



King's College
The British School of Madrid
Soto de Viñuelas

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 to 13, 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 6th 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

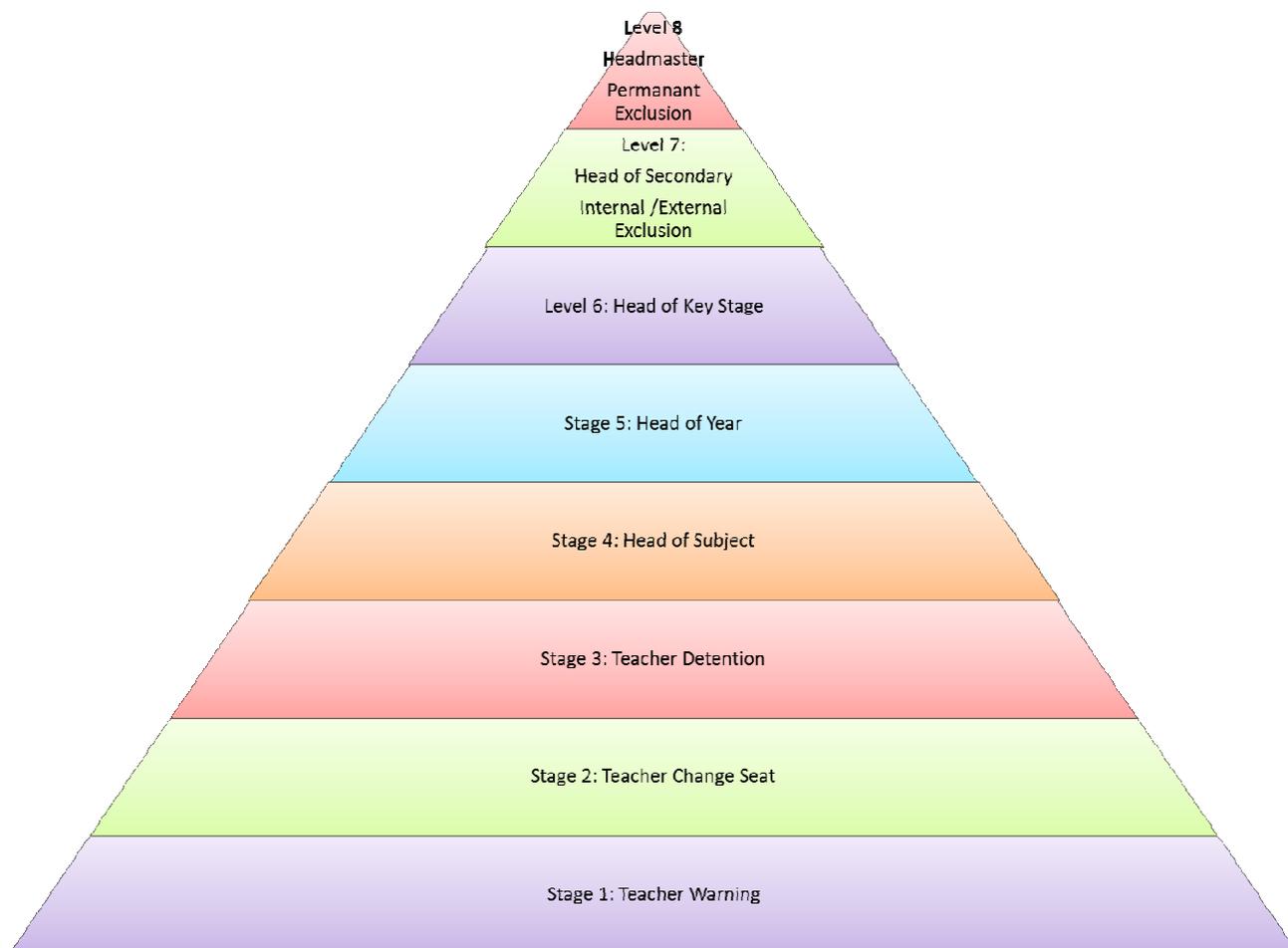
- Certificate or letters home
- Consistent excellence of performance
- Consistent Adherence to Core Values
- Consistent Contribution to school life

