



REWARDS AND CONDUCT POLICY

- **Aims**
 - This policy aims to:
 - Outline **how pupils are expected to behave**
 - Outline our system of **rewards and sanctions**
 - Provide a **consistent approach** to modifying inappropriate behaviour
 - **Define** what we consider to be unacceptable behaviour, including bullying
 - Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- **Royal School Behaviour Principles**
 - Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
 - All pupils, staff and visitors are free from any form of discrimination
 - Staff and volunteers set an excellent example to pupils at all times
 - Rewards and sanctions are used consistently by staff, in line with this policy
 - The Rewards and Conduct Policy is understood by pupils, parents and staff
 - Pupils are helped to take responsibility for their actions
 - Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- **Roles and responsibilities**
 - **The Governing Board**
 - The governing board is responsible for reviewing and approving the written statement of behaviour principles
 - The governing board will also review this Rewards and Conduct Policy in conjunction with the head of School and monitor the policy's effectiveness, holding the Head of School to account for its implementation.
 - **The Head of School**
 - The Head of School is responsible for reviewing and recommending approval of this policy.

- The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.
- **Staff**
- Staff are responsible for:
 - Implementing the Rewards and Conduct Policy consistently
 - Modelling positive behaviour
 - Providing a personalised approach to the specific behavioural needs of particular pupils
 - Recording behaviour incidents in a timely manner
 - The Leadership and Management Team (LMT) will support staff in responding to behaviour incidents.
- **Parents**
- Parents are expected to:
 - Support their child in adhering to the pupil code of conduct
 - Inform the school of any changes in circumstances that may affect their child's behaviour
 - Discuss any behavioural concerns with the class/ form teacher promptly
- **Pupil code of conduct**
- Pupils are expected to behave in accordance with the statements written in Art 31-33 of Appendix 3 of the Tuition Contract summarised as:
 - Behave in an orderly and self-controlled way
 - Show respect to members of staff and each other
 - In class, make it possible for all pupils to learn
 - Move quietly and orderly around the school
 - Treat the school buildings and school property with respect
 - Wear the correct uniform at all times
 - Only use mobile phones with permission
 - Accept sanctions when given
 - Refrain from behaving in a way that brings the school into disrepute, including when outside school
- **The Ten Golden Rules of Royal School**
- The positive behaviour we expect to see from our students is summed up by our Golden Rules:
 - We are kind with our words and actions.
 - We are gentle and do not hurt others.
 - We listen and follow instructions.
 - We are honest and tell the truth.
 - We work hard and always try our best in everything we do.
 - We don't waste our own or others' time.
 - We don't interrupt.
 - We are safe because we think before we act.

- We look after property and do not waste or damage things.
- We respect all people inside the school and wider community.

- **Rewards and sanctions**

- Students will receive Royal Points which will be recorded and tallied on iSAMS to form a Royal Score. Positive Royal Points will be awarded for positive behaviour. Negative behaviour will result in a reduction of a student’s total Royal Score.

- **List of rewards and sanctions**

- Positive behaviour will be rewarded with:
 - Praise – Teachers are expected to praise students for modelling school values and demonstrating behaviour conducive towards learning.
 - House points – are awarded by any member of staff for behaviour or actions around the school that promote the school’s Golden Rules and values. Each house point is worth 1 Royal Point and contributes towards the house cup.
 - Merits – awarded for outstanding work, effort, or modelling school values above and beyond of what would normally be expected. Merits will be recorded in the Rewards and Sanctions module of iSAMS and be worth 5 Royal Points
 - Class Dojo points – Class Dojo points will be awarded to students each lesson. They will be tallied up at the end of the week and recorded in the Rewards and Sanctions module of iSAMS at the ratio of 25 Dojo points = 5 Royal Points.
 - Stickers – may be awarded to students upon teacher discretion to provide a physical reward complementing any other reward.
 - Headteacher’s commendation – awarded for outstanding achievements. Worth 50 Royal Points.
- **Stepped Approach to modifying behaviour**

<ul style="list-style-type: none"> • Very High 	<ul style="list-style-type: none"> • Behaviour Contract linked to Tuition Contract (approved by Chair of Governors) - Length dependent.
<ul style="list-style-type: none"> • High 	<ul style="list-style-type: none"> • Headteacher Report (2 weeks) and further parental meeting
<ul style="list-style-type: none"> • Medium 	<ul style="list-style-type: none"> • KS Coordinator Report (2 weeks) and meeting with parent • Lunch/break loss - KS2 (stand with duty teacher), KS3 (report to duty teacher by toilets), KS4/5 (sit outside teacher workroom)
<ul style="list-style-type: none"> • Low 	<ul style="list-style-type: none"> • Sanction on iSAMS - automatically sent to parents via Parent Portal
<ul style="list-style-type: none"> • Very Low 	<ul style="list-style-type: none"> • Verbal warning in class and follow up conversation.

