

ARTS EDUCATIONAL SCHOOL  
BEHAVIOUR, REWARDS AND SANCTIONS POLICY

**Policy Statement**

The school has a moral duty to all pupils, parents/guardians and staff to maintain an environment where everyone can work in physical and emotional security, free from the negative effects of unacceptable or anti-social behaviour. The following policy has been developed in line with the Arts Educational Pastoral Philosophy and the Arts Educational Mission Statement.

**The Aims of the Policy**

The aims of this policy are;

1. to promote positive behaviour for learning
2. to define the role of teachers in establishing and maintaining excellent standards of behaviour in the school
3. to state what is expected of pupils
4. to state what is expected from parents/guardians and carers
5. to provide guidance on available rewards and sanctions
6. to ensure problems are treated in a caring and sympathetic manner, with the aim of achieving an improvement in behaviour.

**Positive Behaviour for Learning**

It is the aim of the school to provide a working environment where all pupils can realise their full potential in a non-disruptive, happy and stimulating environment. The school expects a high standard of good behaviour and value is placed on the qualities of self-discipline, independence, initiative and mutual respect. Our aim is to have firm but fair discipline in a relaxed, caring and friendly atmosphere. Students are expected to consider other people and their feelings. They should treat others as they would expect to be treated themselves. Praise, encouragement and rewards for achievement, contribution and good behaviour are central to our philosophy.

Rationale for a positive learning environment;

1. Pupils learn more effectively and enjoyably when there is a sense of order and the behaviour around them is polite and reasonable.
2. By making the expectations of good behaviour explicit the school can create a positive atmosphere that supports effective learning.
3. Pupils are encouraged to understand the advantages of good behaviour in pursuit of happy and positive relationships with others both now and into the future. This is done through positive reinforcement, strong role modelling and affirmation using rewards and sanctions when necessary
4. Staff and pupils must share responsibility for ensuring that health and safety obligations are not jeopardized by unruly behaviour.

5. There may be times when students at the school experience emotional, behavioural and social difficulties. In this eventuality the school, where possible, will remedy or at least positively manage such difficulties. This will be achieved through the use of appropriate support networks and ensuring effective communication throughout. As such *all* students will have the opportunity to take part fully in the educational experiences and opportunities offered to them.

### **Role of Teachers in Establishing and Maintaining Excellent Standards of Behaviour in the School**

Teachers set the tone for good learning behaviour by maintaining positive attitudes at all times and promoting high expectations for all school activities.

1. Teachers should ensure that learning intentions are clear, lessons well organised, interesting and appropriate. Work should be sensitively differentiated.
2. In the classroom teachers should set clear expectations, be fair and engage pupils while applying a positive approach towards discipline.
3. The school Code of Conduct explaining classroom behaviour expectations is displayed in each classroom and revisited at the beginning of each new academic year.
4. Teachers should show appropriate appreciation for effort and achievement by pupils, using encouraging words and suitable rewards. These may include merits, Head Teacher Commendations for excellent work and effort, end of term certificates of achievement and suitably inscribed postcards sent home for numbers of Merits having been won.
5. Teachers and support staff must encourage good behaviour by all pupils when at school or off site (on school excursions or residential trips for example). Staff are expected to intervene when these expectations are not met by students.
6. Teachers and support staff are expected to demonstrate to students courteous, considerate, polite and pleasant behaviour at all times—Staff must never use any form of abusive or humiliating remarks and are expected to be good role models.
7. Teachers should always aim to manage behaviour positively and especially when dealing with challenging behaviour. They should encourage the pupil to maintain dignity and be able to make a fresh start.
8. Staff should use restraint only in lawful circumstances, for example to prevent pupils from hurting themselves or others.
9. Teachers should ensure they update their understanding and skills in managing behaviour effectively by taking advantage of relevant professional development opportunities.

### **Behaviour Expected from Pupils**

Pupils are expected to be polite and show consideration towards each other and towards school staff. Pupils are invited to make a contribution to determining school behaviour-management policy through representation to the School Council. The following principles underpin this behaviour policy.

