



READING BLUE COAT

Behaviour, Rewards and Sanctions Policy

Aims and Intent

The aim of this policy is to set out the values and processes that support good behaviour among the pupils at Reading Blue Coat School (RBC). The School expects the highest standards of conduct from all members of the community, understanding that the right kind of atmosphere will support the life of the School, making it a happy, safe, and enjoyable place to work and study.

The School is committed to core values of : **aspiration, courage, compassion, service, and integrity**. These values are of first importance in considering the behaviours and attitudes of all pupils and staff, giving a sense of common purpose. The values define what it means to be a member of Reading Blue Coat and should be lived-out day-by-day. For example :

- Aspiration – aiming to become the best people we can possibly be
- Courage – standing up for what is right, even when it is not easy or popular
- Compassion – recognising the needs and feelings of others
- Service – putting the needs of others and of the community first
- Integrity – acting according to principle and admitting to mistakes

Rewards and sanctions exist to help pupils understand what is meant by good conduct, helping them to make good decisions by drawing boundaries and celebrating successes. The focus of rewards is for pupils to see what they have done well, feel motivated to pursue further good actions, and to gain a sense of satisfaction when they make positive choices. The focus of sanctions is to discourage poor or dangerous behaviour, provide protection to members of the community, and to educate pupils to reflect on their mistakes. The aim always should be a school with very few sanctions, but this relies on consistent, clear rules, to help pupils avoid poor decisions. This approach can be summed up as follows : '**sanctions exist so as not to be used**'. The most successful sanctions are always the ones that prevent a pupil from doing something in the first place.

General Considerations and Expectations

The School's approach to pupil conduct is informed by the DfE guidance 'Behaviour and Discipline in Schools' (2016). The key points of that guidance include :

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

It further advises :

- It is vital that the behaviour policy is clear, that it is well understood by staff, parents, and pupils, and that it is consistently applied.

The RBC approach is to follow these guidelines, making sure that the policy is widely understood, and that staff are always supported in implementing it.

Pupils will be made aware of the following general expectations for their conduct :

- Pupils must be punctual arriving for lessons or any other School activity.
- Pupils must adhere to School dress codes and gain written permission for any exceptions.
- Pupils should be properly and fully equipped for all lessons.
- Pupils should stand respectfully, in silence, when a member of staff enters a classroom, only sitting down when asked to do so (although, they may be advised of exceptions to this rule, e.g. in a test).
- Pupils should wait outside a classroom before a lesson. They should conduct themselves in an orderly manner, quietly, leaving space for movement in corridors.
- Pupils in lessons should remain in their chairs unless asked to move by the member of staff.
- 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, promptly.
- Pupils should never argue with or disregard an instruction from a member of staff; if they do not agree with what is asked, they should discuss the matter later with their Head of Year.
- Pupils must follow additional School rules and conduct codes published outside of this policy (e.g. mobile phone policy, ICT acceptable use, etc.).

Rules and routines also apply according to the following topics :

Rooms : Form rooms are the joint responsibility of the Tutor and the subject department which uses them for teaching. Rooms must not be used out of lesson time without specific authorisation or supervision.

Pupils should wait outside a room before a lesson until the teacher arrives. Pupils should enter and leave promptly when asked, giving the teacher time to ensure that the room is left tidy and the board cleaned for the next class.

Common Room areas may be used according to the rules set out by the appropriate Pastoral team (e.g., the Sixth Form office). General rules include : pupils should be reasonably quiet and orderly, sitting on chairs, either working, reading, or talking. No shouting, running, or playing is allowed.

Break and Lunch Time : 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 before School (07:30 - 08:30 am), 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 before School and at lunch. Pupils may play and socialise in the area designated to them by the Second Master.

Bags, Lockers and Property : 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 are responsible for providing their

own padlocks for use with the lockers in the changing rooms and Sixth Form Centre. Pupils should not leave bags out overnight.

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

In changing rooms, valuables lockers are available for small and valuable items, and pupils are strongly encouraged to use these whenever leaving their property (i.e., for Games, PE).

Movement around School : Pupils should always walk (not run) when moving around indoor spaces and should not run outdoors in crowded areas where injury may be a risk. When moving within a building or corridor, it is important to stay to the side and be mindful of those around. Pupils should not block corridors or doorways; they should cooperate with staff during movement. When waiting to enter a room, pupils are expected to line-up outside in single file, only entering when instructed to do so. If permission to enter is not needed, pupils should wait quietly, sat at their desks.