- The focus of any behaviour modification sanction *must* include on-going discussions with the student to build a relationship that allows the student to understand the nature of concerns and restore their sense of belonging to the RS community. If the child is designated as SEN then our Supportive Learning Lead Teacher should be consulted at the Medium Level.
- **Certificates**
- Royal Certificates will be awarded to students who achieve the following number of Royal Points during assembly on a half-termly basis.

BRONZE CERTIFICATE	SILVER CERTIFICATE	GOLD CERTIFICATE	PLATINUM CERTIFICATE
200 points	400 points	700 points	1000 points

- **Off-site behaviour**
- Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.
- **Managing Behaviour**
- **Classroom management**
- Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.
- They will:
 - Create and maintain a stimulating environment that encourages pupils to be engaged
 - Display the pupil code of conduct and school rules
 - Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- **Physical restraint**
- In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:
 - Hurting themselves or others
 - Damaging property

- Incidents of physical restraint must:
- **Always be used as a last resort**
- Be applied using the **minimum** amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents through iSAMS

- **Confiscation**
- Any prohibited items listed in Art 34 of Appendix 3 of the Tuition Contract or any item which are harmful or detrimental to school discipline will be confiscated by the class teacher, recorded on iSAMS and handed to the Key Stage Coordinator. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

- **Pupil transition**
- To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). New students to the school will be monitored for any difficulties in adjusting to the school environment as detailed in Art. 40 of Appendix 3 of the Tuition Contract
- To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with third parties upon transfer to another school or when requested by parents in cooperation with an external psychologist, if deemed in the best interests of the pupil.

- **Definitions within the stepped approach**
- **Misbehaviour** is defined as:
- ***Disruption in lessons, in corridors between lessons, and at break and lunchtimes***
- Low would be a minor disruption (eg interrupting or leaving seat without asking)
- Medium would be repeated/ escalating disruptive behaviour
- High would be on-going disruptive behaviour or a single serious incident involving lessons being stopped. Note: if a student persistently stops others from learning in a lesson then the teacher needs to send for support and the student is removed to a safe place to calm down until ready to face the consequences. An LMT member must be informed as soon as practical.

- **Non-completion of classwork or homework**
- Low and would require a meeting to discuss the reasons with the student

- **Poor attitude and lack of empathy**

- Usually low. Continued concerns, however could trigger involvement of the parents and then become Medium
- **Incorrect uniform**
- Usually low. Continued concerns, however could trigger involvement of the parents and then become Medium
- **Serious misbehaviour** is defined as **Medium to High**
- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items as detailed in Art 34 of Appendix 3 of the Tuition Contract. These include but are not limited to:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Tobacco and cigarette papers
 - Pornographic material
 - Political or religious propaganda
 - Large amounts of money
 - Flammable or pyrotechnic items
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- **Bullying**
- **Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group. This can happen inside or outside school and may involve the inappropriate use of social media.
- The category of concern could be low if the aggressor and the victim allow the situation to be resolved quickly. If parents are called in then the category must be **medium to high** depending on the outcome.
- Bullying is designed to be:
 - Deliberately hurtful
 - Repeated, often over a period of time
 - Difficult to defend against

- Bullying can include:

Type of bullying	Definition
<ul style="list-style-type: none"> • Emotional 	<ul style="list-style-type: none"> • Being unfriendly, excluding, tormenting
<ul style="list-style-type: none"> • Physical 	<ul style="list-style-type: none"> • Hitting, kicking, pushing, taking another's belongings, any use of violence
<ul style="list-style-type: none"> • Racial 	<ul style="list-style-type: none"> • Racial taunts, graffiti, gestures
<ul style="list-style-type: none"> • Sexual 	<ul style="list-style-type: none"> • Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
<ul style="list-style-type: none"> • Direct or indirect verbal 	<ul style="list-style-type: none"> • Name-calling, sarcasm, spreading rumours, teasing
<ul style="list-style-type: none"> • Cyber-bullying 	<ul style="list-style-type: none"> • Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- **Training**
- Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.
- Behaviour modification strategies and approaches to promoting a positive school culture will also form part of continuing professional development each year.
- Class Teachers and Form Tutors have a particular responsibility to monitor the welfare of students and follow up referrals or concerns. The Safeguarding Team must be contacted in clear cases of peer on peer abuse.