

Padworth College – Policy Manual

Student

Section D.4 Behaviour, Rewards and Sanctions

Behaviour, Rewards and Sanctions policy

Introduction

This policy is designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe, and secure to reach their academic potential. This policy covers all Padworth College life and the school day including trips, activities, visits, sports, and students in boarding. There is an expectation that all students' behaviour is focused towards meeting the Padworth character virtues.

Our guide to good student behaviour is based upon developing students in their ability to be:

Kind

Reflective

Self-Disciplined

Engaged

Team Player

In line with the character virtues Padworth uses restorative practices to educate our students to make just and responsible choices. Restorative language focusses on having the student acknowledge their poor choices, accept responsibility for their decision making, and to make amends.

Ethos

Padworth College seeks to create a supportive learning environment in the school by:

- encouraging consistency of response to both positive and negative behaviour
- ensuring fairness of treatment for all, although different students may be treated differently in some circumstances.
- promoting early intervention
- promoting good behaviour and discipline
- promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- encouraging a positive relationship with parents to develop a shared approach to involve them in the implementation of the school's policies and associated procedures.

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- providing a safe environment free from disruption, violence, bullying and any form of intimidation or harassment.

The ethos behind this policy has three key features. First, to establish a routine for the rewarding and sanctioning of pupils at Padworth, including ongoing monitoring. Second, to provide the students and staff clear criteria of expectations so that rewards and sanctions may be awarded consistently. Thirdly, to implement a restorative approach when dealing with inappropriate or unacceptable behaviours. Clarity and consistency of expectations, both inside and outside of the classroom, are vital to the integrity and success of this policy and its impact upon our shared learning environment. Any out-of-class behaviour that falls below expectations should be corrected by staff and include a restorative conversation with the student(s) using the restorative prompts.

Praise and Reward

All staff should be promoting and rewarding positive behaviour in lessons and around the school. Positive behaviours should be modelled at every opportunity. Some of the ways we do this are:

- Verbal Praise
- Achievement assemblies
- Living the virtues
- Celebrating students who have ‘turned their behaviour around’.
- Commendations
- House Point certificate.
- Privileges
- House Points for academic achievement, progress and attitude to learning.
- Post cards of praise
- Providing opportunities for peers to praise each other through peer assessment.

Students at Padworth are encouraged to uphold the character virtues, to work hard in achieving their academic potential and participate in events and activities.

Recording, Recognition and Consequences

All rewards and sanctions will be recorded by the appropriate member of staff onto Engage. Rewards and sanctions are noted and shared with the student as well as the tutors, heads of phase, boarding and parents at the appropriate level (**Appendix 1 and Appendix 2**). In this way, all the necessary staff

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will be able to view and monitor a student’s progress throughout their time at Padworth. Certificates are awarded for achievement, half termly, termly, and yearly.

House Point

House points are rewarded for a very good piece of academic work above and beyond that which is normally expected or above the student’s aspirational grade. The student produces exemplary work that is high achieving in terms of attainment, or their attitude to learning goes above and beyond what is required for the task. They are also awarded by any member of staff for the outstanding application of the college character virtues. This can be in lessons or activities, especially when leading others or when volunteering (**Appendix 1**)

House point Certificates

15 HP – Bronze certificate

20 HP – Silver certificate

25 HP – Gold certificate

Consequences

A consequence may be set by a teacher if a student fails to hand in homework or has not tried hard enough in their work. A student may be placed in detention if they do not hand in their work as asked. A student may be given a ‘Consequence’ for poor behaviour or appearance by any member of staff. Any student who receives three or more ‘Consequences’ in a week will be placed in a College detention on **Thursday evenings 16:00-17:00 (Appendix 2)**.

Detentions

The school will conduct four levels of detention for those students who do not respond to the support and guidance the college gives them. During the detentions, where possible, appropriate restorative conversations and reflective activities should be completed by the teacher and the student (**Appendix 2**).

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Detention level	Description	Lead by
1. 5-10min Break/Lunchtime	C1 behaviours from sanctions protocol.	Class teacher/House staff
2. Lunchtime (13:10-13:35)	C2 behaviours from sanctions protocol.	Class teacher/House staff
3. College Detention (Thursday 16:00-17:00)	C3 behaviours from sanctions protocol.	Academic staff on rotation
4. SLT (Saturday 18:30-20:00)	C4 behaviours from sanctions protocol.	SLT on rotation

All detentions are to be logged on Engage. College detentions are to be logged before 16:35 on the Tuesday before. SLT detention by 16:35 the Thursday before.