SEND, Mental Health and Behaviour

Staff should recognise and understand the ways in which underlying difficulties such as additional learning needs or mental health issues may affect a pupil's behaviour. To be clear, high standards of behaviour are expected of all and personal accountability is central to the way the School manages behaviour.

Nevertheless, difficult behaviours may be in part motivated or exacerbated by a variety of additional challenges, which must be addressed through appropriate support given by the School (in consultation with and with the cooperation of parents and carers). Examples of additional needs and challenges include :

- Emotional disorders, leading to difficult or unpredictable behaviour
- Conduct disorders, leading to defiant, aggressive, or anti-social behaviour

Where staff suspect underlying issues may be a factor, they should contact the pupil's tutor and Head of Year in the first instance, who will build an overall picture and may make a referral to Learning Support. Where there are already established additional challenges, a pupil's Head of Year will liaise with Learning Support to provide behaviour management guidance to staff. Staff in need of further support and clarification are also most welcome to contact the Learning Support department direct. The aim in all such communications is to ensure that staff are well-equipped to manage behaviour positively and can tackle poor behaviour fairly and in context.

Rewarding Achievement and Good Conduct

Rewards and praise are an essential part of School life, illuminating noteworthy behaviours and accomplishment, acknowledging and incentivising effort, and helping pupils to feel happy about their personal and academic achievements.

First and foremost, teachers should be looking for a pupil's interests and positive contributions, rather than focusing upon their flaws and deficiencies.

Pupils are encouraged to seek rewards and recognition, and positive behaviours are advertised and exemplified, so that pupils feel able to reach those standards. They feature as the top half of the 'RBC Rhombus' diagram as an appendix to this policy – a quick-view tool to help build pupils' understanding of the rewards and sanctions structures.

In the first instance, good behaviour and achievement is to be recognised through the commendation system of Plus Points (which can be academic or behavioural), which teachers award through the Everest system. The Deputy Head Pastoral publishes guidance on how this system is to be used.

Significant positive feedback to a pupil could be accompanied by an email home to parents or a handwritten card to the pupil. Teachers may also wish to recognise the accumulation of a number of Plus Points in their subject. Praise and recognition should always be accompanied by explanation and encouragement, so that the pupil understands and is motivated to continue in positive patterns of work and behaviour.

Recognition of achievement and good conduct should also be made in consideration of a pupil's circumstances, e.g. a piece of work that is not the best in the class may still represent a considerable piece of effort and improvement for the individual.

Tutors also have an important role to play in monitoring their tutees' Plus Points and other achievements, so that they are well equipped to celebrate achievement within their group and communicate with parents accordingly (for example, congratulatory emails or notecards would be appropriate). Tutors may track this information through the regular updates on Plus and Minus Points sent out by the Pastoral Secretary, or look it up themselves on School systems. The relationship with a tutor will always be strengthened if a pupil thinks that he or she takes note of their successes. Achievement certificates will be issued for those accumulating a significant number of Plus Points. Tutors are asked to notify the Headmaster's secretary of any pupil reaching a milestone; the Headmaster will award certificates according to the following tallies :

- Bronze : 15 Plus Points
- Silver : 30 Plus Points
- Gold : 50 Plus Points
- Platinum : 75 Plus Points

Each School Section (i.e. Lower School, Middle School, and Sixth Form) may also make its own arrangements for further recognition and celebration of achievement and pupils will be advised accordingly.

Tackling Poor Behaviour

Good conduct is highly valued at RBC and the whole community is expected to uphold high standards of behaviour. Tackling poor behaviour is a collective effort and the School is committed to dealing with all examples of unkindness, rudeness, and unsafe behaviours. The aim here is to nurture a happy and enjoyable School community.

All members of staff (including non-teaching staff) are asked to challenge any poor behaviour that they encounter at School; they will receive support from the pupil's tutor, Head of Year, Director of Section and, in serious cases, the Deputy Head Pastoral. To challenge behaviour, staff are asked to :

- Speak directly and firmly with the pupil at the time
- Speak only in a calm and clear manner
 - If he / she feels unable to do so, they should leave the scene and report the matter to the pupil's Head of Year
- Ask that the pupil desists in their behaviour; explain why it is wrong
- If appropriate, explain that a consequence will follow
- Make a brief report of the incident to the tutor and Head of Year

In the classroom, teachers are encouraged to hone their skills in classroom management and make use of various strategies to reduce the necessity of challenge and sanction. Examples include : verbal warnings, seating plans and re-seating, class charters, counting down, sending outside, etc. Training and support for classroom management is available when needed and teachers are encouraged to discuss with the Deputy Head Staff.