1. Pupils are required to observe the following basic rules in the classroom;
  1. arrive on time with all the equipment needed for the lesson
  2. listen in silence when the teacher is giving instructions
  3. follow instructions promptly and accurately
  4. raise a hand to gain attention and only speak when invited
  5. stay in the allocated seat or workspace unless given permission to move
  6. treat others with respect and consideration at all times
2. Pupils are required to dress cleanly and neatly in the specified uniform or other clothing as specified for practical work and other physical activities.
3. Pupils must obey all health and safety regulations in classrooms and around the school including helping to keep the school site clear of litter and moving sensibly and calmly around the buildings and grounds.
4. Pupils should never make racist, sexist, homophobic or other abusive or humiliating remarks.
5. Pupils must never resort to physical violence.
6. Pupils must avoid behaviour that disturbs or distracts others.
7. In circumstances when a pupil has failed to meet the above expectations of the school, Arts Ed has clear sanctions in place to tackle the unacceptable behaviour. See sanctions section below.

### **Partnership with Parents/Carers**

Parents/carers are encouraged to work with the school to ensure that their children contribute to the maintenance of a safe and secure learning environment.

1. Parents/carers must endeavour to guarantee that their children's behaviour does not prevent others from learning effectively.
2. The school has a clear Code of Conduct outlining what standards of behaviour are expected of our pupils. Parents have access to this document and they are urged to familiarise themselves with our expectations. We believe that a close partnership with parents encourages good behaviour of pupils.
3. Parents/carers are entitled to an explanation of actions taken by the school which will always strive to be fair and proportionate, particularly the application of sanctions and the treatment of anti-social behaviour. The school will endeavour to communicate to parents as soon as is possible regarding the actions that the school has taken. Any parental concerns and complaints should be made with a reference to the Arts Educational Schools Complaints Procedure.
4. Detentions in after school hours can be set as long as parents/carers are informed 24 hours in advance, in writing via the use of a detention slip. The detention slip should be counter-signed by the parent/carer and returned to the school. It is expected that parents would give permission for detentions to take place and they are expected to co-operate with the school to ensure that pupils can return home safely at a later time.

## **Guidance on Rewards and Sanctions**

### **Rewards**

It is the school policy to recognise, acknowledge and reward individual achievements by pupils. The following are examples of areas considered to be worthy of individual recognition.

1. Consistently improved standards of work.
2. Good or outstanding pieces of work.
3. Effort in class and/or for homework.
4. Outstanding effort for achievement in extracurricular activities.
5. Service to the school or local community.
6. Consistently improved attendance and punctuality.

Rewards will usually consist of the awarding of one or two Merits, which are recorded in the appropriate place in the pupil's record book. Pupils are acknowledged when they accumulate a certain number of merits i.e. 50, 100, and 150. They are rewarded with a badge in Key Stage 3 and book/music vouchers in Key Stage 4. In all cases a postcard is sent home to parents highlighting their child's achievement. It is important that staff do not issue huge numbers of merits at one time this devalues the merit system.

If a pupil produces work of outstanding quality personally to them, either in terms of effort or achievement they will be awarded a Head Teacher's Commendation. The piece of work should be presented to the Head Teacher who will record the achievement and award a suitable certificate. The pupil with the greatest number of Commendations in a term will receive a prize in the final assembly for that term.

Good behaviour and outstanding achievement are also recognised regularly and formally in weekly school assemblies. Students also have the opportunity to showcase excellent vocational work in these assemblies. At the end of term assembly we reward students who achieve the top number of merits, those with 100% punctuality and attendance and no demerits.

At our annual prize giving we celebrate and reward achievement for the academic year. Subject prizes are awarded at all Key Stages. At Key Stages 4 and 5 subject prizes are awarded for both attainment and progress. There are also a range of vocational awards celebrating success and progress in Drama, Dance and Music.

As pupils progress through the school they are given increasing rights and responsibilities as they grow and mature. The school's rationale behind this is that we are empowering the students to start thinking like adults and take on a greater number of responsibilities.

## **Rewards in 6<sup>th</sup> form**

The Sixth Form aims to encourage students to achieve for a sense of personal satisfaction and to fulfil their responsibilities to themselves and others. Sixth Formers have chosen to come to Arts Ed, and have chosen the subjects they are studying. There is a large basis of self-motivation that propels them through the school and encourages to take satisfaction in their achievements. However, students still value the praise and encouragement of their teachers and this should be a regular aspect of teaching at the Sixth Form. While, Merits are not given at this level, students should still be praised and congratulated verbally for their achievements.