Restorative Approach

We believe that by using a restorative approach we are giving students the skills to independently make better and more informed choices in the future. Restorative approaches encourage students to think about how their behaviour affects others. It helps students to develop respect, responsibility and truth telling, so they understand their obligations to the community. If a student in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a student has done something wrong, they will be asked to put things right and change their behaviour, so it does not happen again. This allows ALL parties to have their say AND be listened to. At Padworth we will encourage all our community members to take the time to build positive relationships and invest the time in the students to make better choices in life and learn from mistakes. That each problem, issue or incident can be seen as an opportunity to learn from and grow. In applying a restorative approach by all members of the school community, we are aiming to build better relationships with young people, have a greater engagement in learning and a greater development of important social and emotional competence in learners.

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Restorative Language

When our students find themselves in conflict or are upset, we will ask them:

- What happened?
- What were you thinking when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our students:

- What would you think if this happened to you?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim is that outcomes are fair for everyone.

To focus the student on positive language, we will re-direct them to the character virtues, for example *'how did you show a self-disciplined approach to your learning'*, *'how might you reflect with your peers to achieve success'* or use positive psychology language engaging in constructive dialogue and building relationships between students and teachers.

Restorative Meetings

The member of staff present will conduct the meeting using restorative language. The outcome of the meeting is:

- The student to understand the impact of their actions
- To reflect on who this behaviour has affected and how it made the other person feel
- How they can put it right
- What they can do to prevent this behaviour from re-occurring in the future.

At this point a 'consequence' will be applied, but more importantly, actions will be written to agree on the next positive steps. Details of the meeting will be recorded on **Engage**.

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When a student regularly becomes non-compliant and continues to receive consequences, the tutor/head of phase/head of boarding will have a reflection meeting to find out why this behaviour is re-occurring. Using the restorative questions, the student will need to accept responsibility, understand why they were poor decisions/actions and know what to do to 'make it right' or 'make amends'. The tutor/head of phase/head of boarding may ask for a written agreement or promise or set targets and ask where the student needs support to uphold their commitment. The HP will then put a check system in place with the student/teacher/tutor so that the agreement, targets, or promise are being upheld.

This allows the school to:

- Hold students accountable for their poor behaviour.
- Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs 'put right'.
- Support those displaying poor behaviour to make better choices in the future
- During a conference an agreement is made, this will list actions or promises that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again.
- The pastoral team will make sure that everyone is keeping to the agreement.
- Parents/carers may also be invited to attend a conference if it is felt that it would be helpful for your student that you were there.

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Restorative behaviour process and chart:

Most situations can be dealt with fairly and promptly by using the above questions. If a student continues to misbehave, teachers refer to the Padworth student guidelines. Padworth are aiming to use the reduce, improve and develop restorative approach to:

Reduce	Improve	Develop
Disruptive behaviour Conflict Bullying	Behaviour Learning Attendance Well-being	Truth Telling Responsibility Accountability Empathy Emotional Literacy Conflict Resolution Skills Positive Learning Environment

Steps to take:

Steps for teachers to take with non-compliance or inappropriate behaviour start with clear expectations. Teachers must challenge students on their poor behaviour choices relating to the character virtues where appropriate. At the beginning of the academic school year, students pledge their agreement and support for the character virtues and student guidelines and all students are fully aware of school expectations. There may be specific expectations and rules needed in 'higher risk' or practical departments like PE and Science. These will be clearly displayed.

Class strategies inappropriate behaviours:

Step 1: Reminder: A verbal reminder of expectations. The student is expected to acknowledge the reminder and correct their behaviour. Positive praise is given when this is done.

Step 2: Redirection: Teacher redirects the student from what they are doing to what they need to be doing. At this stage, the teacher will have a restorative chat with the student. Staff will conduct this conversation in a positive manner, giving the student a chance to reflect. The aim of this conversation

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is for the student to accept responsibility for their behaviour, acknowledge who their behaviour is affecting and choose their next steps.

Step 3: Relocation: Teacher directs the student to move to sit by themselves or away from distractions to focus on work. A consequence is awarded on the system for not meeting the teacher’s expectations.

Step 4: Remove: ‘Time Away’: The teacher directs the student to another room managed by a teacher in their department. This will be followed by a lunch Behaviour Reflection Time (Teacher/HP/HoP/Tutor) and behaviour reflection discussion.

For persistent behaviour or academic concerns:

Tutor Report and/or coaching, for sustained poor behaviour or poor application to academic work across multiple subject areas. Targets are set on a weekly report and checked daily by the parent and the Tutor.

Head of Phase Report and/or coaching. When a student has not met behaviour or academic targets set by the Tutor, or the reflection time has not made a positive impact on changing challenging behaviours. Referral Student safeguarding and welfare team.

If the student meets their targets within a set time, the report is de-escalated.

SLT Report. If the student has not met the targets set by the Head of Phase they will be referred to a member of SLT. A behaviour contract will be drawn up. Regular parent meetings will take place for a joint collaborative approach to supporting the student. Other support may be needed.