Although all poor behaviour should be challenged, it does not always require a formal sanction. This is a matter of judgement, depending on the circumstances and the individual. Consistency, clarity, and fairness are essential, however.

Any member of staff can issue a Minus Point to pupils in the circumstance of challenging poor behaviour and they will be supported in their decision to do so. Some non-teaching staff (who are not Everest users) may have to ask the pupil's Head of Year to enter a point on their behalf. Minus Points will always be noted by a pupil's tutor and they will be logged on the School Portal for parents to see. Rapid accumulation of individual Minus Points for lower level behavioural issues will reflect a pattern that needs to be challenged, and so an after School detention may follow at the discretion of the pupil's Head of Year. To give examples, behaviours that might lead to Minus Points include : lateness, poor attitude, inappropriate appearance. Minus Points for academic offences are codified in academic policies and expectations are communicated to pupils accordingly.

Staff are strongly encouraged to deal with issues at the time and should not regard behaviour management as the domain of pastoral staff or something to be discussed at a later date. It is not appropriate to refer issues to pastoral staff that could realistically be dealt with within the classroom. For any low or moderate level behavioural issue, it is better that the staff member encountering the pupil deals with it in person, as this also reinforces the perception that this member of staff has control. In addition to issuing a Minus Point, teachers may also issue a double Minus Point 'Teacher Sanction,' which includes the sanction that the pupil will spend their next lunchtime in isolation. The teacher can make arrangements for that sanction him- or herself (i.e. in their own classroom), or may ask for assistance from pastoral staff (the Deputy Head Pastoral is usually able to help). The Head of Year should be notified. In encountering more serious poor behaviour, a member of staff should feel able to say to a pupil that he or she is referring them for a more serious sanction that would be agreed with the Head of Year and / or Director of Section.

Behaviour within departments and academic lessons is also the domain of the Head of Department, and so teachers should expect to find support and guidance for managing behaviour from them (i.e. their line manager).

Sanctions

The guidance below chiefly relates to sanctions for poor behaviour. Sanctions may also be given for lack of effort and engagement in academic work; Heads of Department are expected to set an appropriate hierarchy of sanctions (with plenty of warnings and communication to pupils). Tiers of academic sanctions will be decided in consultation with the Deputy Head Academic and Deputy Head Pastoral; they are expected to be parallel to and consistent with the hierarchy used for behavioural sanctions. Consultation with Heads of Year is always good practice, as they may be aware of individual circumstances of the pupil.

The following general hierarchy of sanction will be used :

- Warning / challenge without Minus Point – given by all staff
- Warning / challenge with Minus Point – given by all staff
- Double Minus Point, 'Teacher Sanction' – given by teachers
- Double Minus Point, 'Head of Year Detention' – given by Head of Year
- After School Detention – given by Head of Year and Director of Section
 - Deputy Head Pastoral to be informed
- Saturday Detention – given by Head of Year and Director of Section
 - In consultation with the Deputy Head Pastoral
- Internal Suspension – given by the Deputy Head Pastoral
 - In consultation with the Headmaster or Second Master
- Temporary Exclusion – given by the Deputy Head Pastoral
 - In consultation with the Headmaster or Second Master

- Permanent Exclusion – given by the Headmaster

The Second Master may also fulfil the role of the Deputy Head Pastoral with respect of sanctions as needed (consulting with the Headmaster regarding any proposed exclusions).

For After School Detentions, parents will be given at least 48 hours written notice. For Saturday Detentions, parents will be given at least one week's written notice. Pupils and parents are expected to comply with Detention sanctions and, depending on the circumstances, failure to attend an organised Detention without agreement may lead to an escalation of sanctions.

Pupils will be briefed on the types of behaviour that might result in more serious sanctions, so that they fully understand the systems and can avoid making poor choices. The philosophy of this approach is, '**sanctions exist so as not to be used**'. For all members of our community, the ideal scenario would be for serious sanctions to be very rare occurrences.

