standard expected of them.

Giving a minus point is not a sanction in itself, but an accumulation of points might lead to one being given. It should also be noted that where certain poor behaviour or effort in school occurs, it might be symptomatic of an underlying issue that simple sanctions cannot tackle and good pastoral care is crucial in helping the pupil to get 'back on the right track.'

Hierarchy of Academic Punishments:

1. Verbal warning directly to a pupil without a minus point
2. Verbal warning directly to a pupil accompanied by a minus point.

3. Lunchtime detention, accompanied by a minus point
4. Extra work accompanied by a minus point
5. After school detention and a minus point
6. Saturday detention and a minus point

Hierarchy of Behavioural Punishments:

1. Verbal warning directly to a pupil without a minus point
2. Exclusion from class for two or three minutes – this should not need to be a regular thing! It is worth noting and flagging up pupils to HoD and Tutors, should a ‘short, sharp shock’ not work.
3. Verbal Warning directly to a pupil accompanied with a minus point.
4. Lunchtime detention accompanied or extra work accompanied by a minus point
5. After school detention
6. Saturday detention – to be given by HoY, in consultation with the Deputy Head Pastoral
7. Internal suspension – to be given by the Deputy Head Pastoral, in consultation with the Headmaster
8. Temporary exclusion
9. Permanent exclusion

After school detentions normally take place on a Friday from 4:15pm to 5:15pm. Parents are given at least two days written notice. Saturday detentions are issued by a member of the Senior Leadership Team and potentially take place weekly from 9:30am to 11:30am. Parents are given at least one week’s written notice.

In serious cases of indiscipline, where the School is considering suspension or exclusion from the school, the Headmaster or Deputy Head Pastoral will discuss with parents the issues and the reasons for the sanction.

Corporal punishment is not used at Reading Blue Coat, but there might, in serious and urgent cases, be a need for appropriate physical restraint to be used. Please see our ‘Use of Force to Control or Restrain Pupils Policy’ for specific details.

Malicious Allegations against Staff

All allegations of staff misconduct by a pupil will be dealt with swiftly and openly, in accordance with our ‘Staff Code of Conduct’, but where allegations made are found to be malicious, appropriate sanctions will be imposed by the Second Master or Headmaster.

Smoking

Smoking is specifically prohibited in School, on journeys to and from school and on any school based activity. It is also against school rules for a pupil to be in possession of any smoking materials, matches or lighters. Any such materials will be confiscated.

Pupils caught contravening these rules will be both punished and made to confront the health implications of smoking.

Anyone caught breaking the school rules on smoking will be:

- i. Put into a Friday or Saturday detention.

- ii. During which time they may be made to watch a video on smoking and its effects and to write about the dangers of smoking

And

- iii. In most cases to pay a fine to Cancer Research of £10 for a first offence, £20 for a second, £35 for a third and so on. Failure to pay may result in further sanctions or additions to the school bill.

Parents will be informed by letter. Serious recidivists will be treated as having deliberately flouted school rules and may be dealt with in a more serious way.

They may also be offered support and guidance to enable them to curtail their smoking habits. Electronic cigarettes are not permitted in school and on school trips.

Alcohol

- With the exception of Sixth Formers aged 16 and above under the provision set out below, the drinking of alcohol by pupils under the age of 18 years is expressly forbidden. It is illegal to purchase alcohol from a shop under the age of 18 years. It is illegal to purchase or provide alcohol for anyone under the legal age.
- No pupil of any age is allowed to bring alcohol into the School.
- At some school functions, when food (main meal) is served, alcohol (wine, beer, cider) may be available, in moderation, for pupils.
- The School does not condone the misuse of alcohol and is committed to the health and safety of its pupils. Therefore, alcohol consumption outside the parameters of this policy is considered against School Rules and will be treated as a serious offence.

Note: Drugs are covered separately in the School's 'Drugs and Drugs Testing Policy'

Author(s):	Dr G J Williams
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References:	<ul style="list-style-type: none"> • Drugs and Drugs Testing Policy • Use of Force to Control or Restrain Pupils Policy
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