

## **Secondary Rewards and Sanctions Policy**

### **Rationale**

The King's College Rewards and Sanctions Policy exists in conjunction with the Behaviour Policy and in line with the school's Code of Conduct. The over-arching principle for the creation and application of this policy is the establishment of clarity and consistency for the College as a community of pupils, staff and parents in regard to how rewards and sanctions can, and should, be used to positively reinforce desired behaviours and to negatively reinforce inappropriate behaviour. The use of corporal punishment is not permissible under any circumstances.

### **Aims**

To celebrate the success of the students in all aspects of school life

To promote the Core Values highlighted in the Code of Conduct

To support the staff to ensure teaching and learning can take place in a positive working environment.

To encourage good behaviour by publicising success

To give clear guidelines to pupils as to the sanctions available and at which level they are working at on the Discipline Steps.

### **Secondary Rewards and Sanctions**

#### **Rewards**

Without exception, success is to be celebrated at all levels and teachers should use verbal praise as much as possible wherever and whenever it is appropriate.

Rewards should be given to students for good work, good behaviour and good citizenship. On ISAMS “Positive Comments” should be emailed to parents giving praise for good work and behaviour which can be sent at any time

### **House Points, Certificates and Prizes**

- In Years 7 to13, full use should be made of the House Points system. (See below)
- Letters of praise will be written to the parents of those students who have scored consistently high grades on formal reports or whose grades have significantly improved since the last report. This is based on the report analysis completed by the Coordinator.
- Day trips may be organized by the Head of Year for those pupils that have shown consistently good behaviour and adherence to the College’s Core Values.
- Special certificates are to be awarded to those students who do particularly well in public examinations.
- Prize Giving Awards: one for excellence and one for effort per class.  
One overall subject prize is given in both the Upper and Lower Schools, along with one award to be given per year group for ‘adherence to the schools core Values’. There are also prizes awarded by each Head of House for contribution to house activities.

### **House Points and House Point Certificates**

As stated within our Code of Conduct, we at King’s College believe the values listed below to be at the very heart of achieving success, in all its forms. As such we would like to reward pupils that demonstrate these qualities and those pupils that lead and assist others in developing them:

*Dedication Initiative Independence*

*Integrity Honesty*

*Tolerance Kindness Open-mindedness*

House Points may be awarded to pupils of all ages. The purpose of awarding House Points is to reinforce behaviours that we would like to encourage. It is important that House Points are used in conjunction with clear targets and goals, some of which will be academic and others behavioural, adapted appropriately for different year groups throughout the school.

Below, by way of example, are behaviours that may result in the awarding of House Points:

**Dedication:** A student that has demonstrated commitment over a period of time that benefits his/her academic progress or the school more generally.

**Initiative:** A student who has taken it upon themselves to lead in an aspect of school life or to begin a new worthwhile project.

**Independence:** A student that has demonstrated their ability to employ self-motivation and to work well without the direct control of the teacher.

**Integrity:** A student that demonstrates an innate sense of desired morals and principles.

**Honesty:** A student that has shown refreshing honesty, especially within a challenging situation.

**Tolerance:** A student who shows interest in and empathises with people whose opinions and practices may be very different to their own.

**Kindness:** A student that demonstrates selflessness and goes out of their way to improve the experience of school for others.

**Open-mindedness:** A student who shows a willingness to engage with new ideas without prejudice.

To be effective, House Points should be awarded regularly and publicly, and pupils should be fully aware of what they have done to deserve the award. That way, their peers will also be aware of what they need to do to follow suit. Clearly, House Points will be awarded differently for, say, Primary students as opposed to 6<sup>th</sup> Form students; however, the positive impact they can have cuts across all ages. Excellence, in any format, should always be rewarded. The House Points can become devalued if they are given to whole classes or to various students at the same time. Staff should avoid over-generosity, whilst making the potential attainment of points a realistic possibility.