A quick-view diagram of rewards and sanctions (the RBC Rhombus) can be found as an appendix at the end of this policy. This will be shared with pupils so that they know the general parameters of sanctions. This is not to say that certain types of behaviour will always be met with a fixed sanction – individual circumstances will always be considered, and these may be aggravating or mitigating. To give just a few examples, for pupils engaging in certain forms of behaviour, their first expectation might be the following sanctions :

- Bringing alcohol on site : Temporary Exclusion
- Fighting and physical violence : Saturday Detention
- Discriminatory language (racism, homophobia, sexism, etc.), which is impersonal (not targeted against individuals) : After School Detention
- Non-compliance (not following a request) : Teacher Sanction

In terms of aggravating and mitigating factors, pastoral staff reserve the right to make judgements about the applicability of these. A non-exhaustive list might include :

Aggravating	Mitigating
Intent to harm; causing actual harm Personal / targeted Persistence, second offence Discriminatory Endangering Breach of trust Lack of cooperation and remorse	Being subject to provocation Pastoral difficulties, impairment Misunderstanding Duress Being misled / entrapped Cooperation and remorse

Serious sanctions inevitably involve judgement calls, rather than being a precise science. The aim of publishing the diagram appendix is to create an atmosphere of understanding and expectation, so that pupils will know the boundaries. However, if they or their families feel unhappy about the way a matter is dealt with, they may refer to the School's Complaints policy.

Serious sanctions will also touch upon other areas where there are separate and specific policies. These areas are governed by the policy in question : e.g. Anti-Bullying policy, Drug and Drug Testing, etc.

Very rarely, pupil behaviour may be subject to Social Services or Police involvement. Under those circumstances, it may be necessary for the School to be guided by those external agencies' processes.

Inclusive Behaviour and Tackling Discrimination

RBC prides itself on being a kind and welcoming community. At all times, pupils are expected to include others and make them feel welcome. Friendship, trust, and support will always be celebrated; pupils who make a particular effort to include others and make them feel welcome should be rewarded. Diversity within the RBC community should also be welcomed and celebrated.

There is no place for discrimination of any kind in the School and this message will be given clearly by those in positions of responsibility. Education is always the best approach, but the School's behaviour policy will also be in effect to deter discrimination and highlight the damage it causes. This includes both discrimination targeted against an individual and general discriminatory language (e.g. of a racist, homophobic, transphobic, or sexist nature). The School's approach to offences of this kind will always be consistent and cases of discrimination will never be minimised or ignored.

Smoking and Vaping

Smoking and vaping are specifically prohibited in School, on journeys to and from School, and on any School-based activity. It is also prohibited for a pupil to be in possession of any smoking / vaping materials, matches or lighters. Any such materials will be confiscated (in accordance with the School's Pupil Property and Searching Policy). Pupils caught contravening these rules will be both sanctioned and made to confront the health implications of smoking / vaping. Anyone caught breaking the school rules on smoking will be put into an After School or Saturday Detention. During this time, they may be made to watch a video on smoking and its effects, and / or to write about the dangers of smoking.

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.

Alcohol

Except for 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 permitted 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, under the direct supervision of staff.

The School does not condone the misuse of alcohol and is committed to the health and safety of its pupils. Therefore, alcohol consumption (and / or possession) outside the parameters of this policy is considered against School Rules and will be treated as a serious offence, most likely leading to temporary exclusion.

School Trips and Behaviour out of School

All the relevant provisions of this policy apply on School trips – the need to follow School rules, follow instructions from teachers, and so on. Those leading trips may well set additional rules or health and safety requirements, depending on the activity, and these will have the same force as rules for normal School activities. Disregarding the rules of a School trip may lead to sanctions and, if necessary, a pupil being sent home at their parents' expense.

When a pupil is at home, their behaviour is the responsibility of their parents and it is acknowledged that parents will have their own individual approaches to behaviour in the home. However, where the behaviour of a pupil outside of School directly impinges upon the welfare of another RBC pupil (e.g. online bullying), then their behaviour would become a School matter irrespective of where they were at the time. Similarly, if a pupil's behaviour brings the School into disrepute (e.g. if it were subject to complaint by a member of the local community) then it too would become a School matter.

Document History

Author(s) :	Dr Guy Williams / Mr Ed Trelinski
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APPENDIX A – The RBC Rhombus

1) Quick-view sanction diagram : ‘The RBC Rhombus’ – the graphic (below) is designed to give a rough and quick overview of expectations for rewards and sanctions. This is inherently a flexible structure and actual rewards may very dependent on the context and extent of achievement, while sanctions may depend on the aggravating and mitigating factors mentioned in this policy.