If the student meets their targets within a set time, the report is de-escalated.

Conduct Committee reviews on a case-by-case basis led by the Principal. This could be through a referral from the Safeguarding and welfare team or if there is a major incident.

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Levels of Care: Reporting and Recording

Minor Behaviour Concerns

Any behaviours that impact on other people becoming distracted from teaching and learning.

Behaviours that involve more than one person. This is a list of examples but not limited to:

- Low level disruption
- Using a language other than the target language of instruction
- Not meeting classwork and homework expectations and procedures
- Poor / erratic attendance and / or punctuality to rollcall in the morning or classes / lessons
- Inappropriate use of technology
- Truancy from the lesson
- Dress code infringements or Dress code issues including hair, nails, jewellery
- One off incident student dispute
- Unable to process / follow a reasonable request
- Not following the definitions of the Anti-bullying policy of students in conflict, being mean, being rude.

Minor behaviour concerns are dealt with by the teacher in their classroom, corridors and around school as behaviour management and to be referred to as not meeting Padworth Standards. As part of the restorative process, the teacher's key role is to de-escalate and control the situation following the restorative questions and listening to the students' answers. If minor behaviours escalate or are constantly repeated, the teacher is to receive support from HoP and communicate to Tutor. **Recorded on Engage.**

There is an expectation that all students complete classwork and homework set by their subject teachers.

1. Teachers will clearly explain and display prep on MS TEAMS or other agreed formats and set a deadline for completion and submission. Teachers will follow the prep guidelines explained in the Teaching and Learning Policy.
2. Students should complete prep set, but also, ask for help from that teacher if there is something they do not understand, **before** the deadline.
3. If a student does not complete and hand in the prep, or to the required standard, they will be awarded a consequence. This is recorded on **Engage.**

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4. The student and the teacher then agree when the piece of work will be handed in, if the student does not meet the next deadline, the student will be awarded a College Detention.
5. If the work is completed before the detention, they do not need to attend. As the subject teacher has received the missing work, they email the staff member on detention duty, who marks the child 'present'. The detention remains in the system, if there is no subject teacher email to the detention teacher the child must attend the detention.
6. If the work is not completed in a College Detention, they will be awarded an SLT detention to complete the work and a letter home, by the subject teacher, to the parent explaining the missing piece(s) of work and what they need to do.
7. If the student continues to miss deadlines or submit substandard work in class or for homework, the teacher re-directs their concern to the HoP/DoS/HoB, and they devise a subject Individual Education Plan (IEP) with the child. The Safeguarding and welfare committee are informed.
8. The HoP/DoS/HoB and teacher monitor the student progress on IEP and if the student continues not to meet their academic targets, they are referred to on Engage as an Academic Concern.

Major Behaviour Concerns

Any behaviour that can cause harm to themselves or others. This is a list of examples but not limited to:

- Bullying: all forms of bullying and harassment as defined in the Anti-bullying Policy.
- Violence or intentional damage towards property
- Plagiarism
- Defiant behaviour towards staff members
- Persistent absence as defined in the Attendance Policy
- Academic dishonesty in external examinations / coursework
- Alcohol possession and usage in school
- Drugs and drug paraphernalia possession and usage in school
- Smoking, vaping possession and usage in school
- Weapon(s) possession
- Use of foul and / or abusive language Physical Contact:
 - Physical assault and fighting

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- Verbally aggressive behaviour
- Physically aggressive behaviour and intimidation
- Sexual contact or sexual behaviours

Major behaviour concerns are to be communicated immediately to Tutor/HoP and then dealt with in discussion with SLT. This is recorded on Engage by the HoP.

Incident Procedures

Secure the scene, stay calm, get help.

- Once the situation is calm and returns to normal, information needs to be collated and reports written. In the case of injury or accident, the staff member who first responds, needs to complete an Incident Report Form. Incidents of a serious/safeguarding nature are to be recorded on Engage.

The Head of Phase/House Parents will investigate the incident by:

- Taking statements from everyone concerned including witnesses.
- Work with other HoP's if different students and Phases are involved.
- Report everything on Engage and upload the evidence in 'files'
- Students will need to write a reflection and apology where appropriate.
- Contact parents. Some may require parent meetings setting up.
- Appropriate sanctions need to be awarded. Any exclusion referrals will be directed to the Principal, HoB, Director of studies.
- Finally, mediation may be needed in certain cases between conflicting parties to resolve any ongoing issues, so that all parties have learned from this incident and are able to move forward positively.

Reporting

As with House Points or consequences, restorative conversations are also logged on **Engage** system. This informs the team around the child that a restorative discussion has taken place, by the member of staff, along with a brief description of that discussion.