Level 2

- House Points
- Adherence to Core Values
- Excellent Contribution in class
- Excellent Academic Performance

Level 1

- Teacher Comment



Inappropriate Behaviour Choices	Likely Sanctions to be Applied and communication	Issued by
Stage 1	Stage 1	Stage 1
<ul style="list-style-type: none"> • Talking out of turn • Not entering the class in an appropriate manner • 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 	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.	Issued by The teacher
Stage 2	Stage 2	Stage 2
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.	Verbal warning, explanation of reason and a change of seating . Cause for concern comment recorded on iSAMS.	Issued by the Teacher
Stage 3	Stage 3	
<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>IMPORTANT: 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, Teacher Detention set, recorded on iSAMS and message to Tutor, HOD, HOY, 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>	Issued by the Teacher

Stage 4	Stage 4	Stage 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 Stage1 behaviours in one lesson.</p> <p>If you reach 'S4' you will be immediately referred out of the classroom to the HOD or in their absence another teacher's classroom from in the same corridor. 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.</p>	<p>Automatic Head of Subject detention. Placed on Weekly Report.</p> <p>Information sent via iSAMS to Head of Department, Tutor, HOY and parents.</p>	<p>Issued by the HOD</p>
Stage 5	Stage 5	Stage 5
<p>Repetitions of Stage 1-4 behaviours</p> <ul style="list-style-type: none"> • Verbal aggression • Low level graffiti, • Missing HOD detention • Out of bounds • <p>Three S3 in one week automatically move to S5. Head of Year detention and a meeting with the Form Tutor.</p>	<p>Detention with Head of Year Info sent via ISAMS to Tutor, Head of Key Stage and parents via iSAMS</p>	<p>Issued by Head of Year</p>
Stage 6	Stage 6	Stage 6
<p>Continued and persistent Stage 1-5 behaviours</p> <ul style="list-style-type: none"> • Defiance • Smoking • Truancy from lessons <p>Three further S3 referrals to HOD or HOY 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 HOY and Head of Key Stage.</p>	<p>Formal After School detention with Head of Key Stage Placed on Weekly Report. Contract for persistent offenders information sent via iSAMS to Tutor, HOY and Parents</p>	<p>Issued by the Head of Key Stage</p>

Stage 7	Stage 7	Stage 7
<p>Continued and persistent Stage 1 to 6 behaviours</p> <ul style="list-style-type: none"> • Rudeness to staff • Total refusal to comply with instructions • Truancy from school • Vandalism /high level graffiti • Fighting • Theft <p>Three S4 referrals in one term would result in a one day External Exclusion 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. 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>Immediate isolation of the student with Head of Secondary Internal Suspension External Suspension Behaviour Contract Interview including parents, HOY, Head of Key Stage, Head of Secondary. Information on iSAMS and in Deputy Head File.</p>	<p>Issued by the Head of Secondary</p>
Stage 8	Stage 8	Stage 8
<p>Continued and persistent Stage 1-7 incidents</p> <ul style="list-style-type: none"> • Unprovoked assault • Use of banned substances <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 Headmaster Interventions and Behaviour Contract reviewed. Possible Permanent Exclusion.</p>	<p>Permanent exclusion Headmaster and the Board of Directors, parents</p>	<p>Issued by the Headmaster</p>

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 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 HOYs.
2. Areas of Concern on ISAMS System for departmental referral are sent to Heads of Department and HOYs.
3. Areas of Concerns on ISAMS System for information purposes are sent to Tutors and HOYs.
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.
6. Student records to be monitored by HOY 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 (ie 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.

Policy Reviewed: January 2018	Reviewed by : Nicola Lambros, Paula Parkinson, Tom Parkinson
Next Review: August 2019	Approved: CLG