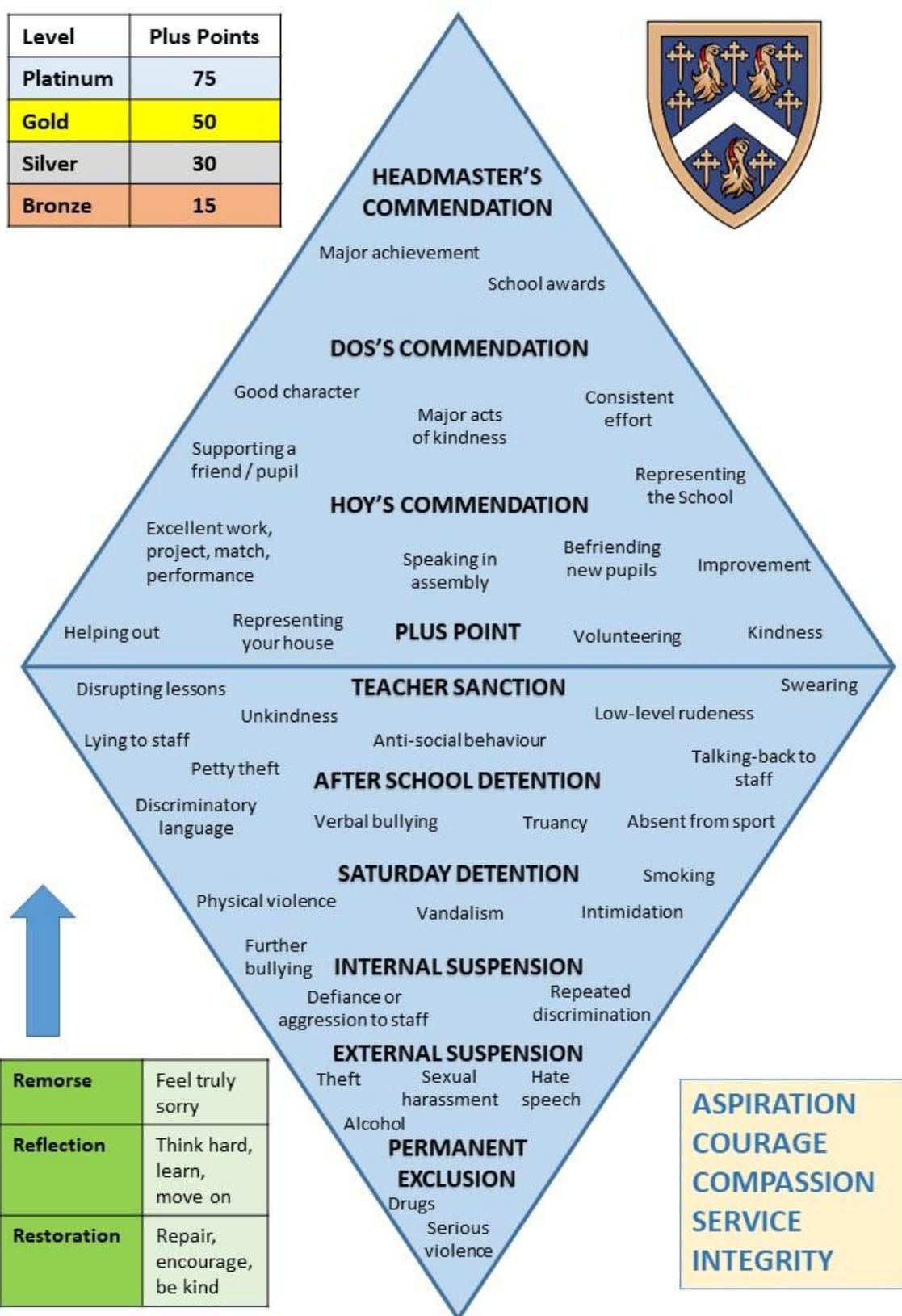
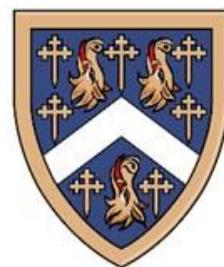
One important purpose of this diagram is to encourage pupils to consider their behaviour overall and look at good behaviour as something that could be achieved and recognised. A further, important purpose of the diagram is to help pupils understand behavioural boundaries and avoid sanctions. The philosophy is, ‘**sanctions exist so as not to be used**’.