## Rewards Processes

### Level 4

Prize Giving

Excellence throughout the year

### Level 3



Certificate or letters home

Consistent excellence of performance

Consistent Adherence to Core Values

Consistent Contribution to school life

## **Level 2**

House Points

Adherence to Core Values

Excellent Contribution in class

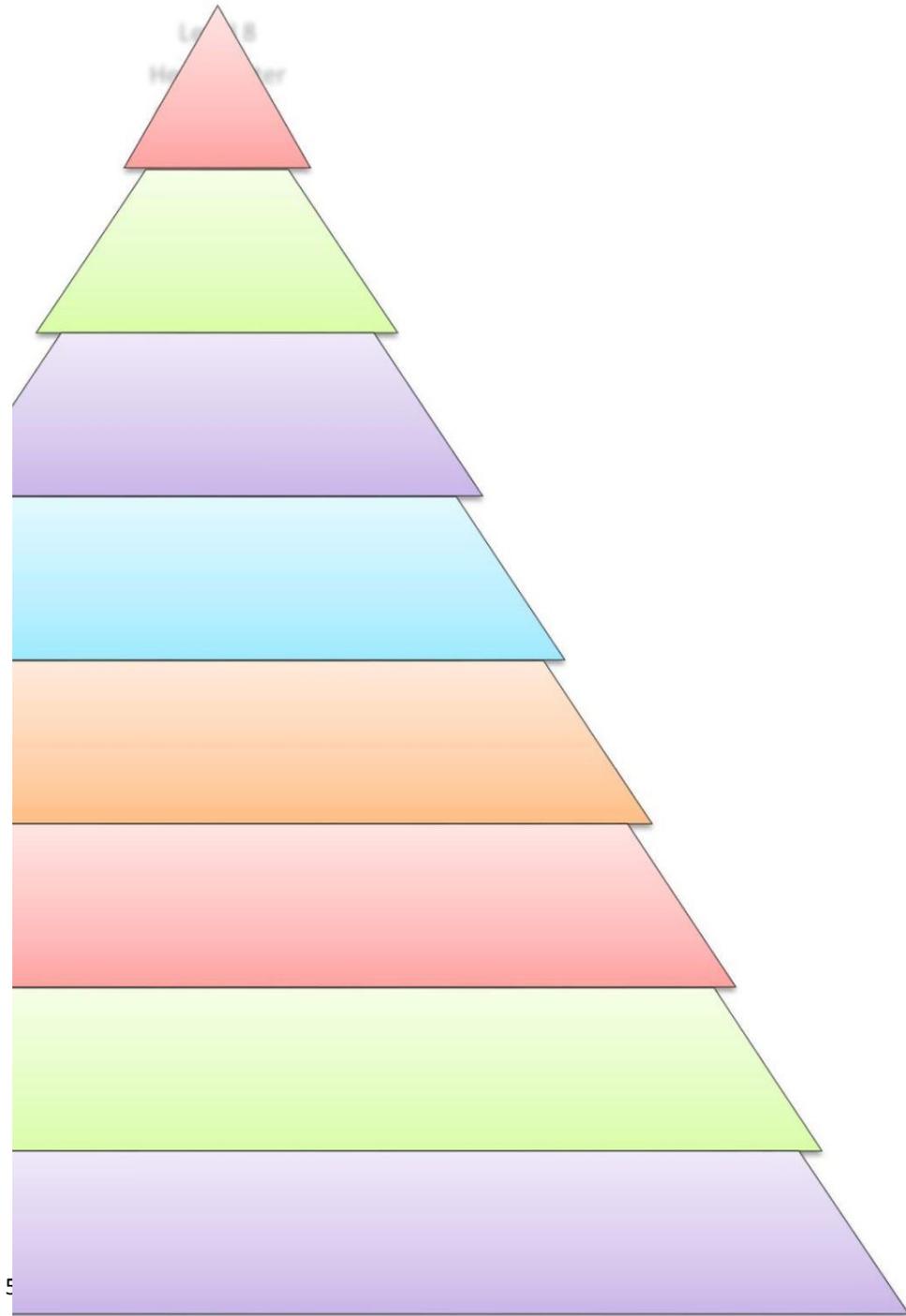
Excellent Academic Performance



**Level 1**

Teacher Comment

**Behavioural Sanction Triangle and Levels**





Headmaster

Permanant  
Exclusion

Level 7 Head of  
Secodnary /  
Headmaster Internal  
/External Exclusion

Level 6 Head of Secondary

Stage 5 Pastoral Coordinator

Stage 4 Head of Subject

Stage 3 Teacher Detention

Stage 2 Teacher Change Seat

Stage 1 Teacher Warning



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Inappropriate Behaviour Choices	Likely Sanctions to be Applied and communication	Issued by
<b>Stage 1</b>	<b>Stage 1</b>	<b>Stage 1</b>
<p>Talking out of turn Not entering the class in an appropriate manner</p> <p>Chewing Distracting others, shouting out or disrupting the lesson Work avoidance off task Uniform violations Incomplete class/homework Lateness to lessons (within 4 minutes) Speaking in a language not appropriate to the lesson</p>	<p>Verbal warning and explanation of reason for receiving a S1. This is the starting point where a teacher will let you know they are unhappy with an element of your behaviour. No referral.</p>	<p>Issued by The teacher</p>
<b>Stage 2</b>	<b>Stage 2</b>	<b>Stage 2</b>
<p>Example of 'S2' Behaviour: A continuation of talking when a teacher is talking, being consistently off task or work avoidance, anti-social behaviour, shouting out, speaking in a language not appropriate to the lesson.</p>	<p>Verbal warning, explanation of reason and <b>a change of seating</b>. Cause for concern comment recorded on iSAMS.</p>	<p>Issued by the Teacher</p>
<b>Stage 3</b>	<b>Stage 3</b>	

<p>Example of 'S3' Behaviour: A continuation of all the behaviours described above. If you reach 'S3' you will have persistently displayed elements of low level disruption and not acted on the warnings you have been given and you will now be required to sit a teacher detention.</p> <p><b>IMPORTANT:</b> Any refusal to respond to any of the instructions given by the teacher at any stage will result in being removed from the class by a member of CLG and an Immediate After School Detention set for the following Tuesday.</p> <p>Two S3 in the same subject in one week automatically moves to S4 HOD detention and meeting with HOD.</p>	<p>When you are placed on 'S3' this must be recorded on iSAMS.</p> <p>Final verbal warning, <b>Teacher Detention set</b>, recorded on ISAMS and message to Tutor, HOD, Coordinator, Parents.</p> <p>This is a final warning and a last chance for you to modify and manage your behaviour to ensure your learning and the learning of others can continue.</p>	<p>Issued by the Teacher</p>