For a single instance of particularly satisfying work, effort or achievement, students should be clearly praised in class and their success communicated via email to parents or guardian. For instances of continued, persistent improvement in any of the areas outlined above, a teacher may refer a student to the Head of Sixth Form who would send a postcard home congratulating the student.

As with KS3 and KS4, outstanding pieces of work are awarded a Head Teacher's Commendation. The same procedure is applied.

## **Sanctions**

The Arts Educational School recognises the need for a positive learning environment where it is hoped that all students will be fully involved in their learning. We have high expectations of our students' behaviour with the emphasis on self-discipline and personal responsibility of the pupil. In the occasional circumstances when a pupil has failed to meet the expectations of the member of staff, the school has clear sanctions in place to tackle the unacceptable behaviour.

It is important that sanctions are used consistently and teachers and other staff make it very clear to the recipient why a sanction is being applied. At the heart of our discipline must be a real respect for the pupil. In ensuring good discipline, we recognize the importance of listening to pupils' views. We believe that communication with parents regarding any sanctions issued is fundamental in securing their support for our procedures and encourages good behaviour from pupils.

The teacher may feel they need to use one of the following sanctions as a way to highlight inappropriate behaviour/organisational skills etc. as a method to modify behaviour for the future.

1. For minor offences, if a rebuke is insufficient sanction, a demerit will be issued. Once a pupil has received 4 demerits they must attend detention. A pupil must also attend detention if they incur 10 lates during a term. The school recommends to staff that there should be an initial warning given first before a demerit is issued. Tutor's monitor the number of demerits a pupil has on a weekly basis. This allows Tutors to ascertain if there are any

2. It is expected that if a teacher wishes to keep a child back during break or lunchtime due to poor behaviour or effort, they may do so.
3. Detentions take place on Fridays from 3.55pm - 4.55pm. 24 hours notice in writing must be given to parents and students are expected to arrive with a signed slip from their parents. If a pupil has more than 2 detentions owing at the end of the term they will be required to attend a detention on the last day of term. Typical offences that would warrant a detention are:
  - Deception/ Lying
  - Persistently arriving without equipment/ books
  - Persistent minor misbehaviour
  - Graffiti
  - Rudeness to staff
  - Serious swearing
  - Significant disruption of lessons which effects other pupils
  - Persistently arriving with incorrect uniform
  - Smoking
  - Deliberately missing a lesson, rehearsal
4. If pupils have been working/behaving in a less than satisfactory way they should expect to be placed on report whereby they are required to carry a report card for a specified duration. This has to be signed by the relevant teacher after every lesson with a grade for the standard of behaviour achieved. The card should be reviewed by the form tutor at the end of every day and feedback given to parents at the end of each week. .
5. Any member of staff may phone a parent or carer to discuss any pupils' behaviour or the quality of their work if they have first discussed their concerns with a senior teacher or form tutor.
6. Where there is persistent poor behaviour, parents will be invited into school to meet with the Head Teacher and relevant members of staff.
7. For pupils who are in particularly difficult circumstances concerning academic achievement or behaviour, the use of a member of staff as a Mentor may be appropriate. The pupil will be consulted by the Pastoral team and a Mentor agreed with them. The Mentor will meet with the student once or twice a week to discuss progress, targets, current pressures, and successes as appropriate. The Mentor should keep a record of the meetings held.
8. Should the above actions fail to produce the desired improvement in behaviour, there are a series of referrals that can be considered by the school. These are;
  - a) referral to the educational welfare office for investigation and supporting visits to parents
  - b) referral to Social Services who run counselling and other group activities
  - c) referral to the educational psychologist for guidance and appropriate support.

9. The Head Teacher can impose a fixed term exclusion for serious, or repeated, offences. These may include some or all of the following:
  - a) harm with intent, for example, violence or threatening behaviour towards staff or other students
  - b) racism, homophobia or other discriminatory behaviour
  - c) persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others.
  - d) verbal abuse directed at staff
  - e) possession of inappropriate substances, for example drugs or alcohol.
  - f) misuse of the Internet
  - g) any other serious offence which is considered to be detrimental to the good order and safety of the running of the school
10. Permanent exclusion may be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent or significant incidences of defying criminal law.
11. The school does not endorse or use Corporal punishment

### Sanctions in 6<sup>th</sup> Form

The 6<sup>th</sup> Form aims to support pupils in becoming responsible and respectful adults who are able to learn from their mistakes. Sanctions are used relatively rarely and should be part of a process of consultation, target setting and guidance aimed at creating better behaviour patterns for pupils.

