



Behaviour Management Policy (Rewards and Sanctions)

Elizabeth College is a vibrant, civilised and courteous environment in which all members of the College community should feel respected and safe. All College students have the right to come to school every day knowing that they will be able to enjoy their day without someone else making their life unpleasant. They also have the right to enjoy their lessons without another student distracting the teacher from what he or she is trying to do.

The Behaviour Management Policy aims to promote these two rights through the effective use of education, rewards and sanctions. Students are expected to be fully aware of the high standards of the College and to take full responsibility for their actions. Students learn most effectively in a well-structured environment where there are clear and high expectations of behaviour and clear consequences for unacceptable behaviour or poor work habits. These expectations are explained in the College Code of Conduct.

The pocket school diary (from April 2011) is intended to be used to promote good behaviour through the use of positive comments to reinforce good behaviour and to highlight any low level poor behaviour.

Rewards

Staff are encouraged to ensure that all aspects of positive behaviour are rewarded and are relative to the capabilities of the individual. It is hoped that students will be regularly rewarded for their achievement, improvement and/or effort inside the classroom and in all aspects of school life. In order to maintain a culture of achievement, it is expected that all staff will spend more time issuing rewards than they do administering sanctions. Our system of rewarding students will be effective if staff use it frequently and consistently and students feel the awards are worth aspiring toward.

Summary of Rewards

1. Diary Comments Verbal praise	<ul style="list-style-type: none"> • For good work or considerate behaviour
2. Merit Awards	<ul style="list-style-type: none"> • Reward effort and achievement in all areas of College life • Encourage all students across the ability range
3. Commendation Certificates	<ul style="list-style-type: none"> • For students who produce outstanding examples of individual or sustained work. • These may be accompanied by a letter from the HoD to inform parents • Presented in assemblies • Includes Sixth Form Commendations
4. Colours	<ul style="list-style-type: none"> • Awarded in sport, drama and music in recognition of contributions over a sustained period of time and for particular achievements
5. Academic Prizes	<ul style="list-style-type: none"> • Awarded in September in respect of the previous year's performance

1. Diary Comments & verbal praise

In the first instance using the school diary to write in a positive comment contributes to reinforcing good behaviour and will be seen by tutors and parents when the diary is checked.

2. Merit Awards

Instances of good co-operation, organisation, or initiative in class, or activities (for example in oral/aural and group exercises) will be seen to be as worthy of a merit award as well as in written class work and homework

- Merit stickers are issued from the Vice-Principal (Academic) (VPA) office in subject specific formats.
- All College Student Diaries include a grid for entering merit stickers.
- Teachers place a sticker in the next available space in the grid and initial.
- Merit stickers are available for tutors for pastoral merits.
- Merit stickers are available without subject names or logos for any other reward.

Key Stage 3:

Use subject specific stickers/tutor stickers/non-specific stickers

Certificates are awarded as follows:

Bronze	10 Tutor signs	
Silver	25 HoY signs	Letter home HoY
Gold	50 VPA signs	Letter home VPA
Platinum	100 Principal signs	Letter home Principal

When a student achieves 10 credits he presents his book to his tutor, who

- a) Verifies the validity of the staff initials
- b) Makes a note in his/her register and then obtains a Bronze Award certificate from the Year Head (HoY) to be presented at a Year Assembly.

After a further 15 credits a Silver certificate is awarded, and after a further 25 a Gold certificate.

- 50 credits merits whole school recognition: winners are presented with a certificate and gift token for £10 by the Principal in the final St James Assembly of each term.
- 100 credits is an outstanding achievement. A Platinum certificate is presented with a £20 voucher at Prize-Giving.
- Year 7 automatically receive a book token for Gold and an HMV voucher for Platinum. Any other year group can however choose between a book token or HMV voucher.
- HoY issue Bronze and Silver certificates. Gold and Platinum Certificates have to be ordered from the VPA, so that a record can be kept for the final Assembly of term/Prize-Giving and arrangements made for the purchase of the gift token.

Key Stage 4:

Use plain blue merit stickers with 'Elizabeth College' and 'Years 10/11' only (no subject stated)

Higher awards are made as follows:

10 merits = letter home from VPA

20 merits = letter + £5 HMV voucher

3. Work Commendations

- For students who produce outstanding examples of individual or sustained work. They should not be given out to whole groups, for example, as a reward for finishing a project.
- Complete the certificate and pass it to tutor.
- HoY and Principal to sign.
- HoY invites Principal to present at appropriate assembly.
- Remember to award 2 merit stickers for a Commendation.
- Heads of Department may send letters or cards home to reward exceptional work.

Sixth Form Commendations

Either exceptional individual pieces of work

Or sustained work above expectations of judged ability eg each half term.

4. Colours

These are awarded in sport, drama and music in recognition of contributions over a sustained period and for particular achievements. Criteria for this award are listed separately.

