



TAVERHAM HALL

Preparatory School

Rewards and Sanctions Policy

This policy should be read in conjunction with the Behaviour, Curriculum, Assessment, Marking and Discipline & Exclusions Policies

Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We develop qualities of team-work and leadership through our extensive programme of extra-curricular activities.

Our school is an inclusive community where we welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual, aim to develop the whole person equipped to take his/her place in the modern world.

The school community of Governors, staff, parents and pupils adhere to an established routine and a Positive Behaviour Code, rather than to lists of rules. The school sees education as a partnership. Pupils are expected to observe the Positive Behaviour Code which is discussed regularly as part of the PSHE programme, reinforced through assemblies, outlined in the Parents and Pupil Handbook and **displayed throughout the school in all form rooms.**

The school community of Governors, staff, parents and pupils should also follow the school's Rules and Regulations and understand what is expected of them and why, as well as the consequences of poor behaviour. The school's Rules and Regulations are designed to encourage positive behaviour and self-discipline (copies of the Rules and Regulations are set out on the school's website and in the Parents and Pupil Handbook and may change from time to time).

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community. The school places huge importance on pupil behaviour and prides itself on the pupils' courtesy and generosity of spirit.

It is our belief that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of pupils is promoted by regular praise, congratulation and affirmation. A school

culture which is dominated by a mutual respect between pupils and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the pupils' potential both academically and socially.

Our aim is that rewards should significantly outnumber sanctions whilst promoting good behaviour.

Reasons for promoting good behaviour and a positive attitude to learning:

- To recognise and celebrate all pupils' achievements.
- To provide an evaluation of what has been taught and learned.
- 2 stars and a wish marking policy see Marking Policy - for work undertaken independently by a pupil - two comments reflecting relative success in achieving the desired learning outcomes and one clear target for improvement.
- Traffic Light System – to ensure comprehension is clear.
- Use of questions on the pupils' work, requiring them to think about their response.
- To identify pupils' strengths and weaknesses.
- To enable support to be offered.
- To enable SMART target setting (specific, measurable, achievable, realistic and time-specific).
- To maintain high expectations of pupils.
- To provide governance and management with information enabling development.

REWARDS

At Taverham Hall School, we encourage the establishment of good teacher/pupil relationships and support for the school's values through a system of rewards and sanctions which are designed to promote a calm, disciplined learning environment.

Our system of rewards includes:

- Verbal praise and written praise for good work.
- Stickers and stars – Pre-Prep.
- Special mentions in assemblies three times a week.
- Academic merits for both effort and achievement, which are celebrated in the classroom and in the boarding house. These are recorded in Homework Diaries.
- Conduct Reds – for exemplary pupil behaviour/good citizenship.
- Subject Commendations.
- Headmaster's Commendations.
- Reds for work, which are equivalent to house points.
- Sports Colours.
- Annual subject and year group prizes at Speech Day.

- Outstanding pieces of work which are displayed on the Excellent Work Board as a celebration of effort and success.
- End of term Final Assemblies where attainment, effort and improvement are all reinforced by the awarding of book tokens for each of the three categories in every year group.
- Posting examples of excellent work in art/design, sports, and drama and concert achievements on the school's web site, so that the community can celebrate success.
- Reports to parents, which are always worded to be as constructive as possible.
- We operate a 'Radiator of the Week', celebrating the successes of a different pupil every week as well as the presentation of a termly 'Courtesy Cup'.
- Outlining and celebrating successes in the Weekly Newsletter from the Headmaster.

Taverham Hall School makes every effort to celebrate success and encourage excellent behaviour, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice

The Merit System

Aims:

- to encourage every pupil to work to his/her best ability across the curriculum
- to reward a consistently good effort or outstanding piece of work
- to raise academic standards in the School by conspicuously valuing outstanding effort and achievement

Commendations System

Reds and/or Subject Commendations can be awarded to pupils for work or behaviour which is of a high standard for that particular pupil relative their standard/ability. It recognises achievement, effort and completion of targets in the pupil's work. The subject teacher should write on the pupil's book or file paper that a commendation has been awarded and initial it. The Tutor should record all commendations but importantly pupils need to take the initiative to collect 'reds'.