Staff are expected to be clear and consistent with pupils, explaining what the pupil has done wrong and allowing them the opportunity to rectify this.

1. If a teacher wishes to keep a child back during break or lunchtime due to poor behaviour or effort, they may do so.
2. Any member of staff may phone a parent or carer to discuss any pupils' behaviour or the quality of their work if they have first discussed their concerns with a form tutor and the pupil. 6<sup>th</sup> Formers must be treated as adults and in most cases should be informed of any intention to call parents or carers.
3. For minor offences that might include chewing gum, drinking in class, mild unkindness, inappropriate use of the foyer, minor disruption of class, inappropriate use of a mobile phone or lateness to class, the teacher present would be expected to give a firm, clear immediate verbal admonishment.
4. If any of these behaviours become persistent, or a pupil is late to registration more than 10 times, or fails to explain an absence by the requested date, then a pupil can be referred to their tutor who, after a consultation with the pupil will issue a duty. That duty may be assisting the school secretary for a set period, monitoring rubbish in the foyer, assisting with the lunch queue. The activity should be one that reminds pupils of their responsibility to others and the school.

5. A Cause for Concern MUST be sent by either a tutor or a teacher for any of the following reasons:

- a. Repeated failure to complete homework
- b. Being late to registration 3 times over a fortnight
- c. Missing a coursework draft deadline

A Cause for Concern MAY be sent by either a tutor or teacher for any of the following reasons:

- d. Classroom behavior
- e. Regular absence
- f. Involvement in bullying
- g. At the discretion of a teacher or tutor due to concern for the students' well-being or development

It is expected that the teacher filing the concern will have attempted to discuss the matter with the student first. If the student has not responded, or the Cause for Concern is mandatory then the Cause for Concern must first go the tutor.

The Tutor is to have a tutorial with the student concerned as soon as possible. The problem should be discussed and steps agreed on to resolve it. Notes should be taken at this meeting. The tutor must then send a letter to the parents, stating the original issue, the resolution of the problem and any targets agreed to. (The pro-forma is on the shared area) This procedure should be completed as quickly as possible.

If a student has received three Cause for Concerns, this will be reported to the Head of Sixth Form and a meeting arranged with the parents, the tutor, the student and the Head of Sixth form.

6. If pupils' behaviour does not change after a Cause for Concern has been issued, they should expect to be placed on report whereby they are required to carry a report card for a specified duration. This has to be signed by the relevant teacher after every lesson with a grade for the standard of behaviour achieved. The card should be reviewed by the form tutor at the end of every day and feedback given to parents at the end of each week. This should always be put in place with clear, achievable targets for the student. The form tutor would be expected to provide one-on-one mentoring, offering the pupil guidance and strategies to aid improvement.

7. The Head Teacher can impose a fixed term exclusion for serious, or repeated, offences. These may include some or all of the following:

- a. harm with intent, for example, violence or threatening behaviour towards staff or other students
- b. bullying
- c. racism, homophobia or other discriminatory behaviour
- d. persistent disruption, defiance or any other behaviour that compromises the safety and welfare of themselves or others.
- e. verbal abuse directed at staff
- f. possession of inappropriate substances, for example drugs or alcohol
- g. behaviour that is deemed to compromise students younger than themselves (particularly smoking with younger students)
- h. theft

- i. misuse of the Internet
  - j. any other serious offence which is considered to be detrimental to the good order and safety of the running of the school
- 8. Permanent exclusion may be applied if the behaviours described are persistent and all other reasonable steps have been taken to address the young person's behaviour and attitude. Permanent exclusion will also be used as a response to extreme acts of violence, supplying drugs, and for persistent or significant incidences of defying criminal law. Please refer to The Arts Educational Exclusion Policy

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Circulation to Principal, Governing Body, teaching staff. To parents and students on the website and on request