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### Sanctions Procedures and Referrals

Stage	Stage 4	Stage 4
4		
<p>For you to reach a 'S4' you will have persistently displayed elements of low level disruption through the stages or you will have behaved in a single inappropriate way. Continued and persistent Stage 1 behaviours in one lesson.</p>	<p>Automatic Head of Subject detention.</p> <p>Placed on Weekly Report.</p>	<p>Issued by the HOD</p>

<p>If you reach 'S4' you will be immediately referred out of the classroom to the isolation room. <b>You will be given a red referral card to take to the designated teacher. You will then be referred to the Head of Subject who will arrange a HOD detention for that lunchtime or lunchtime the next day.</b></p>	<p><b>Information sent via iSAMS to Head of Department, Tutor, Pastoral Coordinator and parents.</b></p>	
<p><b>Stage 5</b></p>	<p><b>Stage 5</b></p>	<p><b>Stage 5</b></p>
<p>Repetitions of Stage 1-4 behaviours</p> <ul style="list-style-type: none"> <li>Verbal aggression</li> <li>Low level graffiti,</li> <li>Missing HOD detention</li> <li>Out of bounds</li> </ul> <p>Three S3 in one week automatically move to S5. Coordinators detention and a meeting with the Form Tutor.</p>	<p>Detention with Pastoral Coordinators Info sent via ISAMS to Tutor, Head of Secondary and parents via iSAMS</p>	<p>Issued by a Coordinator or</p>

Stage 6	Stage 6	Stage 6
<p>Continued and persistent Stage 1-5 behaviours</p> <p>Defiance Smoking Truancy from lessons</p> <p>Three further S3 referrals to HOD or Coordinator in one half term will result in an automatic move to S5, after school detention and parents called in for a meeting with the relevant Coordinator and Head of Secondary.</p>	<p>Formal After School detention with Head of Secondary School Placed on Weekly Report. Contract for persistent offenders information sent via iSAMS to Tutor, Coordinators and Parents</p>	<p>Issued by the Head of Secondary</p>

Stage 7	Stage 7	Stage 7
<p>Continued and persistent Stage 1 to 6 behaviours</p> <p>Rudeness to staff Total refusal to comply with instructions Truancy from school Vandalism /high level graffiti</p>	<p>Immediate isolation of the student with Head of Secondary Internal Suspension External Suspension Behaviour Contract Interview including parents, Pastoral Coordinator, Tutor, Head</p>	<p>Issued by the Head of Secondary</p>