5. Academic Prizes

These are awarded in September in respect of the previous year's performance. Departments must be able to justify their choice by clear criteria. Prizes should not be split between students.

Sanctions

All staff should expect to teach and work in a civilized environment. This requires students to behave in a cooperative manner and respect the school rules. If this is not the case, then there may be a need for sanctions in order to encourage a particular student to reflect on their conduct and to change their behaviour. Tutors, teachers and HoY should discuss the underlying causes of poor behaviour and support the student in bringing about an improvement.

Students should always understand why a particular sanction is used. Setting short-term targets should play a central role in seeking to change behaviour. Students need to know what they have to do in terms of improvement and be regularly guided toward this.

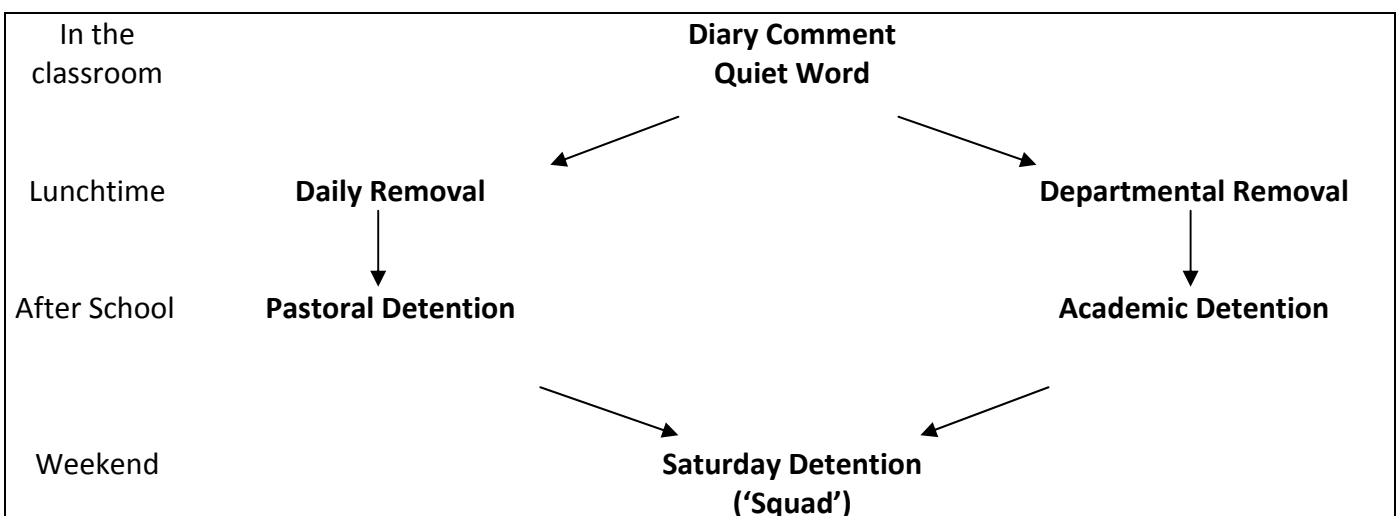
i. Report Cards

In certain situations, it may be necessary to place a student on Daily Report Card to closely monitor behaviour. In most instances it will be used to reinforce positive behaviour. Each Report Card will have 3 or 4 specific targets with a clear consequence (a Departmental or after-school Removal) if they are not met. There are three levels of Report Cards and parents will be informed at all levels. If a Tutor Report does not lead to improved behaviour then the student may be put back on a Tutor Report or moved up to a Head of Year Report, at the discretion of HoY & Tutor.

1. Tutor Reports (discussed in conjunction with HoY, communicated via phone call to parents)
2. Head of Year Reports (communicated by phone call to parents)
3. Vice Principal (Academic or Pastoral) Report (communicated via meeting with parents)

ii. Summary of Sanctions

Consistency is clearly important in applying the sanctions and it is recommended that teachers discuss any areas of doubt with the relevant HoY, HoD or the Vice Principals. The framework below outlines the disciplinary sanction guidelines.



BEHAVIOUR MANAGEMENT POLICY

Sanction Structure Years 7 to 11 *(The severity of an incident may result in entry at any level)*