This diagram must be understood in the context of the aggravating and mitigating factors mentioned above, so the offence may end up leading to a higher or lower sanction than the one identified here. For example, deliberate vandalism leading to serious damage or destruction of property could in theory incur a suspension or expulsion, while accidental vandalism through carelessness might lead to a low-level sanction.

NB 1 - ‘discriminatory language’ includes (but is not necessarily limited to) : racism, sexism, homophobia, transphobia, ableism, and ageism, religious hatred (e.g. anti-Semitism or Islamophobia).

NB 2 - ‘physical violence’ is never tolerated. To clarify, while it is recognised that physical play is typical and understandable among young people, there are clear signs when this has turned violent – i.e. there is one of the following : Intent to hurt, lack of consent, causing of physical injury or distress, the context – angry words, etc., an understanding of the situation as ‘a fight’. Rarely will the idea that violence is ‘a game’ or mistaken be accepted as mitigating, as these points may often be used by perpetrators to justify violent behaviour and victims may feel pressured to agree that no harm was intended. Therefore, sanctions will nearly always follow. If pupils engage in this behaviour, their first expectation should be that they would receive a Saturday detention. Violence that inflicts harm may be treated more seriously (with a temporary or permanent exclusion).

Level	Plus Points
Platinum	75
Gold	50
Silver	30
Bronze	15



APPENDIX B – Behaviour Policy update (January 2022)

From January 2022, there will be a special focus on the following areas of pupil behaviour:

1. Incorrect Uniform

Particular things to look out for which contravene the School's uniform policy:

- a. No suit jacket worn under coats
- b. Using headphones whilst on the School site
- c. Hoodies instead of a *fitted v or crew neck jumper with no branding*
- d. Black trainers instead of *dark coloured formal leather or faux-leather shoes*
- e. Facial hair
- f. Earrings – A *single stud or pair of studs or tight hoop earrings may be worn; larger hoop and drop earrings, or ear bars, are not allowed*

2. Lateness

Pupils should be sat down at their desks ready to begin a tutor period/assembly or lesson on time at **8:45, 10:35 and 14:20** each day.

Pupils should be sat down on time and ready to learn for all lessons. However, these three specific times will be the focus because there is no excuse for pupils being late due to the break immediately beforehand.

3. Chewing Gum

No pupil should be chewing gum at any point during the School day.

If a pupil breaches any of the three behaviour guidelines listed above, a member of staff should issue a minus point and record this on Everest. This will be the responsibility of tutors and classroom teachers during tutor periods and academic lessons and the Senior Leadership Team, Directors of Section and Heads of Year outside those times (break times, lunchtimes, etc).

It is important a member of staff who issues a minus point tells the pupil concerned and explains why it has been issued.

A pupil who gains three minus points in a week (the week will run from 16:15 Thursday to 16:15 the following Thursday), will serve a detention on a Friday from 13:30-14:00 with the Second Master.

Pupils in Friday lunchtime detention will receive an individual notification from the Second Master's Office and a list will be sent to all tutors on Friday mornings to remind pupils.

An alternative Monday lunchtime slot will be available for those pupils who attend clubs & activities commitments during Friday lunchtime.

Staff who do not have access to Everest may issue a minus point by speaking to the pupil concerned, noting their name and year group and reporting the incident to that pupil's Head of Year who will add the minus point on their behalf.

Note on Uniform Offences

A pupil cannot gain more than one minus point per day for a uniform offence which they cannot reasonably be expected to correct during the School day, e.g. inappropriate shoes. Staff should

therefore award minus points whenever they feel appropriate. Duplications in the same day will be corrected by the Second Master on a weekly basis.

In addition, the following two areas of pupil behaviour will also be a focus:

4. Mobile Phones

If a pupil is found using a mobile phone during an academic lesson, it should be confiscated and taken to the Staff Secretaries Office.

Pupils using a mobile phone outside their designated common room should be warned and asked to put the mobile phone away. Repeat offenders should have their mobile phones confiscated and taken to the Staff Secretaries Office.

Confiscated mobile phones may be collected at the end of the School day.

5. Defiance

If a pupil ignores a clear and reasonable instruction issued by a member of staff, that member of staff should inform the pupil's Head of Year who will issue a Friday after-school detention.

If a pupil further disrespects a member of staff, for example swearing at them, or if the disrespect is of such a serious nature, the Second Master should be informed.

Ed Trelinski
Second Master
January 2022