Conduct Reds are awarded for setting the right example and are recorded on the school server.

The pupil attaining the highest number of reds each term wins a termly prize.

SANCTIONS

Sanctions help us to set boundaries and to manage challenging behaviour. Records are kept by the Deputy Head on the server. A record of all incidents, particularly

those requiring sanctions, is kept in a Log Book located in the Staff Room. The Deputy Head transfers information from the Log Book onto the server.

Examples of sanctions include:

- Verbal reprimand
- Referral to Form Tutor or Senior Management
- De-merits
- Behavioural de-merits for day-to-day misdemeanours
- Kit-de-merits - which may be issued as a result of kit found to be left lying around the floor of the changing areas
- Detention during morning/break time/after school
- Phone call/letter to parents
- Withdrawal of privileges
- Confiscation of property that is being used inappropriately or without consideration
- Assistance with domestic tasks, such as collecting litter
- Temporary exclusion: withdrawal from a lesson, school trip or team event
- Suspension for a specified period, removal or expulsion.

The teacher is responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness in class, late or poorly completed work. Additional work may be set, or the pupil may be required to re-do unsatisfactory work. Repetition of this behaviour will be reported to the form tutor.

Minor indiscipline in class or other minor misdemeanours are reported to the pupil's form tutor and may lead to a de-merit. A record is kept of these de-merits by the Class Teacher or Form Tutor.

Persistently poor academic performance or poor behaviour may result in the Tutor, in conjunction with the Deputy Head, requiring a pupil's teachers to make written comments on his/her performance at the end of every lesson that he/she attends for a period of one or two weeks. This is termed as 'being on report'. Further specific details as to how pupils' behaviour is monitored can be found in the Behaviour Policy.

Boarding

We believe that boarding is an extension of home life for our pupils. As such, although the Positive Behaviour Code is extended to the boarding house, the vast majority of sanctions and disciplinary measures are contained within the times and environment of the house. Pupils who reside outside the boarding community do not receive a school based punishment for their behaviour at home, so neither should our boarders.

As part of our effort to celebrate success outside of school, through a system of 'red points' and 'conduct reds', boarders can earn the 'Radiator of the Week' award for their behaviour in the boarding community. There are also cups for the 'Best New Boarder' as well as the 'Boarder of the Term', which are presented by the Headmaster in the final assembly or prize giving ceremony each term.

The residential staff are responsible for administering the Positive Behaviour Code and, in consultation with the Head where necessary, will determine the level of sanction appropriate for incidences of poor behaviour. Form tutors are made aware of any issues with their tutees to ensure and extension of care throughout the day.

The exception to the house-based discipline system is any incidence of bullying. Bullying is not accepted in any form at Taverham Hall School; any situations that may involve bullying are reported directly to the Deputy Head and are dealt with in accordance the school's Anti-Bullying Policy.

Examples of some Boarding Community rules are:

- No talking after lights out
- All mobile phones, MP3 players, I-phones etc. must be handed in before bedtime. Boarders are actively discouraged from bringing hand-held electronic games when boarding.
- No food is allowed up in the dorms unless it is provided by one of the staff for a particular reason.
- No-one is to leave the dorm floor without informing a member of staff.

If these rules are broken after two clear reminders are given then a child could be asked to go to bed early, or certain privileges may be withdrawn. There may be times where confiscation of possessions (mobile phones if not handed in and used after lights out) may be necessary. A record is kept of these sanctions and the child's form tutor may be informed.

The school's policy on Discipline and Exclusions is set out in a separate policy on the school's website.

All staff should take responsibility for the discipline and behaviour of pupils and a tiered system is felt to ensure the greatest level of consistency.

Much of what appears in this policy relates to EYFS particularly with regard to celebrating positive behaviour.

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