LEVEL	SANCTION	ACTION BY STUDENT	COMMUNICATION & RECORDING
1	<p>Diary Comment or quiet word. This would be used for the majority of minor infringements in the classroom where a simple reprimand or a quiet word suffices, often at the end of the lesson. If it is worthy of recording, a short comment in the diary should be used. In addition, a teacher may ask a student to report to them at the beginning of break or lunchtime.</p>	Acknowledgement of their inappropriate behaviour and assurance that they are aware of the College's expectations.	<p>i. Note in the diary if appropriate.</p> <p>ii. Email tutor (& copy HoY) if appropriate.</p>
2=	<p>Daily Removal at 12.35pm This is for specific issues only:</p> <ul style="list-style-type: none"> • poor uniform • punctuality • eating in a classroom / chewing gum • low level inappropriate behaviour <p>Failure to attend or receiving more than two Daily Removals in a week will result in a Pastoral Detention after school.</p>	<p>To attend Removal and to improve behaviour.</p> <p>Failure to attend will result in a Pastoral Detention.</p>	<p>i. Note in the diary.</p> <p>ii. Teacher emails VPP secretary or records name on staff notice board.</p> <p>iii. Note during registration reminds the student (if at lunchtime).</p> <p>iv. Record kept by VPP secretary.</p>
	<p>Departmental Removal Issued for:</p> <ul style="list-style-type: none"> • Lack of homework • Failure to turn up to re-test • Poor behaviour in lessons. <p>Failure to attend will result in an Academic Detention after school.</p>	To attend Departmental Removal and to catch up on work. Student is expected to be cooperative in discussions and to establish the root cause if it is a recurrent problem	<p>i. Note in the diary.</p> <p>ii. HoY and Tutor notified via email.</p> <p>iii. Recorded in SIMS.</p>
3	<p>Pastoral Detention & Academic Detention Issued for:</p> <ul style="list-style-type: none"> • missing a departmental detention or a more significant academic failing • a more significant pastoral offence or poor behavior outside of a lesson <p>These will take place on Tuesday & Thursday afternoons at 4.05pm in Room 6. They will last for either 20, 40 or 60 minutes. If time is not specified, it will last for 40 minutes.</p> <p>More than two detentions in a week may result in a Saturday Detention.</p>	<p>To attend after school detention on Tuesday or Thursday (4.05pm).</p> <p>In an Academic Detention the student should be set some work by the class teacher to help the student catch up.</p> <p>In a Pastoral Detention the student will be required to write out some words of 'inspiration' or undertake a 'community task' where appropriate.</p>	<p>i. Note in the diary.</p> <p>ii. Detention form completed & sent to either VPP's or VPA's secretary. If via email, copy tutor & HoY.</p> <p>iii. Parents notified via letter from HoY (for Pastoral Detention) or VPA if it is an Academic Detention.</p> <p>iv. HoY and Tutor notified via email from VP secretary.</p> <p>v. Recorded on SIMS & file.</p> <p>Persistent problems will result in the student being placed on a Report Card at the discretion of the tutor in consultation with the Head of Year.</p>
4	<p>Saturday Detention (Squad) (in discussion with SMT & HoY/HoD) Issued for more serious offences or for:</p> <ul style="list-style-type: none"> • recurrence of poor behavior • failure to attend after school Detention <p>One to two hours in duration depending on severity of offence.</p>	<p>To attend in school uniform</p> <p>To improve their behaviour so that they meet the school's expectations.</p>	<p>i. Phone call to parents</p> <p>ii. Formal letter home from Vice Principal (Academic or Pastoral)</p> <p>iii. Recorded on SIMS</p>

For more serious offences which are outlined below Internal Suspensions, External Suspensions and Permanent Exclusion and a School Contract are possible sanctions. This is at the discretion of the Principal in consultation with the VPP and VPA. Persistent poor behaviour will also result in meetings with the Principal or Vice Principals and warnings may result.

Serious Misconduct (all year groups)

Serious Misconduct which may result in exclusion or removal:

- Persistent attitudes or behaviour which are inconsistent with the school's ethos such as persistent failure to complete school work or continual failure to co-operate with staff
- The supply, possession or uses of drugs and solvents or their paraphernalia or substances intended to resemble them
- Theft, blackmail, physical violence, intimidation, racism and persistent bullying
- Misconduct of a sexual nature; supply and possession of pornography
- Possession or use of unauthorised firearms, knives or other weapons
- Vandalism
- Computer hacking and/or misuse of the School's ICT facilities
- Other serious misconduct towards a member of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises.

In addition, a student may be required to leave if, after all appropriate consultation, the Head is satisfied that it is not in the best interests of the student, or the school, that he/she remains at the school.

Sixth Form Behaviour Management

On entry to the Lower Sixth every student signs a Sixth Form Contract. This details what is expected of them in terms of behaviour, work, appearance and punctuality. Should they fail to abide by the terms of this contract, the following escalating scale of actions will be applied:

- Verbal warning
- Written warning to parents and possible attendance at a Saturday detention if persistent problems recur
- Meeting with student and parents, usually resulting in an Enhanced Contract
- Interview with Principal

The seriousness of the issue will determine which step of the scale is applied initially.

Failure to produce adequate work will normally result in loss of privileges, such as an increase in the number of Supervised Private Study Periods (Upper & Lower Sixth) or loss of Home Study (Upper Sixth). Failure to behave in the manner we expect of a Prefect would lead to the loss of that position. If appropriate a sixth former may be placed on a Report Card and the sanctions for Years 7 to 11 may also be applied.

Those students who consistently meet expectations will receive additional privileges such as fewer periods of Supervised Private Study or, for the Upper Sixth, Home Study.