<p>Theft</p> <p>Three S4 referrals in one term would result in a one day External Exclusion</p> <p>Six S3 referrals in one term. Automatic move to S7 a one day in our 'Exclusion Room' and parents called in for a meeting with the Head of Secondary and Deputy Head. Contract given.</p> <p>More than six S3 referrals in one term. Automatic move to S7 a one day in External Exclusion and parents called in for a meeting with relevant Head of Secondary and Headmaster.</p>	<p>Fighting</p>	<p>of Secondary. Information on iSAMS and in Deputy Head File.</p>	<p>Of in the case of exclusio</p> <p>from school</p> <p>(external</p> <p>Suspensio</p> <p>) by the</p> <p>Headmast</p> <p>er</p>
<p><b>Stage 8</b></p>		<p><b>Stage 8</b></p>	<p><b>Stage 8</b></p>
<p>Continued and persistent Stage 1-7 incidents</p> <p>Unprovoked assault</p> <p>Use of banned substances</p> <p>More than 7 referrals in one half term. Automatic move to level 8, Parents called in for a meeting with the Head of Secondary and Head Teacher Interventions and Behaviour Contract reviewed.</p>		<p>Permanent exclusion</p> <p>Head Teacher and the Board of Directors, parents</p>	<p>Issued by the Headmast</p> <p>er</p>



	Possible Permanent Exclusion.		

## **Communication and Monitoring**

### Informing Pupils

1. Code of Conduct and Core Values to be displayed in all classrooms and around school.
2. Sanctions Triangle and processes and to be displayed in each classroom.
3. Code of Conduct and Sanctions Triangle is included in Homework Diaries and Teacher Planners.
4. Pupils will be informed by the Coordinator of the Stage on the Sanctions Triangle they are on once they get to Stage 3 and for how long they will be remain there.

### Informing Parents

1. This policy is to be included on the website.
2. Standard and individual emails home for sanctions and praise via ISAMS.
3. Information to be sent directly to parents via email using the ISAMS “Area of Concern” section.
4. Notes from subject teachers / tutors in the Homework Diary.
5. Parents will be informed via ISAMS by the Coordinator of the stage on the Sanctions Triangle they are on once they get to Stage 3 and for how long they will be at that level.

### Informing School Management and Staff

1. All incidents with a sanction imposed should be entered on ISAMS “Area of Concern” and emailed to parents, Tutors and Pastoral Coordinators.
2. Areas of Concern on ISAMS System for departmental referral are sent to Heads of Department and Pastoral Coordinators.
3. Areas of Concerns on ISAMS System for information purposes are sent to Tutors and Pastoral Coordinators.
4. Homework Diary for optional passage of minor incident information to Tutor.
5. Red cards and Comments on ISAMS for direct referral to Head of Secondary in the case of high level incidents.



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6. Student records to be monitored by Pastoral Coordinators on the ISAMS at least weekly.
7. ISAMS System and email are used to inform relevant staff and subject teachers.
  
8. Record of all high level incidents to be kept in Deputy Heads office. This will include staff and pupil statements, related emails /information from parents and cover sheet.

### **Post-Problem Target Setting**

We should endeavour to modify inappropriate behaviour. We must continually try to help our students to adjust their behaviour to conform to what is expected of them at King's College.

Strategies used should be centred on the use of rewards, praise and the positive reinforcement of desired behaviours. They should be re-evaluated if they are not succeeding.

Stages 1-4 sanctions administered by classroom teachers should be explained and targets must be set for the student to avoid being punished again. When pupil behaviour improves, these changes should be verbally praised.

Stages 4-6 sanctions should also be explained fully to the students and targets set in regard to behaviour rectification. Students placed on a Weekly Report and or contract should have specific written targets set and they should be praised if they achieve these targets.

Students that have been externally or internally suspended may be placed on a contract for one term following their return and an interview with their parents. Their targets will be agreed alongside the parents.

Students that have accrued a number of Stage 1-4 sanctions over a certain period of time may be placed also be placed on a behavioural contract.

## Corridor Cards

All students will carry this card in their blazer pocket and will be expected to produce it when asked. If you see someone committing an infraction in the corridor (i.e. not wearing their blazer) then you should initial the appropriate box and give them back their card. Each week when checking homework diaries the tutor should check the card of each student. If a student collects 2 signatures in a week they will be given a detention with their tutor. If a student collects 4 signatures they will have a detention with the Coordinator/Head of Year. If when a teacher asks for a card the student cannot produce it then the student will be given an automatic detention with the Coordinator/Head of Year

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