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Appendix 1-Rewards Progression

Frequency	Award	Reward
Weekly	<ul style="list-style-type: none"> • Top house point achiever • Living the Virtues 	<ul style="list-style-type: none"> • Recognition in Assembly • Principals break • Queue jump card/weekend mobile phone pass (Yr10-12)
Half termly	<ul style="list-style-type: none"> • Top house point achiever • Living the Virtues 	<ul style="list-style-type: none"> • Recognition in Assembly • Letter home • Queue jump x2/take away/midweek evening trip/ weekend mobile phone pass (Yr10-12) • Principals Lunch
Termly	<ul style="list-style-type: none"> • Top house point achiever • Living the Virtues • Commendations • Co-Curricular Achievement • Phase specific Progress/AtL 	<ul style="list-style-type: none"> • Recognition in Assembly • Letter home • Certificates • Queue jump x3/take away/midweek evening trip/ weekend mobile phone pass (Yr10-12)
Yearly	<ul style="list-style-type: none"> • Prize giving/Speech Day 	<ul style="list-style-type: none"> • Certificates • Vouchers • Devices

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Appendix 2- Padworth College SANCTIONS PROTOCOL (Staff):

Level of Concern	Incident	Examples	Intervention	Taken by...	House/School Action	Taken by...
C0	Minor inappropriate behaviour	Low level disruption in class	Informal warning	Class teacher		
	Disruptive behaviour Poor work Repeated C0 behaviour after an informal warning	Disrupting the learning of the class Minor dress code infringements Poor manners/sleeping in class Poor attitude to learning Failing to bring required equipment [textbook, calculator, homework] Being late without a valid reason Late work without prior approval/ part-completion/handing in poor work Mobile phone use without permission- texting/social media/ wearing headphones in public Lateness Language/eating in class/rowdiness Littering Incitement of others to poor behaviour Verbal abuse etc. Repeat C0	Formal warning Reference to Padworth student guidelines 5-10 minute reflection time with teacher at break or lunch/Restorative meeting/minor chore if required Early rise in the boarding house Complete the 'think about it' memo Removal of privileges Record on MIS	Class teacher/boarding tutor/ tutor	Communication with parents/carers/guardians	Class teacher/house staff/ tutor
C1						
C2	More serious disruptive behaviour or poor work Repeated C1 behaviour after formal warning	Disobedience/insolence/dishonesty to a member of staff No work or copied/plagiarised work Very poor work Repeat of C1 behaviour after a formal warning	Teacher lunchtime detention Reference to Padworth student guidelines Work completed by deadline to standard then re-marked as complete Complete the 'think about it' memo Gating Removal of privileges Record on MIS	Class Teacher/ boarding tutor	After-school detention automatic after 2 nd Teacher detention/Restorative meeting Communication with parents/carers/guardians Tutor report card	Class teacher/house staff/ tutor
	C3					
C4	Breaking school rules Repeated C2 behaviour	Smoking etc Bullying behaviours (see anti-bullying policy) Out of bounds Discrimination (including casual) Truancy Malicious damage to property Failure to attend a departmental detention = 2 departmental detentions	Head of Phase/HoB After school detention/Restorative meeting (Thursday 16:00-17:00) Reference to Padworth student guidelines HoB/HoP Intervention – e.g. gated if out of bounds; Reparations if bullying Complete the 'think about it' memo Removal of privileges Record on MIS	Teachers on Rotation	Principal's detention automatic after 2 nd HoP/HoB Communication with parents/carers/guardians HoP report card	Teachers on Rotation
	C4					
	Serious forms of disruptive behaviour Repeated C3 behaviour	Fighting or violence towards another pupil Defiance of a member of staff Alcohol- without permission Verbal abuse of a member of staff Serious disruption to lesson Continuous bullying behaviours [including mobile phone use] Theft Bringing the school into disrepute Failure to attend HoP/HoB detention = 2 HoP/HoB detentions	SLT Saturday detention (18:30-20:00) Reference to Padworth student guidelines Removal from lesson to HoP or SLT duty staff Complete the 'think about it' memo Removal of privileges Meeting with the DP Record on MIS	SLT [class teacher in consultation]	Contract/ SLT report Card Internal suspension automatic after 2 nd Principal detention Internal suspension External suspension Communication with parents/carers/guardians	HoB/DP & Principal

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C5

<p>Serious incidents</p> <p>Repeated C4 behaviour</p>	<p>Possession/use/supply of weapons/drugs</p> <p>Violence [threatened or actual] directed at a member of the school staff</p> <p>Bringing the school into serious disrepute</p> <p>Very serious bullying</p> <p>Repeated suspension etc.</p>	<p>Meeting with the Principal</p> <p>Record on MIS</p>	<p>Principal</p>	<p>External suspension</p> <p>Withdrawal</p>	<p>HoB/DP & Principal</p>
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